**Lesson Title:** UpCycled Mixed Media Portraits

**Lesson Audience:** Kindergarten class

**Length of Lesson:** 45 minutes

**Connection to the Virginia Visual Arts Standards of Learning**

Visual Communication and Production

K.2  The student will create works of art that express feelings and ideas.

K.3  The student will follow a sequence of steps used in creating works of art.

K.6  The student will create works of art that include the human figure as subject matter.

K.11  The student will use motor skills (e.g., pinching, pulling, squeezing, twisting, pounding, rolling, folding, cutting, modeling, stamping) to create two-dimensional and three-dimensional works of art.

**Objectives**

By creating mixed media reuse art portraits, students will:

* Demonstrate understanding of parts of a human figure and the proper location of the parts. Portrait includes head, body, arms and legs in proper location and includes three other details (eyes, eyebrows, nose, mouth, ears, hair, hands, accessories and clothing).
* Follow steps to select reuse materials and plan mixed media portraits.
* Employ glue to affix artwork to a base.
* Identify the feelings and ideas the conveyed by portraits.

**Essential Questions**

* In what ways does the incorporation of reuse materials in art lessons enable students to make a portrait of a human figure?
* What influences the creative expression of feelings and ideas?

**Vocabulary**

* *Portrait*
* Human figure parts: *head, eyes, eyebrows, nose, mouth, chin, ears, hair, legs, arms, chest, hands*

**Activities and Materials**

* Activities: Selecting, arranging and affixing reuse materials to make a portrait
* Materials: reuse material collection, bases (foam board, cardboard, mat board, wood boards), tacky glue, brushes (to apply glue), scissors, hot glue gun (for teacher use)

**Background**

This art lesson follows a science lesson where the students have discovered the properties of reuse materials and discussed potential uses for reuse materials. The students have also listened to the story, *My Dog is as Smelly as Dirty Socks* by Hanoch Piven, a found object portrait book in which the author uses reuse materials to represent personality traits.

**Introduction**

Students entering the art room are welcomed by an expansive buffet of reuse materials. The teaching artists activate prior knowledge by having students recall:

* Main ideas from *My Dog is as Smelly as Dirty Socks*: reuse materials are a resource for creating portraits; the use of materials conveys feelings.
* Materials that were explored in the science lesson and potential uses for materials in portraits.

Show examples of a portrait, landscape, and a still life. Have students to identify the portrait and to explain their selections.

**Instructional Strategies**

1. Tell students that they will make a portrait from reuse materials.
2. Discuss the parts of the body that should be included in a human figure—head, body, arms and legs, as well as details such as eyes, eyebrows, nose, mouth, chin, ears, hair, chest, hands, accessories and clothing.
3. Ask a student to come to the front of the class. Discuss with students the different parts of the human body and the distinctions among these parts, including their sizes and locations in relation to each other.
4. Students select a base and materials from the buffet.
5. Students plan their portraits on the base and share their plans with a teacher.
6. If the plan is complete, the student is provided tacky glue to affix the portrait to the base. If the plan is incomplete, the student is encouraged to select more materials from the buffet to make a complete human figure.
7. When portraits are complete, students identify the subjects of their portraits and what emotions or feelings they convey.

**Assessment**

The students’ mixed media reuse art portraits will be evaluated using the following rubric.

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| --- | --- | --- | --- | --- |
| **Objectives** | **Score - 4** | **Score - 3** | **Score - 2** | **Score - 1** |
| **Demonstrate understanding of parts of a human figure and the proper location of the parts.** | Portrait includes head, body, arms and legs in proper location and includes three or more additional features. May also include creative implementation of materials to represent a feature. | Portrait includes head, body, arms and legs in proper location and includes three additional features. | Portrait includes 2-4 of the following: head, body, arms and legs, which may not be in the proper location. Includes two or fewer additional features. | Portrait does not represent a human figure; portrait includes 1 or fewer of the following: head, body, arms and legs. Additional details may or may not present. |
| **Follow steps to select reuse materials, plan mixed media portraits and make adjustments as needed.** | Student works independently to select materials, makes a plan and does not need to make adjustments to the human figure. | Student selects materials, plans mixed media portrait and makes adjustments, if needed. | Student requires adult support to select materials and plan the mixed media portrait. Student does not make necessary adjustments. | Student requires significant adult support to select materials; student does not plan or make necessary adjustments before affixing artwork. |
| **Employ glue to affix artwork to a base.** | Student independently uses tacky glue to affix portrait on the base. | Student uses tacky glue to affix portrait on the base. | Student requires adult support to use tacky glue to affix portrait on the base. | Student does not glue or requires significant adult support to use tacky glue to affix portrait on the base. |
| **Identify the feelings and ideas the conveyed by portraits.** | Student is able to identify who is portrayed in the artwork and an emotion or personality trait conveyed by the use of materials in a creative way. | Student is able to identify the subject of his/her artwork and an emotion or personality trait conveyed by the use of materials. | Student is able to identify who is portrayed in the artwork. | Student is unable to identify the subject of his/her portrait. |

The student’s grade will be determined by averaging the scores. In Alexandria City Public Schools, an achievement level of 3 indicates that the student is on grade level and frequently demonstrates concepts and skills.

**Closing**

Students will identify the subjects of their portraits and share the personality traits and/or emotions conveyed by their use of materials. Students will also be asked to raise their hand to indicate whether they enjoyed the reuse art activity with the UpCycle teaching artists.