

Seymour Public Schools Curriculum

Portraiture

GRADES 9,10,11,12

Description

Portrait Studio is a half year course offered to any second semester freshman, sophomore, junior, or senior who has successfully completed 2-D Design with a grade of 70 or higher. In this drawing and painting course the student will be introduced to a range of media, techniques, and their application. Emphasis in this course is on different genres of portraiture and self-portraiture ranging from photo realism to abstract portraits. Students will focus on the proportions of facial features as well as how portraits are used to show emotion. They will continue to strengthen their skills in the application of various media and techniques as they further their knowledge of composition, value, color, and proportion.

Portraiture Curriculum Unit #1: Introduction to Portraiture

What are the basic facial proportions? How does an artist use values to render a form? How do artists manipulate surface and use mark making to create textures? How do artists utilize line quality to effectively create light and shadow?

Grade: High School	Unit #1: Introduction to Portraiture
National Standard for Visual Arts	<p>VACr2.1 Organize and develop artistic ideas and work</p> <p>VACr3.1 Refine and complete artistic work</p> <p>VARe9.1 Apply criteria to evaluate artistic work</p>
Enduring Understanding	<p>Artists experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Artists develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p>People evaluate art based on various criteria.</p>
Essential Questions	How do artists work?

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	<p>How do artists determine whether a particular direction in their work is effective/successful?</p> <p>How do artists learn from trial and error?</p> <p>What role does persistence play in revising, refining and developing a work?</p> <p>How do artists become accomplished in art forms?</p> <p>How does one determine criteria to evaluate a work of art?</p> <p>How and why might criteria vary?</p> <p>How is a personal preference different from an evaluation?</p>
<p>Performance Expectations</p>	<p style="text-align: center;">VACr2.1 Organize and develop artistic ideas and work</p> <p>HS Proficient: Engage in making a work of art without having a preconceived plan.</p> <p>HS Accomplished: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>HS Advanced: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p> <p style="text-align: center;">VACr3.1 Refine and complete artistic work</p> <p>HS Proficient: Apply relevant criteria from traditional and contemporary contexts to examine, reflect on, and plan revisions for works of art in progress.</p> <p>HS Accomplished: Engage in constructive criticism, reflect on, re-engage, revise, and refine works of art to respond to personal artistic vision.</p>

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	<p>HS Advanced: Reflect on, re-engage, revise, and refine works of art considering relevant traditional and contemporary criteria as well as personal artistic vision.</p> <p style="text-align: center;">VARE9.1 Apply criteria to evaluate artistic work</p> <p>HS Proficient: Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p>HS Accomplished: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p> <p>HS Advanced: Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p>	
<p>Strategies/Modes (examples) Proportion Guidelines Observation of Facial Features Drawing Techniques Composition Elements of Art</p>	<p>Materials/Resources/Suggested Media Proportion Guideline Handouts Mirrors for Observation Shading Technique Visuals Graphite Charcoal</p>	<p>Assessments (examples) Formative Assessment: Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media Summative Assessment: Project Rubric</p>

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Portraiture Curriculum Unit #2: Photorealism

What are the basic facial proportions? What different methods do artists use to effectively draw these proportions? How does an artist use values to render a form? How do artists manipulate surface and use mark making to create textures? How do artists utilize line quality to effectively create light and shadow?

Grade: High School	Unit #2: Photorealism
National Standard for Visual Arts	VACr2.1 Organize and develop artistic ideas and work VACr3.1 Refine and complete artistic work
Enduring Understanding	Artists experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
Essential Questions	How do artists work? How do artists determine whether a particular direction in their work is effective/successful? How do artists learn from trial and error? What role does persistence play in revising, refining and developing a work? How do artists become accomplished in art forms?

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<p>Performance Expectations</p>	<p style="text-align: center;">VACr2.1 Organize and develop artistic ideas and work</p> <p>HS Proficient: Engage in making a work of art without having a preconceived plan.</p> <p>HS Accomplished: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>HS Advanced: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p> <p style="text-align: center;">VACr3.1 Refine and complete artistic work</p> <p>HS Proficient: Apply relevant criteria from traditional and contemporary contexts to examine, reflect on, and plan revisions for works of art in progress.</p> <p>HS Accomplished: Engage in constructive criticism, reflect on, re-engage, revise, and refine works of art to respond to personal artistic vision.</p> <p>HS Advanced: Reflect on, re-engage, revise, and refine works of art considering relevant traditional and contemporary criteria as well as personal artistic vision.</p>	
<p>Strategies/Modes (examples) Observation of Facial Features Grid Method Elements of Art</p>	<p>Materials/Resources/Suggested Media Graphite Charcoal Pastels Rulers Photographs</p>	<p>Assessments (examples) Formative Assessment: Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media Summative Assessment: Project Rubric</p>

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Portraiture Curriculum Unit #3 Emotion

How do artists' express different moods and emotions in a work of art? How do artists manipulate body language to communicate emotions in a work of art? How do artists use color effectively? How does an artist manipulate light and color to enhance a psychological atmosphere?

Grade: High School	Unit #3: Emotion
National Standard for Visual Arts	<p>VA:Cr1.1: Generate and conceptualize artistic ideas and work</p> <p>VA:Re7.1: Perceive and analyze artistic work</p> <p>VA:Re8.1: Interpret intent and meaning in artistic work</p>
Enduring Understanding	<p>Creative and innovative thinking are essential life skills that can be developed.</p> <p>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world and constructed environment.</p> <p>People gain insights into meaning of artworks by engaging in the process of art criticism.</p>
Essential Questions	<p>What conditions, attitudes, and behaviors support creativity and innovative thinking?</p> <p>What factors prevent or encourage people to take creative risks?</p> <p>How does collaboration expand the creative process?</p> <p>How do life experiences influence the way you relate to art?</p> <p>How does learning about art impact how we perceive the world?</p> <p>What can we learn from our responses to art?</p> <p>What is the value of engaging in the process of art criticism?</p>

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	<p>How can the viewer “read” a work of art as text?</p> <p>How does knowing and using visual art vocabulary help us understand and interpret works of art?</p>
<p>Performance Expectations</p>	<p style="text-align: center;">VA:Cr1.1: Generate and conceptualize artistic ideas and work</p> <p>HS Proficient: Use multiple approaches to begin creative endeavors.</p> <p>HS Accomplished: Individually or collaboratively formulate new creative problems based on student’s existing artwork.</p> <p>HS Advanced: Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.</p> <p style="text-align: center;">VA:Re7.1: Perceive and analyze artistic work</p> <p>HS Proficient: Hypothesize ways in which art influences perception and understanding of human experiences.</p> <p>HS Accomplished: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.</p> <p>HS Advanced: Analyze how responses to art develop over time based on knowledge of and experience with art and life.</p> <p style="text-align: center;">VA:Re8.1: Interpret intent and meaning in artistic work</p> <p>HS Proficient: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p> <p>HS Accomplished: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p> <p>HS Advanced: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</p>

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Strategies/Modes (examples)	Materials/Resources/Suggested Media	Assessments (examples)
Observation of Facial Features Grid Method Elements of Art Critique Guidelines	Pastel Paint Photographs Color/Emotion Guides	Formative Assessment: Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media Summative Assessment: Project Rubric Class Critique

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Portraiture Curriculum Unit #4 Contemporary

How are we influenced by famous Contemporary artists? How do Contemporary artists find balance between traditional components and experimentation and taking risks?

Grade: High School	Unit #4 Contemporary
National Standard for Visual Arts	VA:Cr1.2: Generate and conceptualize artistic ideas and work VA:Cn11.1: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding
Enduring Understanding	<p>Artist shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.</p> <p>People develop ideas and understandings of society, culture and history through their interactions and analysis of art.</p>
Essential Questions	<p>How does knowing the contexts histories, and traditions of art forms help us create works of art?</p> <p>Why do artists follow or break from established traditions?</p> <p>How do artists determine what resources and criteria are needed to formulate artistic investigations?</p> <p>How does art help us understand the lives of people of different times, places, and cultures?</p> <p>How is art used to impact the views of a society?</p> <p>How does art preserve aspects of life?</p>

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<p>Performance Expectations</p>	<p>VA:Cr1.2: Generate and conceptualize artistic ideas and work</p> <p>HS Proficient: Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.</p> <p>HS Accomplished: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>HS Advanced: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</p> <p>VA:Cn11.1: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding</p> <p>HS Proficient: Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p> <p>HS Accomplished: Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</p> <p>HS Advanced: Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p>		
<p>Strategies/Modes (examples) Observation of Facial Features Grid Method Elements of Art Principles of Design</p>	<p>Materials/Resources/Suggested Media Paint Photographs Ruler Work of a Contemporary Artist</p>	<p>Assessments (examples) Formative Assessment: Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media Summative Assessment: Project Rubric</p>	

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Portraiture Curriculum Unit #5 Modern

How are we influenced by famous Modern artists? How do Modern artists find balance between traditional components and experimentation and taking risks?

Grade: High School	Unit #5 Modern
National Standard for Visual Arts	VA:Cr1.2: Generate and conceptualize artistic ideas and work VA:Cn11.1: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding
Enduring Understanding	Artist shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals. People develop ideas and understandings of society, culture and history through their interactions and analysis of art.
Essential Questions	How does knowing the contexts histories, and traditions of art forms help us create works of art? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations? How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

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<p>Performance Expectations</p>	<p style="text-align: center;">VA:Cr1.2: Generate and conceptualize artistic ideas and work</p> <p>HS Proficient: Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.</p> <p>HS Accomplished: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.</p> <p>HS Advanced: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.</p> <p>VA:Cn11.1: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding</p> <p>HS Proficient: Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p> <p>HS Accomplished: Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.</p> <p>HS Advanced: Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p>	
<p>Strategies/Modes (examples) Observation of Facial Features Grid Method Printmaking Elements of Art Principles of Design</p>	<p>Materials/Resources/Suggested Media Charcoal Pastel Paint Linoleum Block Block Printing Ink Photographs Ruler Work of a Modern Artist</p>	<p>Assessments (examples) Formative Assessment: Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media Summative Assessment: Project Rubric</p>

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Portraiture Curriculum Unit #6 Surrealism

What qualities classify a work as Surrealism? How do artists evoke deeper meaning to communicate effectively in a work of art?

Grade: High School	Unit #6 Surrealism
National Standard for Visual Arts	VA:Cr1.1: Generate and conceptualize artistic ideas and work VA:Pr6.1: Convey meaning through the presentation of artistic work
Enduring Understanding	Creative and innovative thinking are essential life skills that can be developed. Artwork is presented by artists to communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
Essential Questions	What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does the presentation of artwork influence and shape ideas, beliefs, and experiences?

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<p>Performance Expectations</p>	<p style="text-align: center;">VA:Cr1.1: Generate and conceptualize artistic ideas and work</p> <p>HS Proficient: Use multiple approaches to begin creative endeavors.</p> <p>HS Accomplished: Individually or collaboratively formulate new creative problems based on student’s existing artwork.</p> <p>HS Advanced: Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.</p> <p style="text-align: center;">VA:Pr6.1: Convey meaning through the presentation of artistic work</p> <p>HS Proficient: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understanding.</p> <p>HS Accomplished: Make, explain, and justify connections between artist or artwork and social, cultural, or political beliefs and understanding.</p> <p>HS Advanced: Curate a collection of objects, artifacts, or artworks to impact the viewer’s understanding of social, cultural, and/or political experiences.</p>	
<p>Strategies/Modes (examples) Elements of Art Principles of Design Adobe Photoshop for Distortions Observation from Reflections/Photographs</p>	<p>Materials/Resources/Suggested Media Paint Charcoal Pastel Graphite Colored Pencil Adobe Photoshop Work of Surrealist Artists</p>	<p>Assessments (examples) Formative Assessment: Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media Summative Assessment: Project Rubric</p>

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Portraiture Curriculum Unit #7 Figure Drawing

What are the basic figure proportions? What different methods do artists use to effectively draw these proportions? How does an artist use values to render a form? How do artists manipulate surface and use mark making to create textures? How do artists utilize line quality to effectively create light and shadow?

Grade: High School	Unit#7: Figure Drawing
National Standard for Visual Arts	VACr2.1 Organize and develop artistic ideas and work VACr3.1 Refine and complete artistic work
Enduring Understanding	Artists experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
Essential Questions	How do artists work? How do artists determine whether a particular direction in their work is effective/successful? How do artists learn from trial and error? What role does persistence play in revising, refining and developing a work? How do artists become accomplished in art forms?

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<p>Performance Expectations</p>	<p style="text-align: center;">VACr2.1 Organize and develop artistic ideas and work</p> <p>HS Proficient: Engage in making a work of art without having a preconceived plan.</p> <p>HS Accomplished: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> <p>HS Advanced: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p> <p style="text-align: center;">VACr3.1 Refine and complete artistic work</p> <p>HS Proficient: Apply relevant criteria from traditional and contemporary contexts to examine, reflect on, and plan revisions for works of art in progress.</p> <p>HS Accomplished: Engage in constructive criticism, reflect on, re-engage, revise, and refine works of art to respond to personal artistic vision.</p> <p>HS Advanced: Reflect on, re-engage, revise, and refine works of art considering relevant traditional and contemporary criteria as well as personal artistic vision.</p>		
<p style="text-align: center;">Strategies/Modes (examples)</p> <p style="text-align: center;">Figure Proportions Elements of Art Focal Point Composition</p>	<p style="text-align: center;">Materials/Resources (examples)</p> <p style="text-align: center;">Charcoal Graphite Model</p>	<p style="text-align: center;">Assessments (examples)</p> <p>Formative Assessment: Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media</p> <p>Summative Assessment: Project Rubric</p>	

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Portraiture Curriculum Unit #8 Themed Work

How do artists know when a work of art is complete? How do artists determine if their work is successful?

Grade: High School	Unit #8 Themed Work
National Standard for Visual Arts	VA:Cr1.1: Generate and conceptualize artistic ideas and work VA:Re9.1: Apply criteria to evaluate artistic work.
Enduring Understanding	Creativity and innovative thinking are essential life skills that can be developed. People evaluate art based on various criteria.
Essential Questions	<p>What conditions, attitudes, and behaviors support creativity and innovative thinking?</p> <p>What factors prevent or encourage people to take creative risks?</p> <p>How does collaboration expand the creative process?</p> <p>How does one determine criteria to evaluate a work of art?</p> <p>How and why might criteria vary?</p> <p>How is a personal preference different from an evaluation?</p>

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<p>Performance Expectations</p>	<p style="text-align: center;">VA:Cr1.1: Generate and conceptualize artistic ideas and work</p> <p>HS Proficient: Use multiple approaches to begin creative endeavors.</p> <p>HS Accomplished: Individually or collaboratively formulate new creative problems based on student’s existing artwork.</p> <p>HS Advanced: Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.</p> <p style="text-align: center;">VA:Re9.1: Apply criteria to evaluate artistic work</p> <p>HS Proficient: Establish relevant criteria in order to evaluate a work of art or collection of works.</p> <p>HS Accomplished: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p> <p>HS Advanced: Construct evaluations of a work of art or collection of works based on differing sets of criteria.</p>	
<p style="text-align: center;">Strategies/Modes (examples) Elements of Art Principles of Design Composition</p>	<p style="text-align: center;">Materials/Resources/Suggested Media Pastel Charcoal Graphite Visual References</p>	<p style="text-align: center;">Assessments (examples) Formative Assessment: Teacher Feedback, One-on-One Instruction, Self-Monitoring Assessment of Technical Competence and Skill with Materials and Media Summative Assessment: Project Rubric Self-Reflection</p>