

Elementary Lesson Plan

LESSON TITLE:
TELLING MY STORY
(Javier Chavira Inspired Artworks)

ART TEACHER:
Eryn Blaser, Meadow Ridge School
Orland Park School District #135, Orland Park, IL

GRADE LEVEL: Elementary, Grade 5

OBJECTIVES: Students will demonstrate how to draw a self-portrait drawing. Using rules of proportion and scale. Students will be able to tell a visual story of who they are and capture themselves as a person through symbolism.

LESSON SUMMARY: Inspired by Javier Chavira's portrait works, students will be taking photographs of themselves and figure out which photograph they will use for reference when drawing their portrait. There will be a discussion on what an icon is. Students are going to become the icons of the artwork. Students will be asked to talk about symbolism, clothing, and words that may describe who they are by visual story telling. Color theory as well as application of paint for the background will be demonstrated and discussed.

STANDARDS:

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

VA:Cr1.2.5 a. Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

Anchor Standard 2: Organize and develop artistic ideas and work

VA:Cr2.3.5 a. Identify, describe, and visually document places or objects of personal significance.

Anchor Standard 7: Perceive and analyze artistic work.

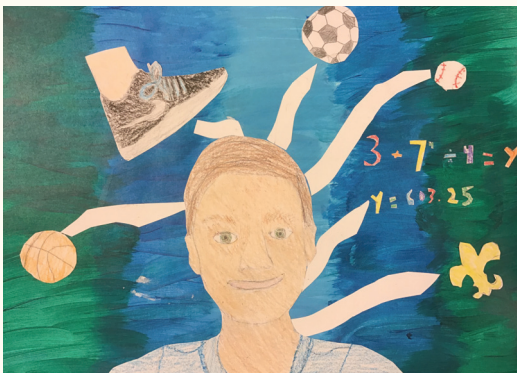
VA:Re7.1.5 a. Compare one's own interpretation of a work of art with the interpretation of others.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

VA:Re8.1.5 a. Interpret art through describing and analyzing feelings, subject matter, formal characteristics, artmaking approaches, and contextual information.

TIME: Three 1-hour sessions

MATERIALS: Examples of Chavira's artworks, iPads, paper, pencil, colored pencils, and acrylic paint



NEW VOCABULARY: Monochromatic Colors (background painting), Icon, Symbolism, Proportions, Visual Story Telling.

PREPARATION: Have students take several photos of themselves (portrait style) to figure out which picture best describes who they. Before the portrait drawing happens talk to students about what symbols or imagery comes to mind when they want to say something about themselves.

SEQUENCE:

Day 1: Exploring Javier's Work and Self-Portrait Drawing

- Introduction to Javier's portrait paintings and reading about his work.
- Class discussion on the clothing, symbolism, colors in the background, and visual story telling. Talk about people we admire, or look up to, and why.
- Have students talk about their prior knowledge of portrait drawing. Review scale, proportions, and facial elements. Have students look at photos they have taken of themselves and have them select the photograph they will be using for reference while drawing.
- Students will start drawing their portraits with pencil.

Day 2: Coloring of the Self-Portraits and Symbolism

- Some students may need part of day two to still work on their portrait drawings.
- Students will start to color their portraits with colored pencil.
- Observing and shading elements of the portrait with skin tone, eye and hair color, as well as consideration of clothing.
- Students will then start to draw symbolism/imagery that represent who they are as a person. We previously talked about visual story telling. Thinking about family, friends, and characteristics of one's self, outside of school activities and school.
- These symbols can be drawn in pencil and can also be colored with colored pencils.

Day 3: Finishing Up Symbolism and Background Painting

- Students have the opportunity to finish up the drawing and coloring of their symbols.
- Students select the color they would like in their background. Review color theory and talk about how the color closest to the portrait is lighter and as the color goes outward towards the edges the tone gets darker.
- Once the paint is dry the symbols can be added with a glue stick. Students review Javier's work to identify symbolism they may have applied in their work as well.

TWO ASSESSMENT QUESTIONS:

1. How did the artwork of Javier Chavira portrait paintings influence your artwork?
2. How does the symbolism you chose to draw represent who you are?