



Visual Arts Lesson Plan

Title: Profiles

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Age Group: 5th-12th

In the table below are the Visual Arts Standards and the Universal Constructs. Check the ones covered in the lesson.

Standards Adapted from NAEA Standards 	Understand, select and apply media, techniques and processes.	Understand and apply elements and principles of design.	Students will consider, select, apply and evaluate a range of subject matter, symbols & ideas.	Understand the visual arts in relation to history and culture.	Reflect upon and assess the characteristic of their own and other's work.	Students will make connections between the visual arts, other disciplines and daily life.
Universal Constructs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Critical Thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Complex Communication 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Creativity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Flexibility & Adaptability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Productivity & Accountability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

District, Building, Department Goals or Objectives:

Music/Visual Arts: Explore the arts within cultures, times and places.

Technology: 2. Changes in technology are seen through inventions, innovations, and the evolution of technological artifacts, processes, and systems.

3. Technology can have positive and negative social, cultural, economical, political, and environmental consequences.

Description:

Students will study portrait photography and the work of Carl Van Vechten

Students will investigate the people (Lena Horne, Marian Anderson, Horace Phippen, Langston Hughes) and the significance of the Harlem Renaissance

Students will learn how time and place influence visual characteristics and give meaning and value to works of art.

Students will learn how to use technology as a tool for creating artwork.

Teacher Preparation:

Research and understand the work of Carl Van Vechten, including his connections to Cedar Rapids.

Research and understand the significance of the four individuals highlighted above.

Research and understand the Harlem Renaissance.

Materials and Resources Needed:

Images and biographical information of Lena Horne, Marian Anderson, Horace Phippen, Langston Hughes by Carl Van Vechten

Cameras

Image editing software

Vocabulary:

Harlem Renaissance
Profile
Biography
Portrait
Photography
Value
Contrast
Composition
Influential

Plan / Procedures:

1. Introduce students to photography as an art form and include a brief history of photographs as documentation of historical events/people.
2. Introduce Carl Van Vechten, the Harlem Renaissance, and biographies of the people listed above.
3. Students will discuss the importance of portrait photography and describe how the elements and principles of art apply.
4. Students will determine why Carl Van Vechten chose these particular people as the focus for these portraits. (artists, contributions to society, influential)
5. Students will choose an influential person in their own lives.
6. Students will write a brief biography and explain their choice.
7. Students will take a portrait photograph of their influential person.
8. Students will edit photograph to include the principles of photography.
9. Students will develop a presentation that includes the biography and final portrait.
10. Students will participate in a peer critique.

Assessment:

Formative: Informal questioning during introduction and participation in class discussions.

Formative: Checklist that guides students through process of developing portrait image and biography.

Summative: Peer and Self-evaluation of final product (includes choice explanation and description of how they applied the principles of photography).

Summative: Rubric

Follow Up Activities:

Social Studies: Study the work produced by each of the people in the portraits.

Technology: Use technology to create a presentation on the developments of photography over the last 75 years.

Technology: Use technology to create a presentation about one of the people represented in the portraits.

Visit to Cedar Rapids Museum of Art: Van Vechten Exhibit: May-Sept. 2014

Resources & References:

<http://www.crma.org/Exhibition/Detail/Upcoming/Carl-Van-Vechten-Photographer-to-the-Stars.aspx>

<http://prezi.com/l5a94qbflr9g/the-elements-and-principles-of-art-in-photography/> by Elisa Segovia

For questions about this lesson, contact: