Name: Ms. Shannon Li (co-op: Bianca Santoyo)   CURRICULUM PLANNING TOOL

Unit Big Idea: Intro to Color / Monochromatic Portrait | Grade Level: 9-12 | National Visual Art Goals: VA:Cr2.1.II, VA:Cr1.1.I

Table of Contents

Objective(s):
- Students will learn basic vocabulary to color theory and color schemes
- Students will apply their knowledge of these vocabulary words to art projects:
  - Color wheel value worksheet (mixing hues, tints, and shades)
  - Painting a celebrity portrait (utilizing monochromatic and complementary color schemes)
- Students will continue to practice their care in art materials and craftsmanship in their works
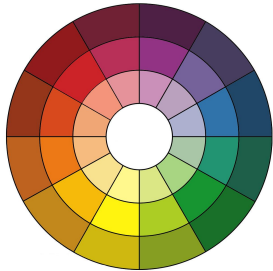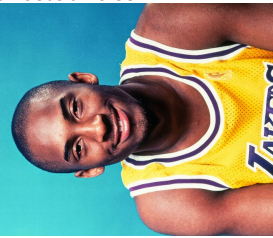
Projects:
1. Color wheel value worksheet (mixing hues, tints, and shades)
2. Monochromatic celebrity portraits with a complementary color background
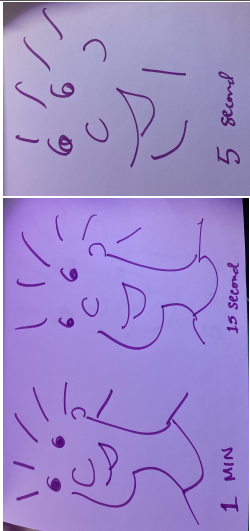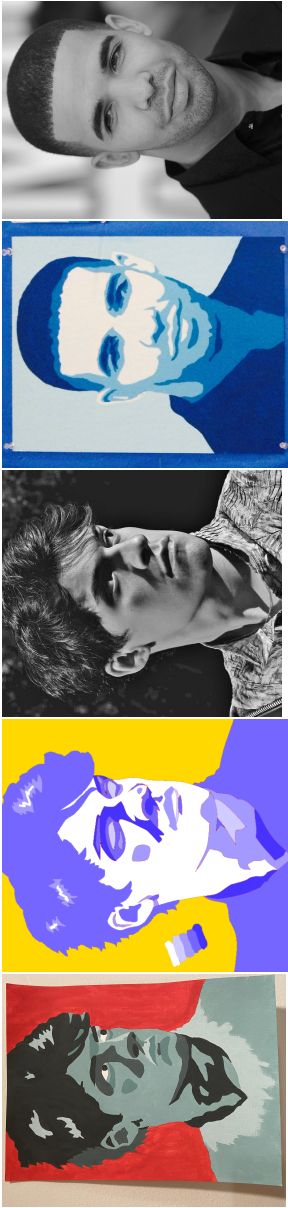
S e s s i o n	Title of Lesson & Expected Result[s] [& Length of Time to Completion]	Key Concepts Important concepts addressed on big idea	Dialogue & Concepts [Essential Questions you will ask; points of discussion; what they are learning]	Historical/MC & Contemporary Art Exemplars [artworks, books, interviews, videos, visitors]	Media/Process [materials, techniques; step by step] You need to write out **5 days** for each week.	Reading, writing, and talking about art [list instances/activities that are synthesized into the lesson, not separate]	Closure/Assessment [how you will wrap it up and how you will grade the lesson's results] *Make a rubric for each <u>final</u> project.

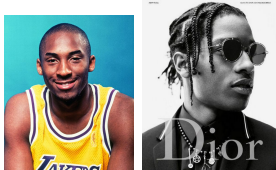|						
W E E K 1	Creating artist & studio expectations + Cartoon Drawing (Everyone's an artist!) [Day 1-2] Intro/Basics to Color Theory [Day 3-5] 5x50mins	Creating artist & studio expectations (different from classroom expectations) Building growth mindset to see ourselves as artists Importance of time management in our creative process Color is part of our everyday lives and has an impact on viewers	What does an artist look like to YOU? Do you see yourself as an artist? Why or why not? → What does it mean to be an artist? How can we build a(n artist) growth mindset? How can we maintain our shared studio space (being the classroom)? Why is it important to manage our time for our creative process? Where do we see color schemes in real life? Why do we use specific color schemes?	Growth mindset poster: **THINK LIKE AN ARTIST** Teacher exemplars of cartoon character drawings: Teacher exemplars of cartoon characters can be compared to known works such as: - Big Nate comics - Phineas and Ferb - Diary of a Wimpy Kid	Day 1: *Student materials: dry materials (markers or colored pencils), pencils, erasers, sketchbooks, scratch paper* - Students will acquire their sketchbooks at the beginning of class. - Review classroom norms & expectations Day 2: *Student materials: dry materials (markers or colored pencils), pencils, erasers, sketchbooks* - **Cartoon character drawing: step-by-step process.** General instruction: 1.) Start with the nose, eyes, mouth, ear, hairstyle, jaw/chin, neck, and shirt-lines; 2.) Each feature will have different variations e.g. pointy or round nose, small or big eyes, curly or straight hair. - **Cartoon character drawing with time limit:** 1.) Students will draw 4 large squares (enough space to draw a character in it) 2.) Have students put a small label in each square: 1 min, 30 sec, 15 sec, 5 sec 3.) Teacher will put a timer countdown on, and students will draw a cartoon character within the respective time limit. Students have the option to create their own cartoon character or use a design that was made before in class demos.	Day 1: - **Activity:** Students will draw what an artist looks like to THEM. Guiding questions to help prompt: 1.) What does an artist look like? 2.) What is the artist wearing? 3.) What is the artist doing? 4.) Where is the artist? 5.) What is the artist surrounded by (e.g. people, objects)? -Discussion: 1.) Students share the artist they drew with adjacent peers 1a.) Show of hands for how many students drew their artist with an apron on, the artist painting, or an easel… (or other stereotypical artist wear, looks, activities, objects). 2.) Ask students do they see themselves as an artist? Why, or why not? 3. Challenging students what it means to be an artist - **Short discussion:** Show the artist's growth mindset poster 1.) Ask students how this shift would make a change, or how the negative phrases differ from the positive ones. - **Activity/writing:** Students will be handed scratch paper, and create (a total of) 5 studio & artist expectations in groups of 2-4. Day 2: - Review the student-made studio & artist expectations	Day 1: Closure for building artist mindset activities: - No grade → assessment: the class as a whole will have created studio/artist expectations - End class with reinforcing an artist's growth mindset and informing the class we're reviewing the student-made artist & studio expectations tomorrow Day 2: Closure end of class: - Remind students the importance of time management in our creative process Day 3: Closure: - We'll continue notes tomorrow Day 4: Closure: - We'll do a Kahoot review on the basics to color theory notes. Day 5: Assessment for Kahoot activity: - For in-class students, students must participate and complete the entire Kahoot game to receive full participation points (100%). If students do not participate or were not present, it will be an automatic F.

| | | | | | Video inspiration for cartoon character drawing [not shown to class]: "Why people believe they can't draw" (Ted Talk, YouTube, 2015) https://www.youtube.com/watch?v=7TXEZ4tP06c&t=76s&ab_channel=TEDxTalks | | - **Activity:** Cartoon character drawings step-by-step process with teacher.
 - **Activity:** Cartoon character drawing with time limit.
 - **Short class discussion:** Ask students what they notice with their cartoon characters as they have less time to draw?
 → Connect to work ethic and time management, it is important to use time wisely, so one's work does not become rushed, sloppy, and messy. | - Students who were not present or want to make up the points can complete the Kahoot asynchronously, but must receive above a 50% in correct answers AND complete the entire Kahoot to receive full credit. |

Video inspiration for cartoon character drawing [not shown to class]: "Why people believe they can't draw" (Ted Talk, YouTube, 2015) https://www.youtube.com/watch?v=7TXEZ4tP06c&t=76s&ab_channel=TEDxTalks

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Using contemporary and relevant pictures to show color schemes…
Example: value

Example: saturation

Example: Zendaya's red carpet fits are neutral colors

Example: sports team logos using complementary colors

Day 3:

Student materials: pencils or pens, erasers, sketchbooks, vocabulary worksheet (optional)
📄 *Introduction to Color T…*
<*https://docs.google.com/document/d/1e-wwXSPu1uvs8ghdH0FVN_dL7KXOnPRZ2g1Q81UL0k/edit?usp=sharing*>

Teacher materials: vocabulary powerpoint presentation
🟨 Basic Color Theory Notes
<https://docs.google.com/presentation/d/1KzjVW1Vc1xKy8oV43xmolgaWW7KIub0oljbGtABqM_A/edit?usp=sharing>

Intro to color vocabulary notes:
- primary colors
- secondary colors
- tertiary colors
- warm / cool colors
- neutral colors
- hue vs color
- tint, tone, shade

Day 3:

- Note taking and engaging students… EXAMPLES:
a.) Secondary colors: How does one make a secondary color? → by mixing two primary colors.
b.) Neutral colors: Does anyone want to take a guess what neutral colors are? → brown, gray, black, white
c.) Tint/tone/shade: Where may we have heard these words outside of the art realm? → tinted windows on cars.

It's good to re-engage students by asking questions they can easily answer!

Day 4:

- Note taking and engaging students… EXAMPLES:
a.) Triadic color scheme: What shape do we see that gives us a hint for the

Dress meme 2015:

Day 4:

Student materials: pencils or pens, erasers, sketchbooks

Teacher materials: vocabulary powerpoint presentation

▣ Basic Color Theory Notes

Intro to color vocabulary notes (continued):
- value
- saturation
- complementary colors
- analogous colors
- triadic colors
- monochromatic colors

Day 5:

Student materials: electronic device with screen (cell phone, school laptops)

- **Kahoot! Activity** on basics to color theory vocabulary notes

1.) Students are to take out a personal device with a screen.
2.) Go onto kahoot.it , type in the respective game pin, and put their name (to be able to receive credit).
3.) Students are expected to complete and participate in the entire Kahoot.

IF there's extra time, introduce the color wheel value worksheet.

definition? → a triangle

b.) Monochromatic color scheme: Mono is a root word meaning? → one, single

Day 5:

- **In-class activity: Kahoot!**
a.) Last question: What color is the dress? → transition back into class time: How do we see colors, and why? What makes some of us see gold/white or blue/black?

| W E E K 2 | Color Wheel Value Worksheet [Day 1-5] ──────── Monochromatic Celebrity Portraits [Day 5] | Students will demonstrate understanding of and skill in adding values (tint/shade) to hue Learning to mix acrylic paint with only primary colors | What do you notice when mixing our hues with various amounts of tints (white) and shades (black)? What do you notice in pigmentation (or the "strength" of | Color Wheel Value worksheet | **Day 1:** *Student materials: red, blue, yellow, white, and black acrylic paint; paint palettes; small paint brushes; water cup; paper towels; worksheet* 📄 Color Value Worksheet <https://docs.google.com/document/d/1ObZ8YzcicC97eycqXtNiJur | **Day 1:** During **teacher demo [primary colors]:** - Ask students to remind you (the teacher) what the primary colors are, and what is tint/shade → red, blue, yellow; tint is white added to a hue and shade is black added to a hue | **Day 1:** Closure: - We will continue tomorrow beginning with secondary colors. Assessment: - Students have completed creating their hues, tints, |

	5x50mins	to achieve secondary and tertiary colors Demonstrate care for the shared studio space and materials by being responsible and accountable ――― Students will use multiple approaches to begin creative endeavors	a color) in some acrylic paint colors? ――― Why is it important to use high contrast images?	 Monochromatic Celebrity Portrait – good examples of high contrast portraits of celebrities Examples of end goal (with respective image)	*6pe7ryEeNRdv6LzXBC5U/edit?usp=sharing>* **Color Wheel Value Worksheet [primary colors]:** - Students will work in groups of 2-4 to minimize paint waste, and encourage and practice teamwork skills. - Students will focus on the hues, tints, and shades of primary colors. Students will put the colors in the respective parts of the color wheel (outer part: hue with shade, middle part: original hue, inner part: hue with tint). Day 2: *Student materials: red, blue, yellow, white, and black acrylic paint; paint palettes; small paint brushes; water cup; paper towels; worksheet* 📄 *Color Value Worksheet <https://docs.google.com/document/d/1ObZ8YzcicC97eycgXtNiJur6pe7ryEeNRdv6LzXBC5U/edit?usp=sharing>* **Color Wheel Value Worksheet [secondary colors]:** - Students will work in groups of 2-4 to minimize paint waste, and encourage and practice teamwork skills. - Students will focus on the hues, tints, and shades of secondary colors. Students will put the colors in the respective parts of the color wheel (outer part: hue with shade, middle part: original hue, inner part: hue with tint). Day 3: *Student materials: red, blue, yellow, white, and black acrylic paint; paint palettes;*	- When mixing the tints and shades of the primary hues, ask for student input if the color mixed for the demo is satisfactory → sometimes the mix can have too little or too much white/black - Put emphasis on verbalizing: "Add a little black or white paint at a time, you cannot undo the color you make." Day 2: During **teacher demo [secondary colors]:** - Ask students to remind you (the teacher) what the secondary colors are, and how they're mixed → orange, green, purple; it is made by mixing 2 primary colors - When mixing the tints and shades of the secondary hues, ask for student input if the color mixed for the demo is satisfactory → sometimes the secondary color has too much of one primary color, that it looks more like a primary or tertiary color instead - Put emphasis on verbalizing: "Add a little black or white paint at a time, you cannot undo the color you make." Day 3: During **teacher demo [tertiary colors]:** - Ask students to remind you (the teacher) what the tertiary colors (give hint, there are 6) are, and how they're mixed →red-orange, yellow-orange, blue-green, yellow-green, blue-purple, red-purple; it is made by mixing 1 primary color and 1 secondary color	and shades for primary colors. Day 2: Closure: - We will continue tomorrow beginning with tertiary colors. Assessment: - Students have completed creating their hues, tints, and shades for secondary colors. Day 3: Closure: - We will continue tomorrow with finishing our tertiary colors. Assessment: - Students have completed creating their hues, tints, and shades for half of the tertiary colors. Day 4: Closure: - Tomorrow is the last day to add final touches to your color wheel values. Assessment: - Students have completed creating their hues, tints, and shades for the entire color wheel. Day 5: Closure: - We will begin a new project the next class period: Monochromatic celebrity portraits. Assessment: - Students have completed their entire color wheel

				Contemporary example (that is a similar end	*small paint brushes; water cup; paper towels: worksheet* 📄 *Color Value Worksheet* <*https://docs.google.com/document/d/1ObZ8YzcicC97eycgXtNiJur6pe7ryEeNRdv6LzXBC5U/edit?usp=sharing*> **Color Wheel Value Worksheet [tertiary colors]:** - Students will work in groups of 2-4 to minimize paint waste, and encourage and practice teamwork skills. - Students will focus on the hues, tints, and shades of tertiary colors. Students will put the colors in the respective parts of the color wheel (outer part: hue with shade, middle part: original hue, inner part: hue with tint). Day 4: *Student materials: red, blue, yellow, white, and black acrylic paint; small paint brushes; water cup; paper towels: worksheet* 📄 *Color Value Worksheet* <*https://docs.google.com/document/d/1ObZ8YzcicC97eycgXtNiJur6pe7ryEeNRdv6LzXBC5U/edit?usp=sharing*> **Color Wheel Value Worksheet [tertiary colors, cont.]:** - Students will work in groups of 2-4 to minimize paint waste, and encourage and practice teamwork skills. - Students will focus on the hues, tints, and shades of tertiary colors. Students will put the colors in the respective parts of the color wheel (outer part: hue with shade, middle part: original hue, inner part: hue with tint).	- When mixing the tints and shades of the tertiary hues, ask for student input if the color mixed for the demo is satisfactory → sometimes the tertiary color has too much of one color, that it looks more like a primary or secondary color instead - Put emphasis on verbalizing: "Add a little black or white paint at a time, you cannot undo the color you make."	value worksheet with accurate placement and mixing paints of hues, tints, and shades. (Rubric can be found below). - Students have submitted a high contrast celebrity portrait by the end of the period.

				product): Shepard Fairy, "Hope," 2008	Day 5: *Student materials: red, blue, yellow, white, and black acrylic paint; paint palettes; small paint brushes; water cup; paper towels; worksheet* 📄 *Color Value Worksheet* ; *device with a screen* <*https://docs.google.com/document/d/1ObZ8YzcicC97eycgXtNiJur6pe7ryEeNRdv6LzXBC5U/edit?usp=sharing*> **Color Wheel Value Worksheet [touch-ups]:** - Students will work in groups of 2-4 to minimize paint waste, and encourage and practice teamwork skills. - Students will put the colors in the respective parts of the color wheel (outer part: hue with shade, middle part: original hue, inner part: hue with tint). Students **Introduce project: Monochromatic Celebrity Portraits (w/ complementary color background)** **Upload a *high-contrast* image of a celebrity portrait** 1.) Students will Google and download an image of a portrait of their desired celebrity to paint a monochromatic portrait of. 2.) Students will upload their picture of the respective classroom website (e.g. Google Classroom, Edmodo).		
W E E K 3	Monochromatic Celebrity Portraits [Days 1- 5] 5x50mins	Students will use multiple approaches to begin creative endeavors Identifying and shaping highlights and	Why is it important to use high contrast images? Why does the process require us to figure out how to shape closed forms (as	Monochromatic Celebrity Portrait – good examples of high contrast portraits of celebrities	**Day 1:** *Student materials: Device with a screen (e.g. phone, school laptop), their printed celebrity image; graphite pencil (HB-4B), eraser, light box, tracing paper, tape, marker (optional)*	**Day 1:** Introduction to Monochromatic Celebrity Portraits: **Short discussion:** - Ask students why they think drawing only closed forms are important in this process → It is important because later in the process,	**Day 1:** Assessment: - By the end of class, students will have a total of ~20% completed in tracing the shapes of facial features, highlights, and shadows.

| | | shadows on faces

Problem solving in how to create identifiable features in closed forms/shapes | opposed to open forms) on our portrait?

How do we create the shape of facial features, to make it look identifiable, as opposed to directly outlining it? |
Examples of end goal (with respective image)

Contemporary example (that is a similar end product): Shepard Fairy, "Hope," 2008 | **Upload and/or print a _high-contrast_ image of a celebrity portrait [cont.]**

Monochromatic Celebrity Portraits (Tracing Highlights, Shadows, & Facial Features)
1.) With their printed image, students will align and tape a sheet of tracing paper on top of it.
2.) Students will use a graphite pencil and begin tracing facial features, shadows, and highlights on tracing paper.
2a.) A helpful tool is utilizing the lightbox or windows (if accessible in the classroom) to see the image more clearly.
2b.) Another option is using a marker to draw directly on the printed image, making it easier to view and finish drawing on the tracing paper.

<mark>Day 2:</mark>

Student materials: printed celebrity image; graphite pencil (HB-4B), eraser, light box, tracing paper, tape, marker (optional)

Monochromatic Celebrity Portraits (Tracing Highlights, Shadows, & Facial Features) [cont.]

<mark>Day 3:</mark>

Student materials: printed celebrity image; graphite pencil (HB-4B), eraser, light box, tracing paper, tape, marker (optional)

Monochromatic Celebrity Portraits (Tracing | we want to be able to FILL it with color or color it in. This process is comparable to adult coloring books.
- Essentially, we are creating our own coloring page.

Teacher demo (Tracing highlights, shadows, and facial features) & example images: (celebrity: Omar Apollo)
1.) Ask students what is a noticeable shadow or highlight in the chosen celebrity image.
- Possible responses for shadows: the large shadow between his left eye and nose, nostrils, neck/jawline area, ear
- Possible responses for highlights: the nose/bridge, cheekbone, hair, upper lip, chin
2.) Emphasize how some facial features might be shaped by highlights and/or shadows, rather than directly tracing it.

 | <mark>Day 2:</mark>

Assessment:

- By the end of class, students will have a total of ~40% completed in tracing the shapes of facial features, highlights, and shadows.

<mark>Day 3:</mark>

Assessment:

- By the end of class, students will have a total of ~60% completed in tracing the shapes of facial features, highlights, and shadows.

<mark>Day 4:</mark>

Assessment:

- By the end of class, students will have a total of ~80% completed in tracing the shapes of facial features, highlights, and shadows.

<mark>Day 5:</mark>

Assessment:

- By the end of class, students will have a total of 100% completed in tracing the shapes of facial features, highlights, and shadows. |

Highlights, Shadows, & Facial Features) [cont.]

A straightforward and helpful self-check-in for students in completing their tracing portion (before moving onto the next steps):
☐ Closed forms
☐ No random lines (aka no open forms)
☐ Has highlights
☐ Has shadows

Student materials: printed celebrity image; graphite pencil (HB-4B), eraser, light box, tracing paper, tape, marker (optional), 9x12" canvas paper

Monochromatic Celebrity Portraits (Tracing Highlights, Shadows, & Facial Features) [cont.]

A straightforward and helpful self-check-in for students in completing their tracing portion (before moving onto the next steps):
☐ Closed forms
☐ No random lines (aka no open forms)
☐ Has highlights
☐ Has shadows

Student materials: printed celebrity image; graphite pencil (HB-4B), eraser, light box, tracing paper, tape, marker (optional), 9x12" canvas paper

Teacher demo (How to trace the tricky parts: lips/nose) & example images: (celebrity: Doja Cat)
- *Show examples of tracing the nose/lips with closed forms and open forms – aka what to do vs what to not do*
- Verbalize: Trust the process. The shape of the nose may not look like a nose; it might look ugly or funny. It will make more sense when adding colored values to it at the end.

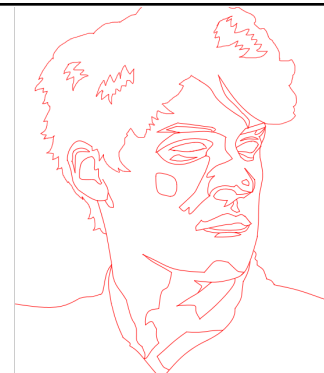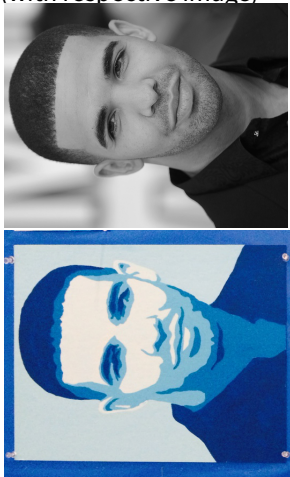|							
					Monochromatic Celebrity Portraits (Tracing Highlights, Shadows, & Facial Features) [cont.] A straightforward and helpful self-check-in for students in completing their tracing portion (before moving onto the next steps): ☐ Closed forms ☐ No random lines (aka no open forms) ☐ Has highlights ☐ Has shadows		
WEEK 4	Monochromatic Celebrity Portraits [Days 1- 5] 5x50mins	Students will use multiple approaches to begin creative endeavors Creating and using a value scale as a legend Understanding the properties and features of the materials: tracing paper, canvas paper, and graphite pencil	How do we translate a 3D subject into a 5-scale value subject? How can we problem solve if we are struggling to label a particular outlined feature?	Examples of end goal (with respective image) 	Day 1: *Student materials: printed celebrity image, graphite pencil (HB-4B), eraser, tracing paper, tape, 9x12" canvas paper* The next two processes are interchangeable. It does not matter which is done first. **Monochromatic Celebrity Portraits (Numbering Values)** 1.) If doing the "numbering values" process first, students will label on their tracing paper. If doing this after the "transferring" process, students have the option to label on the canvas paper. 2.) Students will begin labeling all shaped outlines between 1-5. 2a.) Providing a visual of a value scale labeled 1-5 is EXTREMELY helpful for the students, and referring back to their printed image. 2b.) The only features that are allowed to be a different value are pupils and nostrils (black).	Day 1: **Short discussion/review (numbering values):** - It is recommended NOT to make the darkest value black, but the lightest value can be white. - Explain AND show a visual why adjacent shapes cannot be labeled the same value. - It is recommended to start with the largest surface area (which would most likely be the skin or hair), because it allows the student to figure out if a shape is a darker or lighter value than the main hue. Day 5:	Day 1: Assessment: - Showing significant progress in one of the two processes (numbering values or transferring image) Day 2: Assessment: -Completing one of the two processes (numbering values or transferring image) Day 3: Assessment: - Showing significant progress in their second process (numbering values or transferring image) Day 4: Assessment: - Completing the second process (numbering values or transferring image) Day 5: Assessment: - All students MUST finish numbering values and

Contemporary example (that is a similar end product): Shepard Fairy, "Hope," 2008

3.) Shaped outlines that are adjacent to one another cannot be labeled the same number – as it will become one shape, rather than two separate features.

Monochromatic Celebrity Portraits (Transferring the traced image)
1.) Students will carefully take the tracing paper off the printed image.
2.) On the BACK of the tracing paper (where the student did not draw on), students will completely shade the back.
2a.) Emphasize it is important to shade dark enough, or else the image will not transfer.
3.) Tape the traced paper on top of the canvas paper. Shaded side should be facing the canvas paper, and the shaped outlines should be facing you.
4.) On the tracing paper, re-trace the outlined shapes; make sure to apply enough pressure onto the pencil to ensure the image will transfer onto the canvas paper.

Day 2:

Student materials: printed celebrity image, graphite pencil (HB-4B), eraser, tracing paper, tape, 9x12" canvas paper

Continuing/Finishing Up their last process: **Numbering Values** OR **Transferring the traced image**

Day 3:

Student materials: printed celebrity image, graphite pencil (HB-4B), eraser, tracing

Students should NOT use Sharpie or black paint to outline facial features – features should have been identified with its natural shape or with shadows/highlights.

transferring their image onto transfer paper to ensure they are on track in completing this project.

- Students finish painting a total of at least 1 (out of 5) values in their portrait.

paper, tape, 9x12" canvas paper

Begin the other of the two processes: **Numbering Values** OR **Transferring the traced image**

Day 4:

Student materials: printed celebrity image, graphite pencil (HB-4B), eraser, tracing paper, tape, 9x12" canvas paper

Continuing/Finishing Up the other of the two processes: **Numbering Values** OR **Transferring the traced image**
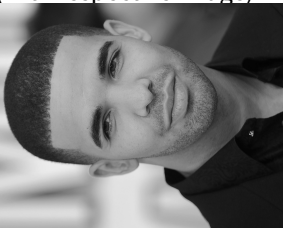
Day 5:

Student materials: printed celebrity image, graphite pencil (HB-4B), eraser, tracing paper, tape, 9x12" canvas paper, acrylic paint, small-medium sized paint brushes, paint palette, paint palette covers (or saran wrap)

Adding final touches and finishing up: numbering values OR transferring their portraits

Monochromatic Celebrity Portraits (Final Process: Painting, Value #1)
1.) It is recommended for students to create their personal value scale and paint ONE value at a time, starting with the lightest value.
2.) Students are responsible to mix their own colors using acrylic paint.
2a.) If starting with the lightest value, students can

					use white acrylic paint or mix their desired base hue with a considerable amount of white paint. 3.) Using appropriately-sized paint brushes, students will carefully paint the shapes that are labeled the respective number.		
W E E K 5	Monochromatic Celebrity Portraits [Days 1- 5] 5x50mins	Students will use multiple approaches to begin creative endeavors Creating and using a value scale as a legend Continuing to practice craftsmanship in painting	How do we translate a 3D subject into a 5-scale value subject?	Examples of end goal (with respective image) 	**Day 1:** *Student materials: printed celebrity image, tracing paper, tape, 9x12" canvas paper, acrylic paint, small-medium sized paint brushes, paint palette, paint palette covers (or saran wrap)* **Monochromatic Celebrity Portraits (Final Process: Painting, Value #2)** 1.) It is recommended for students to create their personal value scale and paint ONE value at a time. 2.) Students are responsible to mix their own colors using acrylic paint. 2a.) If starting with the second lightest value, students can mix their desired base hue with some white paint. 3.) Using appropriately-sized paint brushes, students will carefully paint the shapes that are labeled the respective number. **Day 2:** *Student materials: printed celebrity image, tracing paper, tape, 9x12" canvas paper, acrylic paint, small-medium sized paint brushes, paint palette, paint palette covers (or saran wrap)*	**Day 1-5:** Continue discussion about craftsmanship and paint quality. ● How much paint is applied onto the paper (too little = showing brush strokes, too much = blob of paint) ● Brush strokes ● Painting within the lines	**Day 1:** Assessment: - Students finish painting a total of at least 2 (out of 5) values in their portrait. **Day 2:** Assessment: - Students finish painting a total of at least 3 (out of 5) values in their portrait. **Day 3:** Assessment: - Students finish painting a total of at least 4 (out of 5) values in their portrait. **Day 4:** Assessment: - Students finish painting a total of at least 5 (out of 5) values in their portrait. **Day 5:** Assessment: - Students finish painting and adding final touches to their celebrity portraits.

Monochromatic Celebrity Portraits (Final Process: Painting, Value #3)
1.) It is recommended for students to create their personal value scale and paint ONE value at a time.
2.) Students are responsible to mix their own colors using acrylic paint.
2a.) If starting with the mid-tone value, students can mix their desired base hue.
3.) Using appropriately-sized paint brushes, students will carefully paint the shapes that are labeled the respective number.

Day 3:

Student materials: printed celebrity image, tracing paper, tape, 9x12" canvas paper, acrylic paint, small-medium sized paint brushes, paint palette, paint palette covers (or saran wrap)

Monochromatic Celebrity Portraits (Final Process: Painting, Value #4)
1.) It is recommended for students to create their personal value scale and paint ONE value at a time.
2.) Students are responsible to mix their own colors using acrylic paint.
2a.) If starting with the second darkest value, students can mix their desired base hue with very little black paint.
3.) Using appropriately-sized paint brushes, students will carefully paint the shapes that are labeled the respective number.

Day 4:

					Student materials: printed celebrity image, tracing paper, tape, 9x12" canvas paper, acrylic paint, small-medium sized paint brushes, paint palette, paint palette covers (or saran wrap) **Monochromatic Celebrity Portraits (Final Process: Painting, Value #5)** 1.) It is recommended for students to create their personal value scale and paint ONE value at a time. 2.) Students are responsible to mix their own colors using acrylic paint. 2a.) If starting with the darkest value, students can mix their desired base hue with some black paint. 3.) Using appropriately-sized paint brushes, students will carefully paint the shapes that are labeled the respective number. Day 5: *Student materials: printed celebrity image, tape, 9x12" canvas paper, acrylic paint, small-medium sized paint brushes, paint palette, paint palette covers (or saran wrap)* **Monochromatic Celebrity Portraits (Studio Day - Final Touch Ups)** 1.) Students will continue to work on their celebrity portraits.		

CELEBRITY PORTRAIT Rubric

Category	A 100-90	B 85-80	C 75-70	D 65-60	F 55-50
Criterion A: Knowing & Understanding **Mixing colors; Monochromatic Color scheme & Complementary color Background**	Uses a 5-scale value (with noticeable tints and shades) and a monochromatic color scheme. The background is completely filled. It is a complementary color to the monochromatic scheme.	Uses a 4-scale value (with noticeable tints and shades) and a monochromatic color scheme. The background is somewhat filled. It is a complementary color to the monochromatic scheme.	Uses a 3-scale value (with noticeable tints and shades) and almost has a monochromatic color scheme. The background is completely filled, and not a complementary color to the monochromatic scheme.	Uses 2 or less values; does not use a monochromatic color scheme (random colors) There is no background color; it is blank. OR The background is somewhat filled, and not a complementary color.	Student has not turned in work, OR Does not attempt to use a monochromatic color scheme and/or a value scale. No background color.
Criterion B: Developing Skills **Construction of Artwork - My craft**	Student covers 100% of paper. The portrait has clear and identifiable facial features from shadows and highlights. Paint application ● The paint is applied neatly = showing a smooth finish ● Little to no signs of brush strokes/bristles ● Coloring within the lines 100%	Student covers 90% of paper. The portrait has some identifiable facial features from shadows and highlights. Paint application ● The paint is applied somewhat neatly = showing some smears, blobs, etc. ● Some signs of brush strokes/bristles ● Coloring within the lines for most of the portrait	Students covers 80% of paper. The portrait has identifiable facial features from direct tracing of the celebrity's face. Paint application ● The paint is applied with some care = consistent smears, blobs, etc. ● Consistent signs of brush strokes/bristles ● Coloring inside and outside of the lines	Student covers 70% of paper. The portrait lacks shadows, highlights, and facial features. Paint application ● The paint is applied with little care = covered in smears, blobs, etc. ● Constant signs of brush strokes/bristles ● Coloring outside of the lines consistently	Student has not turned in work, OR Student cover 60% or less of paper. The artwork is messy with paint smears, smudges, or blobs, and painting outside the lines.

*rubric is made to be student-friendly, and in correspondent to Bogan High School's grading policies and procedures