

Reflections/Notes:

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Organization/Structure/Form • Perception • Expression •
Lines • Color • Self-Image



Help your students explore self-imagery and storytelling through visual art!

Students will create a self-portrait which communicates a message while identifying the culture that produced a particular work of art, in this case, folk art. Students will create unity in a composition by using the elements of art and be able to name artists who are well known for using a variety of art forms, in this case, Howard Finster. Students will add their stories to their self-portraits, combining language arts into this visual art lesson, thinking deeply about who they are.

Essential Question: How can a visual art lesson based become a teaching tool for language arts and social studies?

Process

- Students are asked to think about what they look like. They then look at themselves in a mirror.
- Students are given samples of portraiture art through time to see that it is consistently proportionate, and specifically for this lesson, they will look at the faces of Howard Finster.
- Students are taught to use their fingers as rulers to measure their faces.
- Students are given a demo about how to draw the lines and shapes that will make their face.
- Students are taught to add all details of their face to their art.
- Students use lines to represent their hair.
- Students are taught to add a horizon line to create the illusion of background and foreground.
- Students learn how to mix color shades by color layering with crayon to create skin tones that match their skin.
- Students are taught to paint with their markers to fill their art with color.
- Students are taught to lightly write their stories in pencil in the face, being inspired by the folk art of Howard Finster.
- Students art will be hung in class exhibits and students will be signing their name to the art.

Assessment

- Students will understand the proper use of the art elements, line, shape and color.
- Students have correctly estimated facial features' placement by measuring with their hands.
- Students' essays include grade-level words, descriptive language and grade-level appropriate length and structure.

Note: I use a project evaluation form for each lesson I teach. This allows my students to appropriately reflect on the learning at hand and leaves room for them to comment on the process and how they feel the final piece turned out. It also allows me to comment and give them a grade based on their learning AND their final work. We also do in process critiques using my "2 Glows and a Grow" model.

Folk Art at the High Museum of Art

The High is dedicated to supporting and collecting works by Southern artists and is distinguished as the first general museum in North America to have a full-time curator devoted to folk and self-taught art. The nucleus of the folk art collection is the T. Marshall Hahn Collection, donated in 1996, and Judith Alexander's gift of 130 works by Atlanta artist Nellie Mae Rowe. Other artists the High has collected in depth in this field include the Reverend Howard Finster, Bill Traylor, Thornton Dial, Ulysses Davis, Sam Doyle, William Hawkins, Mattie Lou O'Kelley, and Louis Monza. The collection of almost 800 objects also boasts superb examples by renowned artists from beyond the South, such as Henry Darger, Martín Ramírez, and Joseph Yoakum.

Materials

- Sharpie pens
- graphite (pencils)
- multicultural crayons
- Mr. Sketch markers
- mirrors
- 8½" x 8½" white paper
- visual samples of Howard Finster's portraits

Vocabulary

Art Elements

The elements of art are a commonly used group of aspects of a work of art used in teaching and analysis, in combination with the principles of art.

Line

An element of art (or math) that defines space, contours and outline.

Shape

A two dimensional enclosed space that is defined as 2 lines meet.

Color

An art element with 3 properties: hue, value and intensity, a response to reflected light. There are several color theories, such as primary, secondary, neutral, tertiary, complementary, analogous, monochromatic, etc.

Self-Portrait

A portrait of oneself done by oneself

Proportion

The size of one object compared to another

Iris

The contractile, circular diaphragm forming the colored portion of the eye and containing a circular opening, the pupil, in its center

Pupil

The expanding and contracting opening in the iris of the eye, through which light passes to the retina

Sclera

The white outer layer of the eyeball

Tear duct

A passage through which tears pass

Eye lashes

The short, thick, curved hairs growing as a fringe on the edge of an eyelid

Eye lid

A thin fold of skin that covers and protects an eye

Folk Art

Art produced from an indigenous culture or by peasants or other laboring tradespeople

Storytelling

The interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination

Georgia Performance Standards

VISUAL ART

GRADE K

VAKCU.1: Identifies artists and offers ideas about what art is and who artists are.

VAKCU.2: Views and discusses selected artworks.

VAKPR.2: Understands and applies media, techniques, and processes of two-dimensional works of art (e.g., drawing, painting, printmaking, mixed media) using tools and materials in a safe and appropriate manner to develop skills.

VAKAR.1: Discusses his or her own artwork and the artwork of others.

GRADE 1

VA1CU.1: Identifies artists as creative thinkers who make art and share ideas.

VA1CU.2: Views and discusses selected artworks.

VA1PR.2: Understands and applies media, techniques, and processes of two-dimensional works of art (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

VA1AR.1: Discusses his or her artwork and the artwork of others.

GRADE 2

VA2CU.1: Identifies artists as creative thinkers who make art and share their ideas.

VA2CU.2: Views and discusses selected artworks.

VA2PR.2: Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

VA2AR.1: Discusses his or her artwork and the artwork of others.

GRADE 3

VA3CU.1: Investigates and discovers the personal relationship of artist to community, culture, and world through making and studying art.

VA3CU.2: Views and discusses selected artworks.

VA3PR.2: Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

VA3AR.1: Discusses his or her artwork and the artwork of others.

GRADE 4

VA4CU.1: Investigates and discovers the personal relationship of artist to the community, the culture, and world through making and studying art.

VA4CU.2: Views and discusses selected artworks.

VA4PR.2: Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

VA4PR.4: Plans and participates in appropriate exhibition(s) of artworks.

GRADE 5

VA5CU.1: Investigates and discovers the personal relationship of artist to the community, the culture, and world through making and studying art.

VA5CU.2: Views and discusses selected artworks.

VA5PR.2: Understands and applies media, techniques, and processes of two-dimensional art processes (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

VA5PR.4: Plans and participates in appropriate exhibition(s) of artworks.

Common Core Georgia Performance Standards

LANGUAGE ARTS

GRADE K

ELACCKW3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

ELACCKSL5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

ELACCKL6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

GRADE 1

ELACC1W3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

ELACC1SL5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

GRADE 2

ELACC2W3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

ELACC2W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:

ELACC3L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE 4

ELACC4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:

ELACC4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE 5

ELACC5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:

ELACC5L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

National Standards

VISUAL ARTS

Standard 1: Understanding and applying media, techniques, and processes

Standard 2: Using knowledge of structures and functions

Standard 6: Making connections between visual arts and other disciplines