



## Grade 6 Art Lesson: Aboriginal Faces/Basic Facial Proportions

### OVERALL EXPECTATIONS

- By the end of Grade 6, students will;
- produce art works in a variety of traditional two- and three-dimensional forms , as well as multimedia art that communicate feelings, ideas, and understandings, using elements, principles and techniques of visual areas
- apply critical analysis process and communicate feelings, ideas and understandings in response to a variety of art works and art experiences.
- demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present and their sociocultural and historical contexts

### SPECIFIC EXPECTATIONS

#### Creating & Presenting:

- D1.1 Creating art work that expresses feelings and ideas
- D1.2 Demonstrate an understanding of compositions using selected principles of design to create narrative art works or works on a theme or topic
- D1.3 Use the elements of design to communicate ideas, messages and understandings for a specific audience or purpose

#### Reflecting and Responding:

- D2.1 Interpret a variety of art works and identify the feelings, issues, themes, and social concerns

### VOCABULARY

space, shape, line, proportion, expression, scale, measurement, value, gradation, stippling, primitive, aboriginal, portrait,

### MATERIALS

1. overhead projector/document camera, transparency, examples of portraits and masks, 8 1/2"X10" white paper, HB pencil, white eraser
2. Black or dark coloured construction paper (9"X12"), acrylic paint (lighter colours for contrast on paper, brush or bottom of bamboo skewers for dipping and dabbing

### Activity Instructions:

1. Examine a variety of two and three dimensional portraits from history and explore the variety of purposes.
2. Discover similarities with basic shape and proportions.
3. Discuss proportions while modeling steps with students following along.
4. Start with basic egg shape, followed by eye level placement, nose placement and mouth placement, measure out eye width on eye level line reviewing proportions, place in ears, and draw in eye shapes, nose, mouth and ears.

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| <p>D2.2 Explain how the elements and principles of design are used in their own and other's works to communicate meaning or understanding</p> <p>D2.4 Identify and explain their strengths, interests and areas for improvement as creators, interpreters and viewers of art</p> <ul style="list-style-type: none"> <li>- gain an appreciation of the evolution of portraits throughout the centuries gain an understanding on how math skills are used in art</li> <li>- -develop and utilize problem solving skills</li> </ul> <p><b><u>Cross Curricular:</u></b></p> <ul style="list-style-type: none"> <li>- Math, Language Arts Social Studies</li> </ul> | <p>5. Demonstrate and add on hair, model shading appropriately and have students end with a completed portrait.</p> <p><b>Applications/Concluding Activity:</b> review how important the face has been in all cultures and societies</p> <ol style="list-style-type: none"> <li>1. Discuss colour theory and pointillism; explain 1 colour for shading, and 1 colour for highlights and how to choose the rest of the colours to fill in the mid-values.</li> <li>2. On the dark construction paper draw a portrait in proper proportions.</li> <li>3. Dab/dot paint on.</li> </ol> <p><b>Concluding Activity</b><br/>class critique and self-analyze their own final works</p> <p><b>ASSESSMENT</b><br/>observation/conferencing, project evaluation rubric, peer critiques, self-evaluation/journaling, reflections</p> |
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