

Shoe Portrait Painting

Grade Level: 9th Grade			
Unit Plan: Painting Value			
<ol style="list-style-type: none"> 1. Lesson Plan #1: Dramatic Lighting 2. Lesson Plan #2: Apple Oil Pastel Study 3. Lesson Plan #3: Shoe Portrait Painting 			
Central focus of the Unit/Big Ideas			
<ul style="list-style-type: none"> • Understanding the art element of color and value and how these principles of art are expressed in painting. 			
New York State Learning Standards for the Arts:			
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.

Lesson # 1			
Unit Title:			
Lesson Plan #	Grade	Time Allotted	# of days
3/3	9th	45 min	six
Essential Questions:			
<ol style="list-style-type: none"> 1. How have artists used value to tell narratives? 2. How do values affect the way we visually read a piece of artwork? 			
Lesson Objectives:			
Pre-Assessment: Students will do a mini lesson on rendering a red apple and a green apple in oil pastels, in order to see how we use multiple layers of colors to portray an object.			
Assessment: Students will experiment with color, value, and brush marks to see how these			

elements can affect a way something is portrayed like a pair of shoes.

Assessments:

Students will be given classwork time to paint their portrait. Each day they will conference with teachers about their progress, difficulties, and where they are in the painting process. At the completion of this project, they will be required to submit a finished painting to the teacher with an artist's reflection on Google classroom.

Overview of Days

Day 1: Gesso & Grid Canvas
Day 2: Sketch Layer
Day 3: UnderLayer
Day 4: Value Layer
Day 5: Background Painting
Day 6: Detail Painting

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

Acrylic paints, disposable palettes, canvas, paintbrush, Google slides, demo videos, sheet covers

Academic Vocabulary:

Impasto, acrylics, portraits, value, texture, hatching, brush strokes, gesso,

Student Support and Differentiation:

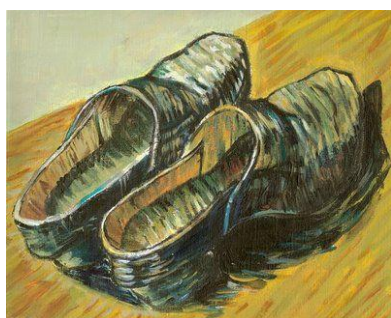
1. Visual aids, videos, and demonstrations
2. Handouts to enhance understandings on lessons
3. Tiered Lessons
4. One-on-One feedbacks and rubrics

NYS Visual Arts Standards:

Creating	Presenting	Responding	Connecting
VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.			VA:Cn10.1.1a Document the process of developing ideas from early stages to fully elaborated ideas.

Art References, Lesson

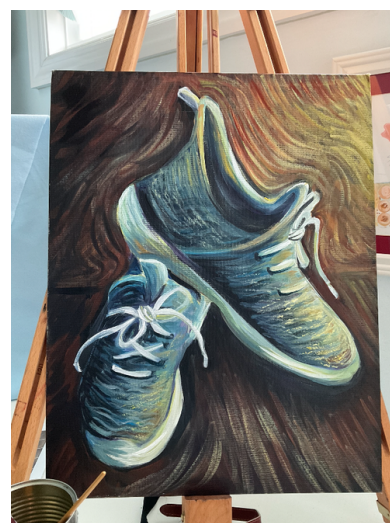
Artists name (left to right)-Title (usual reference)



Vincent Van Gogh



Paul Wright



Teacher Sample

Teaching Procedure/Task Analysis - Day 1 : Gesso & Grid

Time Allotment 55 mins	On day one students will complete three tasks. They will set up their canvas for painting. First they will gesso their canvas black. Then they will grid their canvas with a white colored pencil. Third, they will take a photo of their shoes at the object photo station using the chiaroscuro method they learned prior.
10 minutes	<p>A. Motivation/Spark/Launch Follow this with a video demo of myself going through the process of painting a shoe portrait. Have them talk about what they notice about what I am doing as I go through the painting process.</p> <p>What do you know about..... *Key Questions:</p> <ol style="list-style-type: none"> 1. How is painting different from drawing 2. How many layers did you see I used in the video demo? 3. How do we set up our canvas for painting?
40 minutes	<p>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 create a video demo for students to watch and go through the video with them to talk about the process.</p>

	<p>C. Transition and Work Period (practice and application) After the demo students will set up their painting station in order to start on their portraits. Each painting process day, students will conference with the teacher where they are in the painting process journey.</p>
5 minutes	<p>D. Closure Clean-up</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1. What did we get done today? 2. What do we want to achieve next time?

Teaching Procedure/Task Analysis - Day 2: Sketching	
Time Allotment 55 mins	<p>On day two students will watch the demo video on painting sketching on their canvas. They will use the grid on their canvas and the grid photo of their shoes to slowly sketch out the composition of their shoe portraits.</p>
10 minutes	<p>A. Motivation/Spark/Launch Follow this with a video demo of myself going through the process of painting a shoe portrait. Have them talk about what they notice about what I am doing as I go through the painting process.</p> <p>What do you know about..... *Key Questions:</p> <ol style="list-style-type: none"> 1. How do I use the grid to help me sketch? 2. How is sketching with a brush different from a pencil? 3. Why do we sketch in layers?
40 minutes	<p>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 create a video demo for students to watch and go through the video with them to talk about the process.</p> <p>C. Transition and Work Period (practice and application) After the demo students will set up their painting station in order to start on their portraits. Each painting process day, students will conference with the teacher where they are in the painting process</p>

	journey.
5 minutes	D. Closure Clean-up Key Questions: <ol style="list-style-type: none"> 1. What did we get done today? 2. What do we want to achieve next time?

Teaching Procedure/Task Analysis - Day 3: Under Layer	
Time Allotment 55 mins	On day three students will watch the demo video on what an underlayer is in painting. We will discuss what they notice in the demo videos before they will then get the supplies they need to paint start painting for the day
10 minutes	A. Motivation/Spark/Launch Follow this with a video demo of myself going through the process of painting a shoe portrait. Have them talk about what they notice about what I am doing as I go through the painting process. What do you know about..... *Key Questions: <ol style="list-style-type: none"> 1. What is an underlayer in painting? 2. What are the things artists focus on in an underlayer painting?
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 create a video demo for students to watch and go through the video with them to talk about the process. C. Transition and Work Period (practice and application) After the demo students will set up their painting station in order to start on their portraits. Each painting process day, students will conference with the teacher where they are in the painting process journey.
5 minutes	D. Closure Clean-up Key Questions: <ol style="list-style-type: none"> 1. What did we get done today? 2. What do we want to achieve next time?

Teaching Procedure/Task Analysis - Day 4: Value Layer

Time Allotment 55 mins	On day four students will be given a powerpoint lesson on color value & watch the demo video on what a value layer is in painting. We will discuss what they notice in the demo videos before they will then get the supplies they need to start painting for the day.
10 minutes	<p>A. Motivation/Spark/Launch Follow this with a video demo of myself going through the process of painting a shoe portrait. Have them talk about what they notice about what I am doing as I go through the painting process.</p> <p>What do you know about..... *Key Questions:</p> <ol style="list-style-type: none"> 1. What is a value layer? 2. What are the things artists focus on in a value layer painting?
40 minutes	<p>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 create a video demo for students to watch and go through the video with them to talk about the process.</p> <p>C. Transition and Work Period (practice and application) After the demo students will set up their painting station in order to start on their portraits. Each painting process day, students will conference with the teacher where they are in the painting process journey.</p>
5 minutes	<p>D. Closure Clean-up Key Questions:</p> <ol style="list-style-type: none"> 1. What did we get done today? 2. What do we want to achieve next time?

Teaching Procedure/Task Analysis - Day 5: Background Layer

Time Allotment 55 mins	On day five students will be given a powerpoint lesson on background & watch the demo video on what a value layer is in painting. We will discuss what they notice in the demo videos before they will then get the supplies they need to start painting for the day.
10 minutes	<p>A. Motivation/Spark/Launch Follow this with a video demo of myself going through the process of painting a shoe portrait. Have them talk about what they notice about what I am doing as I go through the painting process.</p> <p>What do you know about..... *Key Questions:</p> <ol style="list-style-type: none"> 1. What is the background layer painting? 2. Are things we should consider in a background in relation to our subject?
40 minutes	<p>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 create a video demo for students to watch and go through the video with them to talk about the process.</p> <p>C. Transition and Work Period (practice and application) After the demo students will set up their painting station in order to start on their portraits. Each painting process day, students will conference with the teacher where they are in the painting process journey.</p>
5 minutes	<p>D. Closure Clean-up Key Questions:</p> <ol style="list-style-type: none"> 1. What did we get done today? 2. What do we want to achieve next time?

Teaching Procedure/Task Analysis - Day 6: Detail Layer

Time Allotment 55 mins	On day five students will be given a powerpoint lesson on brushes & watch the demo video on what is detail painting. We will discuss what they notice in the demo videos before they will then get the supplies they need to start painting for the day.
10 minutes	<p>A. Motivation/Spark/Launch</p> <p>Follow this with a video demo of myself going through the process of painting a shoe portrait. Have them talk about what they notice about what I am doing as I go through the painting process.</p> <p>What do you know about.....</p> <p>*Key Questions:</p> <ol style="list-style-type: none"> 1. What are the details of a painting? 2. What brushes can we use to create details?
40 minutes	<p>B. Presentation of Lesson Objectives</p> <p>Students will be given both a video and Powerpoint in order to learn and discuss some of these principles.</p> <p>Teachers will create a video demo for students to watch and go through the video with them to talk about the process.</p> <p>C. Transition and Work Period (practice and application)</p> <p>After the demo students will set up their painting station in order to start on their portraits. Each painting process day, students will conference with the teacher where they are in the painting process journey.</p>
5 minutes	<p>D. Closure</p> <p>Clean-up</p> <p>Key Questions: (Writing Reflection)</p> <ol style="list-style-type: none"> 1. How would you self-evaluate your work? 2. What did you think about the painting process? 3. How do you understand color and value now?

Students Work

