

## Lesson Plan - Self Portraits

Name: Melissa Harris

Check off which Lesson Focus this lesson is for (eventually must have 2 of each):

Executive Functioning

Best Practices

Goals:	
Essential Understandings	Each student will create a self-portrait that reflects his or her personality, beliefs, and lifestyle. Students will be using their interests and experiences to create the finished self-portrait. Everyone will be drawing upon different sources for inspiration and ideas. This project incorporates mathematics, drawing and illustration, and the elements and principles of design. The most challenging part of the project, which requires critical thinking skills involving measurement and math, teaches students how to organize and resize imagery to create a balanced composition.
Skills	<p><b><i>What will the students be able to do?</i></b></p> <ul style="list-style-type: none"> <li>• Students will compare, contrast and reflect upon works of art, identifying media, design elements and principles, historic/cultural content, symbolic meaning, and expressive qualities.</li> <li>• Students will be able to think creatively to solve problems they will encounter throughout the project.</li> <li>• Students will incorporate personal and/or cultural symbols that enrich or support the communication of their ideas.</li> <li>• Students will be able to identify three different ways they can alter or change their portrait in Adobe Photoshop in order to make it more expressive and symbolic.</li> <li>• Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.</li> </ul>
Pre-Planning	
Student Misconceptions/ Misunderstandings (Optional)	<p><b><i>What do you expect students to misunderstand or struggle with? How do you plan on addressing this?</i></b></p> <p>There are many misunderstandings when we start working in Photoshop. For example, there are many steps that do not seem intuitive but are necessary to follow in order to be able to properly edit an image. Students often do not realize that even the way you open an image in photoshop will actually change the editing capabilities that are available.</p>
Lesson	
Formative Assessment Evidence:	<p><b><i>How did you evaluate students? What did you learn from the formative assessment? How did you use the information learned?</i></b></p>

	<p>Before the lesson students were given a pre-assessment activity where they were asked to create a sketch and then create a digital rough draft using any Application that they are familiar with. Students are encouraged to use Photoshop, but many students may not know how and they are invited to create the pre-assessment to the best of their ability in any way possible. This pre-assessment is scored by a 4 point rubric. The students are then assessed on the final outcome of their project and an artist statement where they are able to reflect upon the new skills and techniques they learned. The final product is also assessed using the same 4 point rubric so that I can compare how much content, skill, and knowledge the students have acquired.</p>

**Lesson Plan Explanation**

Name: Melissa Harris

Check off which Lesson Focus this lesson is for (eventually must have 2 of each):

- Executive Functioning                       Best Practices

Goals:	
<p>Essential Understandings</p> <p><i>The understanding that students should have after completing the lesson. There can be more than one essential understanding in a lesson.</i></p>	<p><b>Each student will create an animated self-portrait that reflects his or her personality, beliefs, and lifestyle. Students will be using their interests and experiences to create the finished self-portrait. Everyone will be drawing upon different sources for inspiration and ideas. This project incorporates mathematics, drawing and illustration, and the elements and principles of design. The most challenging part of the project, which requires critical thinking skills involving measurement and math, teaches students how to organize and resize imagery to create a balanced composition.</b></p> <ol style="list-style-type: none"> <li>1. Throughout history, portraiture has been used for self-expression.</li> <li>2. Effective portraits often reveal insights into the external context and interior condition of the subject.</li> <li>3. Throughout time, artists have used a variety of media, design elements and principles, and personal and cultural symbolism in their portraits.</li> </ol>
<p>Skills</p> <p><i>What will the students be able to do?</i></p> <p><i>Skills are not vocabulary.</i></p>	<p>Students will “think like designers” and develop visual and technical skills in Adobe Photoshop.</p> <p>Students will learn how to add images and extract pieces of images</p> <p>Students will learn how to navigate the toolbox</p> <p>Students will be able to use the “lasso tool” + “move tool” effectively</p> <p>Students will be able to apply a layer style, adjustment, and filter</p>

	<p><b>What will the students be able to do?</b></p> <ul style="list-style-type: none"><li>• Students will compare, contrast and reflect upon works of art, identifying media, design elements and principles, historic/cultural content, symbolic meaning, and expressive qualities.</li><li>• Students will be able to think creatively to solve problems they will encounter throughout the project.</li><li>• Students will incorporate personal and/or cultural symbols that enrich or support the communication of their ideas.</li><li>• Students will be able to identify three different ways they can alter or change their portrait in Adobe Photoshop in order to make it more expressive and symbolic.</li><li>• Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.</li></ul>
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**Pre-Planning (Optional)**

<p><b>Optional:</b></p> <p>Student Misconceptions/ Misunderstandings</p> <p><i>What do you expect students to misunderstand or struggle with? How do you plan on addressing this?</i></p>          <p>Student Accomplishments</p> <p><i>What do I want to make sure gets done? Or questions I need to ask?</i></p>	<p>There are many misunderstandings when we start working in Photoshop. For example, there are many steps that do not seem intuitive but are necessary to follow in order to be able to properly edit an image. Students often do not realize that even the way you open an image in photoshop will actually change the editing capabilities that are available. I plan on addressing these issues with mini demonstrations, visual aides, and guided lessons.</p>          <p>By the end of the lesson students should have an understanding of at least the most basic and beginner techniques in Adobe Photoshop. Students should understand how to add an image to photoshop to preserve editing capabilities and beyond that students should understand even more advanced techniques, like applying effects and manipulating the arrangement of a layout.</p>
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**Lesson**

<p>Step-by-step procedure</p> <p><b><i>Go through the lesson, explain what you and the students will be doing throughout during the class period.</i></b></p>	<p><b>35 Minutes Per Day</b></p> <p>Day 1: Introduction to the Project. Students and teacher view and discuss the <i>Self-Portraits:Symbolism and Meaning</i> Presentation.</p> <p>Day 2: Students begin to brainstorm ideas and write a proposal. The teacher takes a picture of each student.</p> <p>Day 3: Students upload their pictures to the computer + begin to sketch their ideas based on their proposal. Students can also begin collecting high-resolution images that may serve as props, backgrounds, or textures.</p> <p>Day 4: Demonstration and introduction to Adobe Photoshop using Visual Aide + Step- By- Step beginner instructions. Students spend the end of class practicing techniques just learned.</p> <p>Day 5: Students begin working based on instructions and visual aide from previous class. Some students join teacher for small group discussion and troubleshooting. Students are also provided a handout for instruction if they would prefer to work from the handout instead of joining the small group.</p> <p>Day 6: Adobe Photoshop Demonstration Part Two. (Whole Class Instruction) “Creating Effects in Photoshop” visual aide is also provided.</p> <p>Day 7: Students continue to work on portraits individually. (Small groups join teacher for individualized learning and troubleshooting.) Both previous visual aids are available for students if needed.</p> <p>Day 8: Students continue working on project. (Students who are ahead reflect upon the tools they used to create their portrait so far.) Students are able to start checking the rubric which outlines what needs to be completed in several categories.</p> <p>Day 9: Students finalize project and create an artist statement.</p> <p>Day 10: Students and teacher reflect on the project and discuss the finished works. Teacher refers to the rubric to mark a grade for each student.</p>
<p>Formative Assessment Evidence:</p> <p><b><i>How did you evaluate students? What you learned from the formative assessment? How did you use the information learned?</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Entrance/Exit card prompts (please see work below)</li> <li><input type="checkbox"/> Survey</li> <li><input type="checkbox"/> Inventory</li> <li><input type="checkbox"/> Observation notes</li> <li><input type="checkbox"/> Conferencing notes</li> <li><input type="checkbox"/> Homework</li> <li><input type="checkbox"/> Journal</li> </ul>	<p><b>Formative Assessment: Pre- Assessment + Post Assessment + Exit/Entrance Surveys</b></p> <p>Before this lessons students were given a pre-assessment where they were asked to create a “rough draft” of the portrait using any application that will serve them best. This rough draft is assessed based on a rubric. The students then turn in their final draft and that is also assessed based on the same rubric to measure their growth.</p> <p>Students are also given entrance and exit surveys to help measure small term growth and places for improvement.</p>

<ul style="list-style-type: none"> <li><input type="checkbox"/> Notebook check</li> <li><input type="checkbox"/> Lab</li> <li><input type="checkbox"/> Self-assessment</li> <li><input type="checkbox"/> Quiz</li> <li><input type="checkbox"/> Diagnostic assessment</li> <li><input type="checkbox"/> Graphic Organizer</li> <li><input type="checkbox"/> Other:</li> </ul>	
<p>Reflection:</p> <p><b><i>Overall lesson reflection (what you learned- successes and failures?)</i></b></p> <p><b><i>Moving forward - what will you continue, what will you change? (tomorrow, next week, next year)</i></b></p> <p><b><i>In your reflection you should also discuss how you addressed misconceptions or the misconceptions that students had.</i></b></p>	<p>This lesson is effective because it piques students’ interest in design and digital art. This lesson gives students a chance to learn advanced tools in Adobe Photoshop and think like designers, while drawing on their own interests, dreams, and ideas. I can determine what was learned when I assess the final print based on my pre-assessment data and post-assessment rubric. I also use formative assessment by working directly with students throughout each class and by using an entrance/exit survey to determine which students grasp concepts and which students need visual aids or extra help.</p> <p>From here, I would like to continue to build upon the content of this project. I am working on improving my visual aids, worksheets, and my artist presentation so that this project will really capture the reason for self-portraiture and how this genre in art has evolved and continues to be an important area of study for artists from all backgrounds. I think this project will naturally change as new technology emerges and as I discover new, interesting, and current ideas in art and in the digital art culture.</p> <p>This project works out for most students because the end product is so diverse and the outcome is not necessarily predetermined (even though they do work from a proposal and sketch). The students that usually need extra time are those that have trouble with hand-eye coordination and have trouble controlling the mouse or tablet pen. I try to give these students opportunities to come in during their lunch period to work one-on-one with me. This project can be very challenging for all different types of learners because it involves creativity, problem solving, math, and research. I hope to continue to improve this project as I get better at identifying the needs of all my students.</p>