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| Grade: 1st/2nd “Little Book of Me” | | | | | |
| Day: 1 | | | | | |
| Standard:  **First Grade, Standard 1. Observe and Learn to Comprehend**  **Second Grade, Standard 3. Invent and Discover to Create** | 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. Plan and create works of art by exploring various media and creating meaning through symbolization. | | | Learning Objective    **b.** Identify how works of art express specific feelings using the language of visual art and design.   1. Create finished works of art. | |
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| The Instruction  What are your students specifically going to do? How are they doing it? List this as bullets.  Students will continue their symbolic self portrait work this day and examine themselves in a new way “The Little Book of Me” will serve as a way for students to explore their own identity the use of prompts to make students think deeper about their emotional identity , a well as their physical appearance.  “Greg Shapley - Nonrepresentational Self Portrait”  Matt Demers -Self Portrait  Clyfford Still - <https://www.google.com/search?q=clyfford+still+self+portrait&safe=strict&client=firefox-b-1-d&sxsrf=ALeKk02bggTzIlIgSlrD0ldUSL-TDnETiQ:1585853609613&source=lnms&tbm=isch&sa=X&ved=2ahUKEwj_gMSItcroAhVSGs0KHaNuDwMQ_AUoAXoECBgQAw&biw=992&bih=550#imgrc=Pot1YAWQ27OUyM>  Salvador Dali -Soft Self Portrait with Grilled Bacon - 1921  This workbook has 8 different pages that students will be exploring to create their own book.  This book asks thems to do things like “Draw a picture with your favorite color to describe your day today” and “Draw a self-portait” with one continuous line | | The Intention  Why are you having them do it?  Students will be doing this as a way to gain artisitic language skills and push their expression of identity. By learning about different ways they can represent themselves using artistic and critical thinking, the more likely they are to transfer that thinking into other avenues of life | | | The Evidence  What artifacts will tell you whether or not your students have met the GLE and learning objective?  Students will have a printd book that they can send via internet. Successful meeting of the criteria for the project wll include a complete, thoughtful, and insightful exploration of the student’s identity via this book. |

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