

edTPA Lesson Plan Template

Learning Segment Title: Understanding Proportions

Grade: 9-12

Context:

Students in the class: 20 Males: 9 Females: 11
Students with IEPs: 1 Focusing Issues
Students with 504 Plans: 1 Focusing Issues
English Language Learners: 3
Language Proficiency Level (# of students at each level):
Beginning: 1 Intermediate: 2 Advanced: 0 Advanced High: 0
Students with Other Learning Needs: 1 Mobility Issues

Central Focus: The central focus for this learning segment is understanding (**function**) proportions, specifically symmetry and guidelines (**vocabulary**), and how they contribute to proportions used within a portrait. In order to understand how and why proportion is used (**syntax**), students will critique and analyze instances of proportion in works of art. The purpose for teaching this content is that being able to critique and analyze proportions will help students understand and apply (**discourse**) proportions to their own portraits.

Lesson Plan Number: 3

Lesson Title: Applying Proportions in a Portrait

Content Standards

TEKS: (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:

(C) identify and apply the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity in personal artworks

ELPS: (2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.

(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions

edTPA Lesson Plan Template

Learning Objectives:

SWBAT #1: (function) Evaluate proportions within a work of art.

SWBAT # 2: (vocabulary) Describe and critique the use of proportions within a work of art.

SWBAT #3: (discourse) Create their own portraits using what they have learned about proportions.

SWBAT #4: (syntax) Develop a comparative response comparing the use of proportions between two artworks.

Language Demands	Language Supports
Function- Evaluate proportions	I will show the students a PowerPoint describing the proportions of the human body. The PowerPoint will then show works of art that will be discussed with the class.
Vocabulary- Describe, critique proportions	I will put the students into groups and have them view a work of art, discussing how the proportions affect it.
Discourse- Create their own portrait	I will provide students with resources and techniques to make their own portraits during the lesson.
Syntax- Make a comparative response	I will model for the students how to compare proportions between two artworks and discuss with them why the artist may have made the proportions that way.

Focus/Attention-Getter (5 min.): I will first ask students if they know what proportions are, picking from students who raise their hands and giving them feedback based on their answers. I will then ask students to share with their partners where they have seen proportions used in works of art.

SWBAT # 2

Background Information/ Lesson Rationale (2 min.): I will present a PowerPoint to the students that shows how different artists have used proportions within their works. I will also go over the proportions of the human body and show how artists have experimented with it within their works. This allows students to know the 'rules' of proportion before being able to bend and break them.

SWBAT # 1

Input/Presentation/ Modeling (5 min.): I will be doing a demonstration of what the students will be doing for this project. I will also show examples of portraits that have already been done by other students.

SWBAT # 3

Guided Practice (10 min.): I will have students plan out their portraits and make a concept sketch of their subject, using guidelines as a base. They can also use a picture of their subject in order to help them create the concept sketch. As they do this, I will go around the room, helping students who are stuck on their ideas and tweaking what they are planning. I will then

edTPA Lesson Plan Template

place them into small groups and have the students do a practice sketch, with me continuing to go around the room and giving feedback.

SWBAT # 3

Independent Practice (20 min.): Once the students have their subject, concept sketch, and practice sketches approved, I will have them move on to making their final portraits of their subjects. I will continue to give them feedback and offer advice to help them improve their portraits as they work on them. Once their portraits are finished, I will place the students in pairs and have them compare the proportions used within their portraits between themselves.

SWBAT # 4

Modifications for Learners with Exceptionalities:

Students with IEPs/504 Plans (ADHD): I will give the student extra time for the assignment and have check ins with them to make sure they are staying on task and understanding what it is they need to do.

Students with Specific Language Needs: I will make a printout of the assignment instructions in the student's language along with instructions in English. I will also spend some time making sure the student understands what needs to be done.

Students with Other Learning Needs (Mobility Issue): I will give the student extra time to complete the assignment and have check-ins with them to make sure they are on track to being able to complete it in a timely manner. I will also give them more space to move around.

Assessment (10 min.): I will have the students turn in their assignments completed during Independent Practice and a self-evaluation sheet that they have filled out to me. I will grade based on the rubric and the evaluations the students had given themselves. Once the assignment had been graded, I will hand back the portrait and rubric to them so they can see where they need to improve in the portraits. The assessment will be based on if the proportions in the student's portrait seem to be close to the actual proportions of the human face. I will also take into account the subject the student had based their portrait off of. If the student doesn't demonstrate mastery, I will reteach them by giving more specific instructions on what needs to be done. I will also give a little more time to helping the students who seem to be struggling.

Closure (3 min.): I will have a brief Q&A session with students about what they liked and didn't like about the project. I will also ask questions about what they had learned about proportions from doing the assignment. I will also ask how they could use and experiment with proportions in future artworks, having them answer this question in an exit ticket that they will hand in as they are leaving.

Materials: The materials used for this project are a sketchpad, charcoal sticks, and charcoal pencils. I will also be using these materials with my demonstration as well as an overhead projector to show the PowerPoint.

edTPA Lesson Plan Template

Evaluation Criterion Template

Student Name _____ Sample _____ **Date** _____ Sample _____

Lesson Title: Applying Proportions in a Portrait

Level Criteria Evaluated	Excellent (5 points)	Proficient (4 points)	Adequate (3 points)	Limited* (2-1 points)	Insufficient / Blank*
Participation	Student contributed regularly and helpfully to the conversation and was on task all of the time.	Student mostly contributed to the conversation and was on task most of the time.	Student occasionally contributed to the conversation and was on task some of the time.	Student rarely contributed to the conversation and was rarely on task.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Concept Sketches	Student has completed both the concept sketch and practice sketch done with a partner.	Student has completed the concept sketch, and partially completed the practice sketch done with a partner.	Student has completed the practice sketch, but not the practice sketch done with a partner.	Student has not fully finished the concept sketch, or the practice sketch done with a partner.	
Shading	Student includes values and areas of dark to light within the portrait.	Student includes a lot of value and many areas of dark to light within the portrait.	Student includes some value and some areas of dark to light within the portrait.	Students does not include value and barely any areas of dark to light within the portrait.	
Proportions	Proportions are very accurate to the proportions of a human face and resemble	Proportions are fairly accurate to the proportions of a human face.	Proportions are somewhat accurate to the proportions of a human face.	Proportions are barely accurate to the proportions	

edTPA Lesson Plan Template

	the subject drawn.			of a human face.	
--	-----------------------	--	--	---------------------	--

When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

<https://aac.ab.ca/materials/rubric-materials/>