

Reflections/Notes:

Portraiture • Descriptive Language • Opinion Writing



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Mona Mesa: What is Your Opinion?

Students will look at the print, “Mona Lisa” by Leonardo DaVinci and talk about what they see, searching for visual clues to help them form an opinion. Students will discuss the importance of portrait paintings during the Renaissance era, as well as in this era. Students will visually portray themselves in the body of the Mona Lisa, thus creating a self portrait, Mona MEsa!

Essential Questions:

How can students describe a piece of art by forming opinions? How can art stimulate my imagination and help me understand the process of self-portraiture?

Process

- Students will critique the artwork of Leonardo DaVinci, specifically his “Mona Lisa” painting. They will be inspired by his art and his attention to detail in portraiture.
- Students will write their name on their supplied paper.
- Students will discuss the lines and shapes that they see in the Mona Lisa’s face, as well as in the background of the painting.
- Students will watch a demonstration about how to properly draw a proportionate self portrait, ie, measuring the nose which is the same size as the eye; the human mouth is the same size as the ear, etc...
- Students will then be asked to draw themselves inside the Mona Lisa’s face, thus creating their own Mona MEsa. They will use a pencil but go over it with a sharpie fine tip pen.
- Students will then color in their skin tone, using the multicultural crayons or markers
- On day 2, students will trace over the remaining lines of the body with a sharpie and draw a horizon line to create an imaginary background that represents who they are (for example: art studio, art museum, mall, football field, park, bedroom, kitchen, baseball field, etc...).
- Students will then color this in using Mr. Sketch markers, remembering to paint with their markers.
- Students will then embellish their art by adding light touches of oil pastel to blend and create a “glow”.
- Students will add a button onto their art to complete their piece.

Rhythm-ong©: DaVinci, DaVinci, can’t you see, He was an artist just like me!

Assessment

- Students will create a proportionate self portrait with a background using the demonstrated art techniques.
- Students will reflect on their art, discussing the background images they drew as well as their attention to detail in creating their self portrait.
- Students will review and demonstrate understanding of vocabulary words taught throughout the lesson such as: portraiture, iris, sclera, pupil, proportion, background and foreground.
- Students will write an opinion piece on the Mona Lisa as well as on their Mona MEsa’s including their opinions on the art, the reasons for their opinions, and closure.

Materials

- 9” x 12” Drawing Paper
- Pencil
- Sharpie black fine tip marker
- Mr. Sketch scented markers
- Oil pastels
- Glue
- Buttons
- Mona Lisa print
- Mona Lisa Xerox copy (with no face)
- Multicultural crayons or markers

Vocabulary

Self-Portrait

A depiction of the artist, by the artist

Iris

The colored part of the eye; helps to control the amount of light that enters the eye

Sclera

White part of the eye that is the protective outer layer of the eyeball

Pupil

Hole in the middle of the iris that allows light to enter into the eye

Proportion

Relative size and scale of the various elements in the portrait

Background

The part of a picture or scene that appears to be farthest away from the viewer, usually nearest the horizon

Foreground

The area of a picture or field of vision, often at the bottom, that appears to be closest to the viewer

Resources

<http://www.louvre.fr/en/oeuvre-notices/mona-lisa-%E2%80%93-portrait-lisa-gherardini-wife-francesco-del-giocondo>

Common Core Georgia Performance Standards

ENGLISH LANGUAGE ARTS

GRADE 1

ELACC1W1: Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

ELACC1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

ELACC1SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

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

ELACC1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

Georgia Performance Standards

VISUAL ARTS

GRADE 1

VA1MC.2: Formulates personal responses.

VA1CU.2: Views and discusses selected artworks.

VA1PR.1: Creates artworks based on personal experience and selected themes.

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.

National Standards

VISUAL ART

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

Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Standard 6: Making connections between visual arts and other disciplines