Unit Title: Portraits Redux	Author(s): Lincoln Public Schools Art Specialists

Unit Information
Grade Level: 6-8
Brief Description: Students will create a monoprint portrait of a character from a story and interpret meaningful representation of the character by incorporating personal symbols into their imagery of the story character.
Artist / Culture: Portraits Redux Exhibit: 18 prints in the exhibition. Among portraits in the exhibition are lithographs by nine artists including Henri Matisse, Marc Chagall, Joseph Hirsch and Frederic Taubes. Etchings in the exhibition by Eugene Delacroix and Joseph Margulies. Two Japanese woodcuts are included.
Media / Techniques: Monoprints
Genre: Portrait
Standards for other Correlated Curriculum Areas: Language Arts/ Literature

Core Ability 2: Understanding the visual arts in relation to history and cultures (National Standard 4)

Guiding Questions:
• How would your character look today?
• How would they fit into our society?
• How has the role of this character changed?
• How is your character different than the one from the past?
• Does time, place, and culture matter in an artwork? How/Why/Why not?

Student Activities:
• Read a short story about a character that students are unfamiliar with.
• Get together in small groups and work collaboratively to study the character, setting, culture of the story. Answer the following questions:
• What does the character look like in today's world?
• If you could time travel and could write a letter to the character to prepare them for current world. What will they need to know/ have?
• How would this character change if they came from different cultures? How would the traditions, values, dress, conversations, etc. be different?

Assessment				
Competencies	Does Not Meet District Standards	Approaches But Does Not Meet District Standards	Meets District Standards	Exceeds District Standards
Competency 2.3: determine how time, place, and resources influence visual characteristics and contribute meaning and value to works of art	unable to recognize relationships and characteristics based on the resources available	identify relationships or specific characteristics in a piece of art based on the resources available	identify relationships or specific characteristics in a piece of art by time, place, and resources	compare how cultural values and resources have evolved through time

Core Ability 3: Communicating by using a range of subject matter, symbols, and ideas (National Standard 3)

Guiding Questions:
- What are some of the images that you see in the works from the Lux that convey something about what the person is feeling or doing?
- Where and when do you think this person lived? What do you see that makes you think that?
- What are some things/symbols/ideas that you could add to your work that would communicate something about you/your character to others?
- Why are these important to you?
- How can you create a symbol that shows these ideas in your imagery for a print?

Student Activites:
- Collect/design/create a variety of symbols that, when used in a work of art, show/convey meaning to the viewer.
- Select one symbol that works best to convey their idea and use it as a part of their artwork.
- Post a copy of their print and label the symbols/image they utilized and the message conveyed.
- Combine symbols together to create a "quilt" of their ideas for display.

Assessment

Competencies	Does Not Meet District Standards	Approaches But Does Not Meet District Standards	Meets District Standards	Exceeds District Standards
Competency 3.1: integrate visual concepts with content to communicate intended meaning in artwork	unable to identify how images communicate the artistic intentions	identify images that convey an idea	discriminate and select between images that convey their idea	identify, select, and effectively use images to convey their ideas

Core Ability 4: Using knowledge of art elements and design principles (National Standard 2)

Guiding Questions:
- What makes a good portrait? Composition... Elements: Line subtraction or addition, color subtraction of addition of, blending inks, texture, positive and negative space. Appropriate Lighting... Balance of gray tones... Principles: Contrast...is it soft or harsh? Repetition, variety, balance.

Student Activities:
- Use elements of art and principles of design to create a printed portrait.
- Discuss/use good composition.

Assessment

These concepts will be supporting material for student understanding and not fully assessed.

Core Ability 5: Understanding and applying processes, media (art materials), and techniques (National Standard 1)

Guiding Questions:
- What is a Monoprint? (a print that is reversed).
- How do different processes create unique expression?
- Can it be/how can it be printed over other textures (lace, wood panels, etc.)? How can this show cultural influences?
- How does the ink relief reverse your image?
- Will the reversal improve your idea?
- Vocabulary: printing plate, burnisher, brayer, ink, "pulling a print", monoprint.

Student Activites:

Using symbolic ideas previously created, choose a monoprinting technique and use it to create a final representation of intended meaning.
• Explore mono printmaking by applying media (inks, paints, gel markers) to a surface (table tops, plexiglass, glass, acetate) with experimental tools (brushes, sticks, markers, etc.)
• Learn how to apply a moistened paper to the surface and lift the image.
• Experiment printing on various papers and with various pressure to change the impression/s.
• Discuss processes, techniques, outcomes.
• Discuss outcomes. Compare expressions and justify choices.
• Using symbolic ideas previously created, choose a monoprinting technique and use it to create a final representation of intended meaning.

Assessment				
Competencies	Does Not Meet District Standards	Approaches But Does Not Meet District Standards	Meets District Standards	Exceeds District Standards
Competency 5.1: explore processes, media, and techniques; analyze and reflect upon what makes their choices effective in communicating ideas	does not apply technical skills	use a variety of processes, media, and techniques to express ideas and participate in guided reflection	adapt processes, media, and techniques to express ideas and formulate reactions to the artwork	critique, processes, media, and techniques used to express ideas and justify reactions to the artwork

Sequential List of Classroom Activities:
1. Introduce problem: Create a printed portrait, of a historical character from a book, using contemporary methods of incorporating personal symbols.
2. Read short stories to students to inspire ideas. Saturate. Work cooperatively to study character, setting, plot, symbols, etc.
3. Sketch numerous portrait and symbol ideas. Choose most effective idea to use for a personal print. Incorporate a symbol(s) into the image ideas.
4. Demonstrate/introduce materials and process of monoprinting to students.
5. Give students time to play with the materials and processes of monoprinting. Sketch more if needed. Change ideas if needed.
6. Revisit the story character. Discuss how experimental ideas are effective or need improvement.
7. Choose monoprinting technique variations that will work best to represent personal symbolic portrait ideas. Sketch. Take notes. Formatively assess.
8. Print final monoprint symbolic portrait.
9. Assess and reflect upon learnings. Engage students in reflection about their work and the work of others.

Teaching Resources (Books, Images, Multimedia, Web, Etc):
LUX print collection.
Monoprint portrait examples: http://www.edlundart.com/pages/viola.html
YouTube: search for monoprint techniques, processes, tutorials, printmaking and choose options best for the classroom needs.

Supplies:
Books with strong character description, possibly literature being used in reading class, folktale, childhood story
Papers for printing: choices of color, texture, weights, fabrics
Paper for planning: newsprint
Pencil
Experimental printing mediums: inks, paints, gel markers
Experimental application tools: brushes, sticks, brayers
Printing plates: table top, plexiglass, glass, acetate
Printing press, optional

Adaptations:
Consider other forms of printing like found object stamping into a portrait representation.
Add mixed media to expand the project.

Special needs:
Make print and add drawing/collage to the print to create the character representation. Cut out pictures from magazines and monoprint on top of the image.

Additional Notes:
• Teaching strategy to present the LUX prints in the classroom... Venn Diagram how the character is the same or different from original story character... from past to future.
• Use folktale figure or figure from a book, childhood story
• Compare and contrast styistic approaches present in LUX prints.
• Assessment Ideas: Print the final monoprint. Have the student identify the changes from the practice prints and explain why they incorporated selected outcomes.