Lesson Plan

Practicum 2: Art

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**Grade Level:** 2

**Subject Area:** Art

**Materials Needed:** White paper for each student, colored pencils, mirrors for each student, powerpoint with examples of facial features and famous self-portraits, materials for example portrait

**Standards:**

4.5.1 Know various purposes for creating works of art

**Objectives:** Students will look in a mirror and construct a self-portrait with colored pencils.

# Learning Activities:

* Introduction
	+ Discuss what a self-portrait is
		- An image of an artist that the artist created
		- Can be full body, but we’re only creating our face
	+ What can artists use to help them see what they look like?
	+ Relate to library mouse read-a-loud
* Show students pictures of famous self-portraits and talk about the differences between each.
* Pass out mirrors while the students are sitting on the floor.
* Ask students to look in the mirrors without talking while asking them these questions:
	+ What color are their eyes and hair? Is their hair long or short, curly or straight? What is the shape of their nose and their mouth? Do they have braces or glasses? Do they have freckles or birthmarks?
* Show examples of the many different kinds and shapes of facial features.
* Begin example.
	+ Ask what students think the shape of the head should be.
	+ Draw face shape, hair, eyes, nose, and mouth.
	+ Discuss using pencil before colored pencil.
	+ Color a small portion of portrait to model how to color appropriately.
* Show completed example of my self-portrait.
* Send students back to their desks and pass out paper.

**Assessment:** Students will be assessed on following directions and completion of the art project.

**Reflection:** What went well that I would keep the same during this lesson?

 *Asking students to point out their differences got the students thinking prior to the lesson. Showing examples of many different kinds of facial features helped the students quite a bit. Making the example with the class was crucial for students to know what is expected of them at this age.*

If I were to teach this lesson again, what would I need to change?

 *I would not pass out the mirrors while the students are on the floor. This was a huge distraction and I had to tell them many times to keep them on the floor after that part of the lesson. I should have collected them before continuing the lesson. Next time, I would explain that they need to use a majority of their paper with their self-portrait so that they don’t draw them too small. I would also incorporate more art terminology into my instruction to help meet the standard (line, shading, etc.).*