

## **Pre-Instructional Planning**

### **PA State Standards**

#### **9.1 Production, Performance, Exhibition**

- 9.1.3. A. Know and use the elements and principles of each art form to create works in the arts and humanities.
- B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- C. Recognize and use fundamental vocabulary within each of the arts forms.
- D. Use knowledge of varied styles within each art form through a performance or exhibition of unique work.
- E. Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.
- H. Handle materials, equipment and tools safely at work and performance spaces.
- Identify materials used.
  - Identify issues of cleanliness related to the arts.
  - Recognize some mechanical/electrical equipment.
- J. Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
- K. Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.

#### **9.2 Historical and Cultural Contexts**

- 9.2.3. C. Relate works in the arts to varying styles and genre and to the periods in which they were created
- L. Identify, explain and analyze common themes, forms and techniques from works in the arts

#### **9.3 Critical Response**

- 9.3.3. A. Recognize critical processes used in the examination of works in the arts and humanities.
- Compare and contrast
  - Analyze
  - Interpret
  - Form and test hypotheses
  - Evaluate/form judgments
- B. Know that works in the arts can be described by using the arts elements, principles and concepts
- C. Know classification skills with materials and processes used to create works in the arts
- D. Explain meanings in the arts and humanities through individual works and the works of others using a fundamental vocabulary of critical response.
- E. Recognize and identify types of critical analysis in the arts and humanities.
- Contextual criticism
  - Formal criticism
  - Intuitive criticism
- F. Know how to recognize and identify similar and different characteristics among works in the arts

#### **9.4 Aesthetic Response**

- 9.4.3. A. Know how to respond to a philosophical statement about works in the arts and humanities (e.g., "Can artworks that depict or are about ugly or unpleasant things ever be beautiful?"). B. Know how to communicate an informed individual opinion about the meaning of works in the arts.

## **Differentiation of Instruction**

This class will take 1 class period to complete.

Class period one will consist of an introduction to the project through a discussion of the art work and influences of Amedeo Modigliani. They will experience the stylistic primitivism of mask like portraits and participate in an open discussion about the art work.

How are Modigliani's paintings and sculpture similar to the African Masks shown here?

How does Modigliani paint the facial features in his portraits? The EYES, NOSE, MOUTH, NECK, CHIN

What are the expressions on the faces?

How is color used?

How are the subjects posed in the paintings? Do they look natural or unnatural?

What is the emotion or mood created by the artist in each painting? How does line, shape, color, texture, pose and composition effect mood in a painting?

If Modigliani were to paint a portrait of you, what would be important to include so that you are recognizable? What colors would be used?

The students will be told that they will be creating a self portrait in the style of Modigliani. We will discuss the true proportions of a face prior to beginning our stylized self portraits and review together the contrasting elements in Modigliani's portraiture and go through each step together. The first step in creating our portrait is to lightly sketch out an outline for their face. The students are reminded to fill in the entire space so that there is not a lot of negative space around the portrait. Color will be added later; this should just be a simple sketch. Once the students have finished drawing they will carefully outline their drawn sketch using a black crayon. Color will be added after this step. Basic water color techniques and rules will be discussed. The students will paint their portraits and their portraits with colors they choose. Finished pieces will be hung up to dry and displayed at the next class for critique.

## **Objective**

Students will create a self portrait in the style of Amedeo Modigliani using the wax resist method.

## **Materials/Resources**

*Prezi Presentation*

[http://prezi.com/jstfoetl8fqx/?utm\\_campaign=share&utm\\_medium=copy](http://prezi.com/jstfoetl8fqx/?utm_campaign=share&utm_medium=copy)

*Various Printed Materials*

*Modigliani: A Life by Jeffrey Myers*

*World Art: Africa, Prestel*

*Modigliani and the Artists of Montparnasse, Kenneth Wayne*

**9 x 18** White, heavy multi media paper

Mirrors

Pencils

Erasers

Pencil Sharpeners

Black Crayons

Water Colors

Trays

Spray Bottle

Small Cups for Water

Water Bottle

Paper Towels

Palette

Empty Container for Dirty Water

## **Concluding Activities**

A final class will consist of a class critique of the students' work. Students will be expected to use appropriate vocabulary.

## **Student Assessment**

The students' achievement will be assessed by a class critique at the end of the lesson.

**Lesson Evaluation: TBD**