# Drawing Portraits

Instructional Modifications
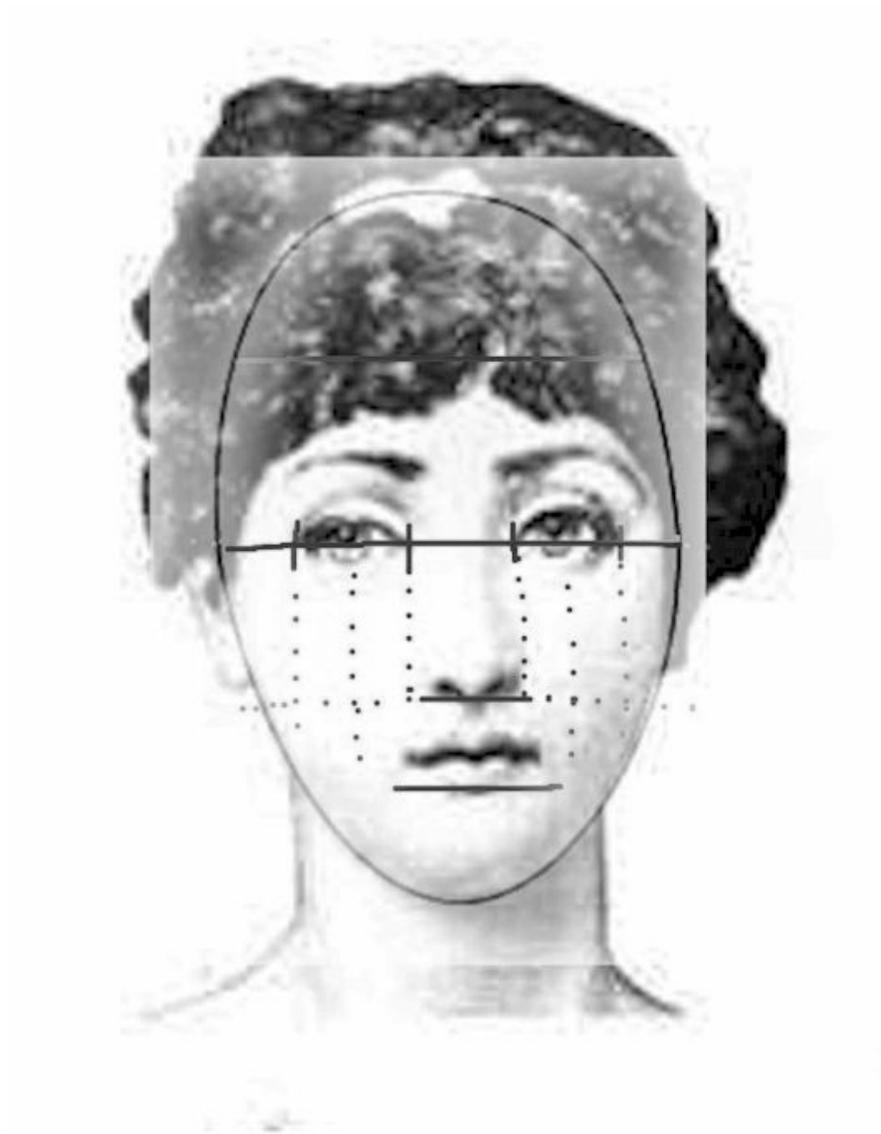
Focus on Grade Six Indiana Art Standards
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Dear Teacher:

I am an art teacher at Bedford Middle School in Bedford, Indiana. I teach art to sixth, seventh and eighth graders. Every nine weeks, the students rotate to another teacher on the Essential Skills team. Our school has students with a wide range of abilities. Inclusion has been in practice for the visual arts courses for many years. Visual arts is one area where students that struggle with reading and math can have success.

The Portraits Unit is taught for one week to the Sixth Grade and is referred back to for review during Seventh and Eighth grade Figure Drawing. In this lesson, I will show possible modifications and technology options to assist in teaching how to create a portrait. Upon completing the Portraits Unit, most students will be able to draw a realistic face with correct proportions. Students will also be able to identify and discuss famous portraits and possible careers in art.

The Portraits Unit works well with the other courses across curriculum. The proportions tie in with Math. The features and bone structure and musculature tie in with Health. Using famous portraits such as the " Mona Lisa" or "George Washington" can tie in with Social Studies. Self portraits can also tie in with journaling in English classes. Careers such as police sketch artist, plastic surgeon, aesthetician, and animation artist can be discussed.

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http://www.aisling.net/freebies/clipart/clipart1.jpg

Standards:

Bedford Middle School follows the Indiana Academic Standards for Visual Arts.
http://www.doe.state.in.us/standards/Docs-Arts/2002-08-28-INVisArtsStandard.pdf

The Visual Arts Standards addressed in this unit are:

Responding to Art: History

Standard 1:
    Students understand the significance of visual art in relation to historical, social,
    political, spiritual, environmental, technological, and economic issues.

Creating Art: Production

Standard 7:
    Students observe, select, and utilize a range of subject matter, symbols, and ideas in
    their work.
    **6.7.1.1   Produce art that demonstrates refined observational skills in
            drawing from life.**

Standard 8:
    Students understand and apply elements and principles of design effectively in their
    work.

Standard 9:
    Students develop and apply skills using a variety of two dimensional and three
    dimensional media, tools, and processes to create works that communicate personal
    meaning.

Standard 10:
    Students reflect on, revise, and refine work using problem solving and critical thinking
    skills.

Careers and Community

Standard 11:
     Students recognize a variety of art-related professions and careers in our society.

Integrated Studies
Standard 13:
    Students identify and make connections between knowledge and skill in art and all
    other subject areas such as humanities, sciences, and technology.

Planning Pyramid

Some

Most

All
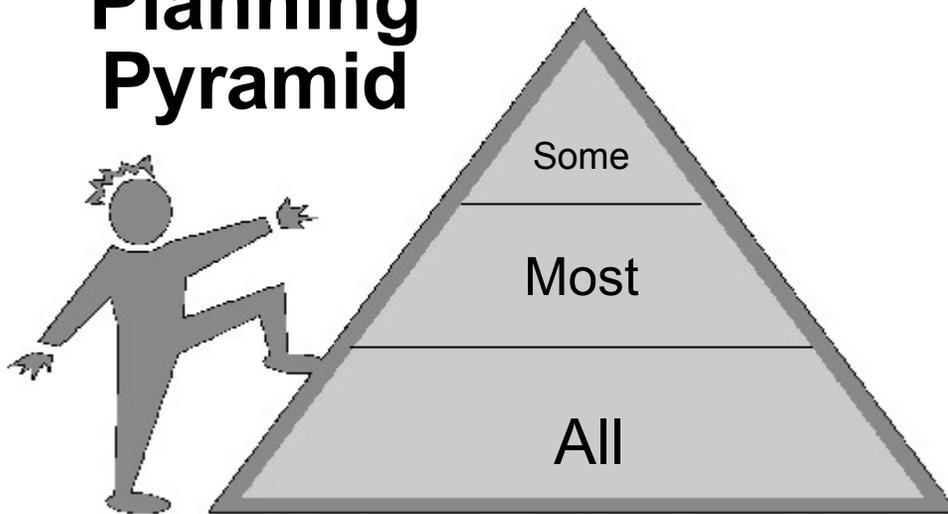
Pyramid clipart from Microsoft Office

Some students will :

Create a portrait that captures expression and a likeness to the subject. Use shading to show depth and create the illusion of three-dimensional form.

Most students will :

Draw an egg for the face shape. Create a portrait based on life observation that is of the correct proportions with accurate features. Use the guidelines to divide up the face into the correct proportions.   Use some shading to show form. Recognize famous portraits by famous artists. Recognize career connections. Identify and make connections to other parts of the curriculum such as math and health. Revise work after comparing it to guidelines and checking proportions.

All students will :

Know what a self-portrait is. Understand the difference between a front view, a profile view and a three-quarter view portrait. Draw a face that includes all of the features placed in the correct position in relationship to each other.

Teacher Library

Correct face proportions:

http://www.portrait-artist.org/face/index.html
http://www.art-wow.com/drawing/drawingTutorials.cfm

"I Can Draw Faces" book:

http://www.amazon.com/gp/reader/0689812639/ref=sib_dp_pt/104-5868547-8335927#reader-link

Video on drawing faces with teacher guide and National Educational Standards :

http://gpn.unl.edu/midd_product.asp?catalog%5Fname=GPN&category%5Fname=Doodle%21&product%5Fid=755%2E001
http://gpn.unl.edu/guides/755.001.pdf
http://gpn.unl.edu/displaystandards.asp?catalog%5Fname=GPN&category%5Fname=Doodle%21&product%5Fid=755%2E001

Portraits from Museum Collections:

http://www.getty.edu/art/collections/subjects/s2032194-1.html
http://www.npg.si.edu/
http://www.npg.org.uk/live/index.asp

The World's Most Famous Portrait:

http://www.monalisamania.com/
http://www.citesciences.fr/english/ala_cite/expo/explora/image/mona/en.php#
http://www.arlindo-correia.com/020602.html
http://www.louvre.fr/img/photos/collec/peint/grande/inv0779.jpg
http://www.louvre.fr/louvrea.htm

Warhol style portrait lesson:

http://syrylynrainbowdragon.tripod.com/warhol.html

Lesson plans:

http://www.dickblick.com/lessonplans/selfportraits/
https://www.saxarts.com/resources/lessonPlans/personalPortraits.jsp

Interactive sites to use with the SmartBoard:

http://www.sanford-artedventures.com/play/portrait1/portrait.html
http://www.sanford-artedventures.com/play/portrait2/a1.html
http://www.sanford-artedventures.com/create/tech_face_shapes.html
http://www.sanford-artedventures.com/create/tech_portrait_drag.html
http://www.sanford-artedventures.com/play/crimedetection/index.html

Learner Activities

Web Activities:

http://www.doodlestudio.com/paint/paint1.html
http://www.kidpix.com/kid_paint.html#
http://www.dreezle.com/
http://www.kid-at-art.com/htdoc/lesson41.html
http://www.arts.ufl.edu/art/rt_room/sparkers/heros/hero.html
http://www.mrpicassohead.com/

Lab Activities:

- Draw faces using software such as Paint, Kid Pix, Paint Shop-Pro, Adobe Photoshop.
- Take digital photographs and check face proportions in imaging software by applying grid to face. (Math—fractions, geometry)
- Scan in photos and alter by skewing, stretching, colorizing, adding poster effects, changing contrast.
- Take digital photos of different expressions and create an online catalog.
- Take digital photos of parts of the face to create an online catalog.
- Create a webpage tutorial on drawing faces.
- Create a Warhol inspired portrait by altering, colorizing and repetition.

SMART Board Activities:

- Scan or import a famous portrait into SMART Notebook and use the drawing tools to show proportions and shapes of features. (Social Studies---why were they famous, what was going on when this picture was made)
- Teacher uses SMART Board to show students how to use imaging software.
- Students share Power Point presentations of portraits they have drawn or those drawn by famous artists.
- Class works in groups to solve crime by drawing police artist sketch at http://www.sanford-artedventures.com/play/crimedetection/index.html . (Careers--sketch artist, animation, aesthetician, plastic surgeon)
- Students work together as a class to create a rubric for evaluating their portraits.
- Students portraits are scanned into SMART Notebook and compared to rubric for making decisions about how to improve their drawings.

Studio Activities:

- Students take turns drawing each other.
- Students draw themselves using mirrors and/or photos.
- Students draw from masterworks.
- Students grid pictures of faces from magazines and then enlarge them on their drawing paper.
- Students create "Wanted" Posters of famous people or teachers.
- Students create a brochure about their favorite famous portrait.
- Students create posters showing the skeleton and muscles in the head. (Health)
- Students use Dana by Alphasmart to create a mood journal and add illustrations from their photos or drawings that show expression. (English)

Cross-Curricular tie-ins are in parantheses

Assessment

Visual Arts gives students a great deal of freedom in creating a product for assessment of learning. I have created a list of possible products and a list of sources for creating assessments for those products. Some students may need to create an alternative product or may need an alternative assessment of their product in order to fulfill the accommodations as outlined in their Individualized Education Plan. Students not having an IEP will also benefit from the flexibility of having choices.

Possible Products:

- Self-Portrait
- Drawing from a masterwork
- Drawing from life
- Brochure about a famous portrait
- Digital drawings—scanned and altered, gridded to show proportions
- Webpage catalog of expressions or facial features
- Class presentation of student portfolio—speech, Power-point, slideshow, webpage
- "Wanted" posters
- Mood journal with illustrations of expressions that show mood
- Presentation about careers where the knowledge of the facial features is important
- Poster showing facial proportions and methods of gridding

Possible Assessments:

- Checklist created at http://pblchecklist.4teachers.org/checklist.shtml
- Rubrics for individual products or portfolios can be created at http://rubistar.4teachers.org/
- Student created rubric—teacher models or teaches how to create
- Rubric for verbalization on art http://www.goshen.edu/art/ed/rubric3.html
- Rubric for evaluating an art product http://www.goshen.edu/art/ed/rubric2.html
- A variety of rubrics and forms for evaluating artworks http://www.emsc.nysed.gov/guides/arts/partIII1.pdf
- A variety of tools to fit different products http://school.discovery.com/schrockguide/assess.html
- Offers ideas and definitions for a variety of assessments http://www.rmcdenver.com/useguide/assessme/aindex.htm?

Modifications
Academic Diversity Plan

http://ericec.org/ is the website of The Council for Exceptional Children. You will find information and links to resources for a variety of needs of these students. It is important to understand that students may not fall into one category. If a modification is not working, try another one. Ask the student, their parent, or another teacher what seems to help them. You may need to modify for any of the following**:**
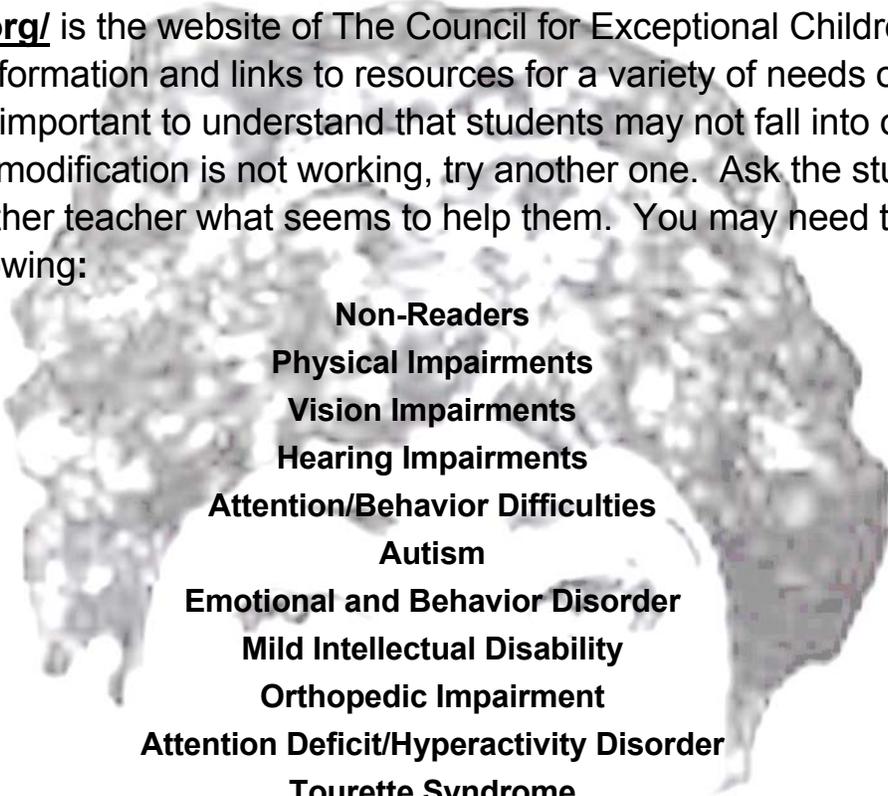
Non-Readers
Physical Impairments
Vision Impairments
Hearing Impairments
Attention/Behavior Difficulties
Autism
Emotional and Behavior Disorder
Mild Intellectual Disability
Orthopedic Impairment
Attention Deficit/Hyperactivity Disorder
Tourette Syndrome
Specific Learning Disability
Speech-Language Impairment
Traumatic Brain Injury
Gifted

In visual arts, you may find that your most gifted students are students that have an IEP and that they struggle with academic classroom work. The visual arts have an instant appeal for the exceptional students in that most of the work is visual—not written, not mathematical, not only one answer. Some believe this has to do with right-brain and left-brain thinking. http://www.drawright.com/theory.htm   Most art teachers draw an example on the board as well as talk the student through the steps and write out the assignment on the board.   There are many artists who were considered exceptional and they and their work can be used as examples in class.

Another appeal to visual arts is that the products created for assessment can be so varied.   The following pages list a few possible modifications to consider as they apply to visual arts.

Modifications cont'd

Physical Arrangements:
- Preferential seating—close to front to see and hear, in back so can stand while working, close to door so can take breaks.
- Create a non-distracting work area---only have visuals out that tie in with the current lesson, light or windows to back of students.
- Tape down drawing paper or use clipboards.
- Allow to tilt desk top.
- Face students when talking.
- Post classroom rules, procedures and consequences.
- Keep aisles clear of backpacks.
- Create and follow a daily schedule.

Lesson Presentation:
- Pre-teach by providing notes, vocabulary and schedule ahead of time.
- Provide fill-in-the-blank notes to be used during instructions and lectures.
- Create notes that have only a few steps per page.
- Provide desk visual aids so students have something to touch.
- Provide large print notes.
- Tape record written notes, text, and instructions.
- Enlarge visuals and materials.
- Allow the students to use headphones to listen to tapes or to block out distracting noise.
- Simplify assignments into smaller steps, tasks.
- Use buddy system to check for understanding as teacher presents instructions.
- Use students as helpers for passing out supplies and cleanup.
- Use examples of artists that were also exceptional without directly pointing out that they were exceptional.

Assignments/Products:
- Use buddy system to peer tutor.
- Allow gifted students to teach a portion of a lesson or to be a tutor.
- Allow students to choose from several products.
- Allow students to trace at first as practice.
- Allow students to fold paper to use as guidelines or to use a paper guideline underneath their drawing.
- Allow students to videotape presentations ahead of time.
- Provide samples of what finished products should look like.
- Have students turn work upside down to draw to look at shapes only instead of content.
- Allow students to do group work.
- Allow students to use computer drawing software to create their work.
- Create a template or layer for students to use as a guideline in computer work.
- Provide checklists for completing work.

Modifications cont'd

Media and Tools:
- Provide larger paper to allow for larger arm movements.
- Allow to use computers to do drawings and provide templates or layers to use with software.
- If using computers, check display and accessibility options.
- Allow choice of drawing tools.
- Provide adaptive aids for drawing tools.
- Allow use of teacher made stencils.

Assessments:
- Provide self-check lists.
- Provide rubric for grading when project is assigned.
- Break down assignments and assessments into smaller parts.
- Allow extra time for completion.
- Allow partner or group work.
- Use a portfolio and grade for improvement or achieving skills.
- Don't wait until assessment to provide positive feedback for on-task, attempts, improvement and trying new things.

Resources for Art Modifications and Adaptive Aids:
http://accessiblearts.org/Tips-Tops.html
http://www.vsarts.org/
http://www.vsai.org
http://www.difflearn.com/www/index.cfm
http://enablingdevices.com
http://www.maxiaids.com/
http://www.flaghouse.com/index.asp
http://www.dickblick.com/categories/adaptivegrip/

Books:
Special Artists Handbook: Art Activities and Adaptive Aids for Handicapped Students by Susan Rodriguez
Chronicles of Courage : Very Special Artists by Jean Kennedy Smith and George Plimpton