

Chiaroscuro Photo Portraits

Grade Level: High School			
Unit Plan			
<ol style="list-style-type: none"> 1. Lesson Plan #1: Dramatic Lighting Lesson Plan #2: Apple Oil Pastel Study Lesson Plan #3: Shoe Portrait Painting 			
Central focus of the Unit/Big Ideas			
<ul style="list-style-type: none"> Students will understand the concept of value through exploring different techniques used by artists throughout history. 			
New York State Learning Standards for the Arts:			
Creating	Presenting	Responding	Connecting
VA:Cr2.1.1a Engage in making a work of art or design without having a preconceived plan.	VA:Pr4.1.1a Analyze and evaluate the reasons and ways an exhibition is presented.	VA:Re7.2.1a Analyze how one's understanding of the world is affected by experiencing	VA:Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.

Lesson # 1			
Unit Title: Painting Value			
Lesson Plan #	Grade	Time Allotted	# of days
1/3	9th	45 min	one
Essential Questions:			
<ol style="list-style-type: none"> How have artists used value to tell narratives? How do values affect the way we visually read a piece of artwork? 			
Lesson Objectives:			
<ul style="list-style-type: none"> Students will analyze Baroque paintings and create different portraits by experimenting with different facial expressions and angles of light to create chiaroscuro portraits. 			
Assessments:			
Students will be given a classwork assignment to experiment with a group on the dramatic			

lighting and be required to submit photos to the teacher as well as submit an artist reflection on google classroom in order to receive a classwork grade for the day.

Overview of Days

Day 1: Students will learn how to use this technique which was well used by Baroque painters, and why it is still used widely in today's world, from filmmakers, photographers, and Instagram.

Materials (Artists/Visual Text/Technology/Resources):

Spot lamps, cell phone camera, google slides, google classroom, backdrops
<https://www.youtube.com/watch?v=NzCXVfzQ-EI>

Academic Vocabulary:

Dramatic Lighting, Chiaroscuro, Baroque, Expressions, Angled Light, Rembrandt Lighting

Student Support and Differentiation:

- Visual aids, videos, and demonstrations
- Handouts to enhance understandings on lessons
- Tiered Lessons
- One-on-One feedbacks and rubrics

NYS Visual Arts Standards:

Creating	Presenting	Responding	Connecting
VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.	VA:Pr4.1.1a Analyze and evaluate the reasons and ways an exhibition is presented.	VA:Re7.2.1a Analyze how one's understanding of the world is affected by experiencing	VA:Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.

Art References, Lesson # 1

Artists name (left to right)-Title (usual reference)



Artemisia Gentileschi, *Judith Slaying Holofernes*, 1614



Caravaggio, *Narcissus at the Source*, 1597



Rembrandt, *Self-Portrait in a Gorget*, 1629 1658



Rembrandt, *Self-Portrait*, 1658

Teaching Procedure/Task Analysis - Day 1

Time Allotment 55 mins	Students will stimulate a photoshop set up and practice taking pictures of themselves showing different expressions. Students will be given a shot light in order to experiment with different dramatic lighting on their portrait expression. Students will write an artist reflecting on the notice and feel about chiaroscuro lighting and how it affects the expression they are depicting.
10 minutes	A. Motivation/Spark/Launch Show students a YouTube video to give them some information on Chiaroscuro lighting. Go over what they learned on the video with a Powerpoint slide. Have them do the stimulating photoshoot exercise in order to see how lighting is created and manipulated. What do you know about..... *Key Questions: 1) What is considered chiaroscuro lighting? 2) How does light change the way we view expressions? 3) Why do we use chiaroscuro techniques in art?
40 minutes	B. Presentation of Lesson Objectives Students will be given both a video and Powerpoint in order to learn and discuss some of these principles. Teachers will demonstrate (with some student helpers) the photoshoot process with the students so they know how they are to create these staged photo portraits. C. Transition and Work Period (practice and application) Students will do a two-staged photoshoot setup. One with dramatic lighting and one without chiaroscuro lighting. After the students have finished taking their photos, they will look through them in order to answer the question on the exit ticket. They will have to submit the photos on google classroom and the exit ticket to the teacher at the end of class.
5 minutes	D. Closure Clean-up Key Questions: What was the original expression on your face? How does each lighting angle affect the original emotion depicted? Of the lighting photos, which one is your favorite and why?

Art References, Lesson # 1

Student Work



Dramatic Lighting Lesson

Activity

Part 1:

With a group of four, photograph 6 expressions using your phone camera. Each person should have 6 expression photos of themselves on their phone.

Part 2:

In a group of four (the photographer, lighting director, backdrop, and model), photograph 6 light angles of the same expression.

Artist Reflection:

Choose your three favorite lighting photos and write an explanation to the following questions on the back of this handout:

- a. What was the original expression on your face?
- b. How does each lighting angle (choose at least three) affect the emotion depicted?
- c. Of the chiaroscuro photos, which one is your favorite and why?

Grade:

Submit your photos on google classroom and your artist reflection for your classwork grade of the day.