**Elementary Art Methods Lesson Plan Template**

1. **Canon of the face / 8th grade art / 2 day lesson**

**2.) Goals: First the class will warm up with a quick portrait drawing. Student will measure and understand the proportions of their faces. Students will understand that there is math involved in the aesthetics of drawings a face. There are eight steps into building the canon, and students draw those steps.**

**3.a) Objectives:**

Students will warm up by drawing a portrait. (Creativity, Critical Thinking)

Students will test the facial canon by measuring their face and finding proportions. (NS 2, 3, 6, Critical Thinking, Collaboration)

Students will draw their own canon with a pencil and ruler. (NS 1, 3, Critical Thinking, Productivity and Accountability)

**3.b) National Art Standards:**

#1: Understanding and applying media, techniques, and processes

#2: Using knowledge of structures and functions

#3: Choosing and evaluating a range of subject matter, symbols, and ideas

#4: Understanding the visual arts in relation to history and cultures

#5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

#6: Making connections between visual arts and other disciplines

( for a more detailed description of the National Art Standards see:

<http://artsedge.kennedy-center.org/teach/standards.cfm>)

**3c.) Universal Constructs of the Iowa Core Curriculum**

**Critical Thinking**

**Complex Communication**

**Creativity**

**Collaboration**

**Flexibility and Adaptability**

 **Productivity and Accountability**

 The National Art Education Association has a PDF map with more detailed information: <http://www.arteducators.org/research/21st-century-skills-arts-map>

**4.)Prerequisites:**

Students should have prior knowledge about how to use a ruler.

**5.) Materials:**

Pencil, 8” x 11” paper, ruler per student

**6.) Safety Hazards:**

We will only use the ruler to draw our canons, there will be absolutely no slapping or twirling.

**7.) Interdisciplinary Connections:**

Students are using both math and writing skills in this lesson. Math is incorporated through the measurements and review of proportions. The students will collaboratively in groups write down different proportions that they think is a rule for facial features.

**8.)Artist:**

Chuck Close

9**.) Lesson Procedure**

**Day 1**

**Intro: 10 minutes (face) + 20 minutes (intro/ measure)**

As students walk into the room, hand them a sheet of paper. Tell them to look at the board for directions. On the board will be directions to draw a realistic face that fills up most of the paper. After around ten minutes of drawing a portrait, we will have a discussion. “Today and Thursday we are going to learn about how you can make all the wonderful faces that you just drew even more realistic and life-like. We already drew our portraits and for the rest of class, I we will have small group time, and then if there is time, we will start our portrait. So right now we are going to study each other’s faces in our table groups to find out more about the face. I am going to give you a few rules to test by using your paper ruler. The rules I am going to give you are general, so if your nose is not exactly in the same spot as someone else’s, that’s good- that is why we all look like individuals. I want groups of four, so work in your tables. Here are five general rules that I want you to test out. These rules are going to help us when we start drawing our final face.

1. Are your eyes in top quarter of your face or in the middle of your face?

2. How many eye widths fit in between each eye?

3. How many eye widths go across the face?

4. Are nostrils in the middle of the face or in the bottom forth of the face?

5. Your OWN rule. – find something that is generally true for each person that you can share with the class.

Can I have a volunteer come up so I can show you how to measure? –Thanks for volunteering! So to test out if your eyes are in the middle of your face, first measure from the top of the head to the middle, and then hold that place with your fingers and measure from the eyes to the chin. Who has a question before we begin testing out the facial rules?”

**Class discussion: (ten minutes)**

“Now we are going to take a poll by raising our hands to see if the class all agrees. Raise your hand if your eyes if your group found that eyes are in the middle of the face. Raise your hand if your group found that eyes are in the top fourth. Show on your fingers the amount of eye widths that go in between each eye. Show on your fingers the amount of eye widths went along the center of the face. Raise your hand if you found that the bottom of your nose is in the middle of your face. Raise your hand if you found that the bottom of your nose of your nose is in the bottom forth of you face. Isn’t it interesting that all of these features match up pretty much throughout the whole class? This next slide has the general rules that we will be following:

 1. Your eyes are in the middle of your face.

2. There is one eye width in between your eyes.

3. There are five eye widths across your face, counting your eyes.

4. Your bottom of the nose is in the bottom quarter of your face.

5. Your bottom lip is half way in between your nose and your chin.

Are there any questions about the proportions of your face?

Closing: (1 minutes)

Please put your drawings in the folder at your table, this way they stay together by table. I look forward to seeing all of you on Thursday.

**Day Two:**

 **Intro (15 minutes)**

“As students walk in have them answer the warm up students. “On Tuesday we talked about proportions and measured our faces to test these proportions. Today we are going to continue on face drawings. Let’s review what we learned about faces. Who can tell me where the eyes are in the face? Who can tell me where the nose is? How many eyes widths are in between one eye? How many eyes widths go across the face? Great, so now I am going to pass out a template that has all of these helpful lines on it. Lets start with the nose; you draw it in the center of the face. I usually draw a small U shape with two ovals on either side for the nostrils. Here is what I do not want to see: (draw the triangle nose, two large circle nostrils). Next, we go directly up from the nose to draw the tear ducts of the eyes. Your eyes are usually about the size of your nose. They are kind of like a smooched rectangle. You can generally see the bottom portion of the iris, depending on where the person is looking. I do not want to see footballs or circles. To make the mouth, you will draw the line in between the lips first. This line is longer than the actual lips. It usually goes from iris to iris. These are the features that I want you to practice drawing on your template. After we get our template done, we will start on our final portrait.”

**Work time (20 minutes)**

Walk around to help students.

**Closing (2 minutes)**

Warn them when five minutes is left. “For clean up today, please make sure your table is all cleaned up and your papers are in your folders. I will call tables that look ready to leave. I won’t be back next week so have a good Thanksgiving break!”

**Facial Proportions**

1. Are your eyes in top quarter of your face or in the middle of your face?

2. How many eye widths fit in between each eye?

3. How many eye widths go across the face?

4. Are nostrils in the middle of the face or in the bottom forth of the face?

5. Your OWN rule. – Find something that is generally true for each person that you can share with the class.