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Assignment Description: PAINTING I-Self Portrait

Create a realistically rendered self portrait based on live observation and photo-altered selfie. Respond to research on master portrait artists and choose a master to emulate. Mimic the style of a master artist while developing the look of your self portrait. Take the painting beyond a selfie into a true work of art through digital image alteration and your painting skills. Render realistically blending colors and using color theory to enhance your self portrait. Develop a complex concept that creates a detailed, honest portrayal of your self that goes beyond your looks and tries to capture your personality and who you are as a person.

Specifics

- Research and develop a unique concept for self portrait assignment. Research a master artist from [this list](#). Use some of the following websites to help in your research:
 - <http://smarthistory.org>
 - <http://www.wikiart.org>
 - <http://www.complex.com/style/2012/10/25-awesome-contemporary-portrait-artists/karel-funk>
 - <https://www.google.com/culturalinstitute/u/0/project/art-project>
- Shoot a self portrait with the iPad and camera app making sure you adhere to the 3Cs especially composition.
- Use the iPads and apps to create a selfie that emulates the style of your chosen master artist [from the list](#). You can use one or several of the following apps: PhotoGene, Photoshop Touch, Snapseed or MegaPhoto or Pixlr
- Upload a copy of the digital self portrait (jpg) to the [Inspiration Folder on Google](#).
- Develop a self portrait that is a minimum of 11 x 14 inches and meets the criteria of the assignment.
- Utilize all the colors to create realistically rendered color including accurate skin tone.
- Choose to work on canvas, cardboard or paper.
- If using paper or cardboard gesso first to strengthen and prep the surface.

Sketchbook Requirements

- Use the mirrors (on the center table) and create visual journal pages full of studies of your features- eyes, noses, mouths, ears from different angles and viewpoints (3/4, profile, straight on etc.)
- Draw what you see, not what you know.
- There should be several pages of studies based on observation.
- Design your studies creatively using multi media and color (watercolors, chalk, oil pastel etc) Label your studies as to what they are. Design the lettering creatively
- Develop 6-8 thumbnails that plan the complex composition, concept and craftsmanship for your Self portrait painting.
- Write a 5-7 sentence paragraph written in Visual Journal that explains your idea and proposal for the self portrait painting. Including who your master artist is, why you chose this artist, what they're known for and why you think this is a good choice for you and your personality. Explain how you will meet the assignment criteria.
- Make sure all of the Visual Journal pages are well designed and multi-media, using full color.

Reportable Standard	Priority Standard
In each box list the reportable standard to be assessed <u>in the unit</u>	In each box list the Priority Standard(s) associated with each Reportable Standard that will be assessed <u>in the unit</u>
RS 1 CREATE Plans and develops complex concepts for creative art work and Connects artistic ideas to history, society and personal life experiences	PS1 -Apply and utilize the elements and principles of design in the creation of visual art. PS4 - Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea. PS7 -Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.
RS 2 CREATE Plans and develops complex compositions through quality craftsmanship.	PS1 -Apply and utilize the elements and principles of design in the creation of visual art. PS2 - Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity. PS3 -Create and plan artwork that illustrates Complex Composition: Evidence of competent visual organization and design.
RS 3 PRESENT & RESPOND Interpret and evaluate the meaning of art work through the critique process.	PS5 - Present final artworks for public display via internet or gallery exhibit. PS6 - Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary to Respond to and Interpret artwork
Learning Targets	
<p>The Student Will....</p> <p>1. 1. Identify each learning target for the Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> ● PS1: Create a painting that uses wide range of value tones in full color. (P) ● PS2: Create a painting that is realistically rendered showing proper portrait proportions. (P) ● PS2: Create a painting that demonstrates blended value changes with fully rendered detail giving the illusion of a 3-dimensional object. (P) ● PS3: Create a painting that demonstrates a strong composition, with attention to detail, good use of space, planned thoughtful integration of positive and negative space, planned background. (P) ● PS4: Create 6-8 thumbnails planning the self portrait you will paint.. (P) ● PS5: Present a final painting through the written and oral critique process. (S) ● PS6: Evaluate your painting with a written artist statement using the It's CLEAR format for writing. (R) ● PS6: Explain how the criteria was met for this unit. (R) ● PS6: Explain what elements and principles of art were used. (R) ● PS6: Explain which drawing(s) you feel are best and why. (R) ● PS6: Describe improvements or changes (R) ● PS6: Explain how to implement these changes. (R) 	
Summative Assessment(s)	
<p>Identify the summative assessment(s) that will be administered & graded in the unit.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Visual Journal planning and thumbnail sketches of self features through observation <input type="checkbox"/> Visual Journal written proposal <input type="checkbox"/> Google Inspiration Folder with digital selfie <input type="checkbox"/> Final full Color self portrait painting <input type="checkbox"/> Written artist statement 	

Priority Standard Proficiency Scales

For each Priority Standard listed above create a Proficiency Scale that clarifies the levels of proficiency for the Priority Standard in the context of the unit.

Proficiency Scale: Describing levels of a Priority Standard vs. **Rubric:** Describing levels of a task

****You may use a Priority Standard to score an assessment or you may develop a rubric specific to the assessment****

Priority Standard	4-Advanced	3-Proficient	2-Approaching	1-Minimal
PS1- Apply and utilize the elements and principles of design in the creation of visual art.	Intentionally and mindfully create works of art that creatively incorporate the elements and principles of design.	Intentionally and mindfully apply and utilize the elements and principles of design in the creation of visual art.	Apply and utilize the elements and principles of design as a basic foundation for creating visual art.	Use and application of elements and principles of design is not clear.
PS2- Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity.	Create and plan artwork that illustrates exceptional quality Craftsmanship: Evidence of advanced technical proficiency and visual acuity.	Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity.	Create artwork that illustrates basic craftsmanship, lacking detail and command of media chosen.	Underdeveloped quality and care with media. Final presentation is missing or incomplete.
PS3- Create and plan artwork that illustrates Complex Composition: Evidence of competent visual organization and design.	Create and plan artwork that illustrates innovative complex compositions: Evidence of exceptional visual organization and design of space (2D, 3D, 4D).	Create and plan artwork that illustrates complex compositions: Evidence of competent visual organization and design of space (2D, 3D, 4D)	Create artwork that illustrates basic compositions: Some evidence of visual organization and design of space (2D, 3D, 4D).	Underdeveloped composition, incomplete organization and design of space.
PS 4 Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.	Create & plan artwork that illustrates imaginative,conceptual development with evidence of creative problem solving and interpretation of the idea.	Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.	Create artwork that illustrates a basic concept.Followed directions but sought a simple, basic solution & interpretation of the idea.	Create artwork that does not illustrate a clear concept and planning process. Work did not solve the problem set forth by the assignment.
PS5- Present final artworks for public display via internet or gallery exhibit.	Design and create a final presentation of artworks that engages the viewer and becomes a work of art in and of itself.	Design final presentation of artworks for public display that enhances and highlights the original artwork via internet, classroom or gallery exhibit.	Design basic presentation of final artworks for public display via internet, classroom or gallery exhibit.	Final presentation of artwork is lacking finish and thought.

<p>PS6- Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary to Respond to and Interpret artwork.</p>	<p>Creatively engages in analysis and evaluation of artwork with meaningful critique contributions in oral and written form using art-specific vocabulary.</p>	<p>Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary.</p>	<p>Basic analysis and evaluation of artwork through oral and written critique, using simple art-specific vocabulary.</p>	<p>Analysis and evaluation of artwork through oral and written critique process is lacking, incomplete or does not use art specific vocabulary.</p>
<p>PS7 Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Invents ways to innovatively connect to artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Basic connection of artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Lacks connection of artistic ideas and works to personal, societal, cultural and historical context to deepen understanding.</p>