



**Teacher:**

**Class:** 1-2 Class Periods

**Course Unit:**

**Lesson Title:** Modigliani Inspired Portraits

**LESSON OVERVIEW:** Summary of the task, challenge, investigation, career-related scenario, problem, or community link.

Emphasis is a principle of art that occurs when an element within an artwork is given dominance by the artist. In this lesson students will create Amedeo Modigliani inspired portraits using chalk pastels. Students will elongate the face and neck in typical Modigliani style but will further distort one facial feature of their choice. This lesson will allow students to explore how using distortion creates emphasis within their self-portrait.

**STANDARDS:** Identify what you want to teach. Reference State, Common Core, ACT Readiness Standards and/or State Competencies.

### **Tennessee State Standards**

- 1.2 Demonstrate developmentally-appropriate use of media.
- 2.3 Examine and explain (written and/or verbal) the intended purpose of the principles of design in one's own artwork.
- 2.4 Create artwork using the principles of design with specific intent.
- 3.3 Investigate similarities and differences in subject matter, symbols, and ideas between one's

own artwork and the artwork of others (peers and masters).

5.1 Critique (verbal and/or written) the characteristics and merits of one's own artwork.

**Common Core Connections for Integrated Subject- Writing/Speaking & Listening**

CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

**OBJECTIVE:** Clear, Specific, and Measurable-NOT ACTIVITIES. Student-friendly.

1. Students will be able to define emphasis.
2. Students will be able to analyze how they used distortion to create emphasis within their Modigliani inspired self-portrait.
3. Students will be able to compare and contrast Modigliani's portraits with their own.

**ASSESSMENT/EVALUATION:** Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective.

1. In a written response students will define emphasis and describe how they used distortion to create emphasis within their self-portrait.
2. Students will participate in a class discussion comparing and contrasting their portraits to Modigliani's portraits.

**MATERIALS:** Aligned with the Lesson Objective. Rigorous and Relevant.

- (1) Pencil per student
- (1) Kneaded eraser per student
- (1) Black 12"x18" piece of paper
- (1) Containers of chalk pastels per table

**ACTIVATING STRATEGY:** Motivator/Hook. An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions.

1. The teacher will begin by discussing emphasis and the various techniques that artists use to create emphasis.
2. The teacher will show examples of Modigliani's portraits.
3. How did Modigliani use emphasis in his portraits? How do the elongated face and neck affect the way we see the person in the portrait?

**INSTRUCTION:** Step-By-Step Procedures-Sequence. Discover/Explain-Direct Instruction.

1. The teacher will introduce the project with a pre-made example and state the objectives.
2. The teacher will explain that students will create a self-portrait in the style of Modigliani.
3. Their portrait will contain typical Modigliani features such as an elongated face and neck but students will further distort one facial feature of their choice.
4. The teacher will demonstrate how to fold the black piece of paper to create eight distinct sections.
5. The teacher will demonstrate how to sketch a self-portrait using the sections as a reference.
6. The teacher will demonstrate how to use chalk pastels to minimize dust and smudges.
7. Students will retrieve one piece of black 12"x18" paper and one kneaded eraser before returning to their seats.
8. Pencils and containers of chalk pastels will be on each table.
9. Once seated students will fold their black piece of paper as demonstrated by the teacher.
10. Students will then use a pencil to sketch their portrait.
11. Students will start by sketching an oval head that centers on the middle vertical line and fills the top half of the paper. Neck lines should be drawn from the middle line to the bottom of the third section. The shoulders will continue from the neck to the bottom edge of the paper to create the exaggerated neck.
12. Once the outline is drawn students will add facial features, specifically distorting the size or shape of one facial feature of their choice.
13. Students will go over the pencil sketch using a black chalk pastel.
14. Students will fill in the skin, hair, clothes, and background using chalk pastel.
15. Cleanup will occur during the last ten minutes of class. Students will return their materials to the appropriate station and will place artwork in the appropriate class bin.

### **ALTERNATE/EXTRA ACTIVITIES:**

1. The black paper could be pre-folded for younger students or students with special needs.
2. Students could use oil pastels or crayons instead of chalk pastels.
3. Students could further distort their portrait by using unrealistic colors to fill in the facial features, skin, and hair.

### **CLOSURE:** Reflection/Wrap-Up. Summarizing, Reminding, Reflecting, Restating, Connecting.

1. Students will display their portraits next to an image of one of Modigliani's portraits.
2. The teacher will lead a discussion comparing and contrasting the student portraits with Modigliani's portraits.
3. Students will complete a written response defining emphasis and explaining how they created emphasis within their portrait.

### **CROSS-CURRICULAR CONNECTIONS**

1. Writing
2. Speaking and Listening

### **EXTENDED LEARNING**

Books:

1. *Don't Let the Pigeon Drive the Bus* by Mo Willems (Note the emphasis that Willems

uses in the creation of his characters and the emphasis used in the text.)

2. *When a Line Ends a Shape Begins* by Rhonda Gowler Green
3. *The Dot* by Peter H. Reynolds
4. *When Pigasso Met Mootisse* by Nina Laden
5. *Art is Fundamental: Teaching the Elements and Principles of Art in Elementary School* by Eileen S. Prince

Online Enrichment:

1. Artists Toolkit: Emphasis  
[http://www.artsconnected.org/toolkit/encyc\\_emphasiscontrast.html](http://www.artsconnected.org/toolkit/encyc_emphasiscontrast.html)
2. Queensland Art Gallery's Art Games for Kids  
[http://www.qagoma.qld.gov.au/kids/games\\_for\\_kids](http://www.qagoma.qld.gov.au/kids/games_for_kids)
3. Amedeo Modigliani – A Scholastic Biography  
<http://www.scholastic.com/browse/article.jsp?id=3754459>
4. The Principle of Emphasis  
<http://www.incredibleart.org/lessons/rhodes/designprinciples4.html>
5. Faces iMake App – integrating tablets into the classroom  
<https://itunes.apple.com/us/app/faces-imake-lite/id357230884?mt=8>

Cross-Curricular Lessons:

1. Emphasizing Words to Create a Character  
<http://www.pbs.org/parents/electriccompany/pdfs/Lights%20Camera.pdf>

For additional lesson plans and activities, visit us online at [www.fristkids.org](http://www.fristkids.org).

This lesson plan was created by an art education student in the Frist Center for the Visual Arts' Teaching Assistant program under the guidance of education department staff and/or a mentor teacher.

The Teaching Assistant program is designed to introduce participants to museum education by providing unique teaching experiences in an informal learning environment. For more information about this program or other educational opportunities offered by the Frist Center, please visit our website at [www.fristcenter.org](http://www.fristcenter.org).

