|  |
| --- |
| Grade: 1st/2nd “Little Book of Me”/Symbolic Self Portraits  |
| Day: 1 |
| Standard:**First Grade, Standard 1. Observe and Learn to Comprehend****Second Grade, Standard 1. Observe and Learn to Comprehend** | Colorado Dept. of Ed’s Grade Level Expectation: 1. Investigate how visual art and design tell the many stories of people, places or things.1. Identify how artists make choices using the language of visual art and design to communicate ideas. | Learning Objective 1. Recognize that artists intentionally choose materials to help tell their stories.
2. Discover how similar ideas can be expressed in multiple ways.
 |
|  |
| The InstructionWhat are your students specifically going to do? How are they doing it? List this as bullets.Students will examine the Self-portrait, a way that us artists can show who we are. Before the internet, artists would paint pictures of themselves as a way to show their viewers who they were. Some artists, like Raphael were creative, and even painted themseleves into their paintings, like in Raphael’s “School of Athens”Albrecht DurerRaphaelFrida KahloNowadays, we have technology, and we can find out a lot of information about artists from what they post online. Do you think it is important to know WHO an artist is? WHY do you think that?”ALSO:A self portrait is usually a painting or a picture of what the Artist looks like?Do You think that a self portrait must be a picture of what the person looks like? How else could a person describe themselves? How could YOU describe yourself without drawing a picture of your face? Do you have hobbies, toys, or other things that can help describe who you are without your face?Exploration time: Explore where you livefind at least 5 objects in your home that can help you show me WHO you are without showing me your face. Arrange them any way you like to show me who you are and then Write 1 sentence about each object, telling me how it explains who you are. | The IntentionWhy are you having them do it?Students will be learning about synthesizing multiple parts and recontextualization to make a whole and additionally exploring the big idea of problems created that could be solved with creative thinking.Formulation and subsequent explanation of identity as a maker, creator, and more importantly as a person are valuable critical thinking skills that can help kids think outside the box about WHAT constitutes who they are. Kids sometimes get stuck thinking about their physical body as the only definition of who they are. This lesson is designed to push against those conceptions to help them describe themselves in a new way, by looking at the objects they own, the memories they have of those objects, and how those memories constitute their identity | The EvidenceWhat artifacts will tell you whether or not your students have met the GLE and learning objective? Students will have an idea sketch and a finished machine collage by the end of the project.Students will be creating a symbolic still life that they will be arranging, photgraphing and writing about. |

SUPPLIES AND RESOURCES NEEDED FOR THIS ONE DAY: Possibly glitter glue and fabric, backing paper, scissors, glue, and pipe cleaners.