

STANDARDS			
TRANSITIONAL KINDERGARTEN	KINDERGARTEN	FIRST	SECOND
<p>Imagine, Plan, Make PK.VA:Cr1.2 Engage in self-directed, creative artmaking.</p> <p>Synthesize PK.VA:Cn10 Explore the world using descriptive and expressive words and artmaking.</p>	<p>Imagine, Plan, Make K.VA:Cr1.2 Engage collaboratively in creative artmaking in response to an artistic problem.</p> <p>Synthesize K.VA:Cn10 Create art that tells a story about a life experience.</p>	<p>Imagine, Plan, Make 1.VA:Cr1.2 Use observation and investigation in preparation for making a work of art.</p> <p>Synthesize 1.VA:Cn10 Identify times, places, and reasons by which students make art outside of school.</p>	<p>Imagine, Plan, Make 2.VA:Cr1.2 Make art or design with various art materials and tools to explore personal interests, questions, and curiosity.</p> <p>Synthesize 2.VA:Cn10 Create works of art about events in home, school, or community life.</p>

Students Need To Know	Students Are Able To Do
<ul style="list-style-type: none"> ● Imagination vs. realism (Imaginative vs. Realistic) ● Expression/Expressive ● Portrait (<i>depending on subject choice</i>) ● Line, Shape, Color, Texture 	<ul style="list-style-type: none"> ● Make an expressive drawing based on realism or imagination ● Make an expressive drawing using line, shape, color, and texture. ● Discuss artwork using visual art vocabulary.

Formative Assessment	Teacher observation of student development in creative art making, artistic language, and expressive drawing.
Vocabulary for the Lesson	<p>Abstract: Artwork that has been altered from the realistic representation of the object. Abstraction can happen through distortion or exaggeration of shapes, space, color etc.</p> <p>Expressive drawing: Drawing made to express moods, feelings, or ideas of the artist.</p>
Imagination definition by Merriam-Webster dictionary. https://www.merriam-webster.com/dictionary/imagination	<p>Portrait: Subject matter within a work (painting, photography, sculpture, etc.) that represents a person whose face and expression is predominant. The intent of a portrait is to display the likeness, personality, mood or character of the person.</p> <p>Self-portrait: A portrait by the artist of the artist.</p> <p>Realism: Artist style or theory where artwork is rooted in reality and is realistic..</p> <p>Imagination: A creation of the mind; The forming of a mental image of something that does not actually exist or is present.</p> <p>Expression: Moods, feelings, or ideas suggested through the attributes, features, or qualities of an image or work of art.</p>
Materials Needed	Drawing paper Pencils Coloring media (crayons, markers, colored pencils, oil pastels, as available)

<p>Teaching Strategies</p> <p><i>Teacher Tips</i> <i>Provide a list of emotions or ways we feel: Happy, silly, tired, sad, angry, excited, scared, serious...etc.</i></p> <p><i>If time permits, generate a list of emotions, moods, feelings as a whole group.</i></p> <p><i>It's important to remember and encourage students that expressive and imaginative artwork does not need to be realistic.</i></p>	<p>Look, observe, and discuss</p> <p>Project artworks whose content is expressive portrait.</p> <p>Engage students in a discussion where they describe what they see and observe in the artwork. Encourage the students' use of artistic language in their descriptions.</p> <p>Ask:</p> <ul style="list-style-type: none">● <i>How true or realistic do the people appear to be?</i>● <i>What do you think the person in the painting/collage/photograph is thinking, feeling or doing? Why do you think that?</i>● <i>Describe the Line, Shape, Color, Texture you see?</i>● <i>What does it look like when you are (List of emotions) Happy, Excited, Sad, Serious?</i> <p>Talk about realism vs. imagination. Discuss that an expressive or imaginative portrait allows the artist to communicate ideas, moods, or emotions in more dramatic or vivid ways.</p>
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<p><i>Portraits can be of students, family members or even pets.</i></p> <p><i>The important thing to keep in mind is for students to practice drawing from real objects or photographs.</i></p> <p>Recommendation: Post a list of the artistic choices students will make. When age appropriate, students can list their responses to the prompts on the back of their work before they begin drawing. (This is called: Brainstorming) Let students know they can change their minds/answers as they are drawing/creating.</p> <p>For younger students, it may be appropriate to model drawing, brainstorming and creating 1 portrait at a time.</p> <p>• •</p> <p>For some students It may also be appropriate to scaffold choice making.</p>	<p>Teacher Modeling</p> <p>For our artistic problem, we are going to create two portraits that are expressive.</p> <p>You are going to make creative decisions such as if the people, animals, or creatures in your artwork are imaginary or real. What kind of mood, feeling or emotion do you want the people, animal or creatures to have? How realistic or abstract do you want the work to be?</p> <p>Encourage students to collaborate and share ideas with an elbow partner.</p> <p>Teacher will model how to make an expressive portrait of themselves in a particular mood, reinforcing artistic language during the modeling.</p> <p>(Excited) Model how to exaggerate non-realistic lines, shapes, colors and textures be expressive and to communicate the emotion. (An excited line, shape, nose, mouth etc....) Model/ articulate your decision making and artistic choices. Model not being fearful of making choices.</p> <p>Teacher will model how to draw an imaginary portrait (half dog, half rainbow). Discuss that there are no wrong ideas when we are imagining new things. Model how to exaggerate non-realistic lines, shapes, colors and textures to be expressive and communicate emotion. (An excited line, shape, nose, mouth etc.... Model/ articulate your decision making and artistic choices.</p> <p>Model not being fearful of making artistic choices.</p> <p>Remind students about the artistic choices they will make:</p> <p>Decide if the people, animals, or creatures in your artwork are imaginary or real.</p> <p>What kind of mood, feeling or emotion do you want the people, animal or creatures to have? How realistic or abstract you want the work to be?</p> <p>Encourage students to collaborate or share decisions with an elbow partner.</p> <p>Create</p> <p>Students create independently.</p> <p>Keep in mind, portraits typically are a view of the “subject” from the shoulders up, but student drawings do not need to adhere to this concept. Encourage students to fill the page with their subject. If students finish early encourage them to create a setting or background.</p> <p>Remind students, as they are working to use lines, shapes, colors and textures to express the emotion! This can be fun, silly and playful.</p>
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Students can respond verbally or in writing. If responding in writing, students also need the opportunity to share their work and responses verbally. This can be done in small or larger groups.

Discussion and reflection

When work is complete; lead students in a discussion about the expressive qualities of their artwork. Have them choose one of their drawing to discuss:

Ask:

Who/what is your portrait about?

What mood, emotion or idea were they expressing?

What kind of/How did you use line, shape, color, texture to express the mood, emotion, or idea?

Preserve artwork

Facilitate a discussion about why and how to properly store artwork. Discuss the importance of where to put your name on your artwork. Your name should be written small and legibly so it does not interfere with the subject of the work and can be clearly read. Artwork should not be folded or wrinkled.

Artwork should be stored somewhere easily accessible and safe within the classroom.

*Student portfolios/collections of artwork are important in future lessons when students curate a show of their own work.

NOTES and REFLECTIONS