



artsNOW

Integrated learning solutions

MONA MESA: WHAT IS YOUR OPINION?

Grade Band: Grade 2-3

Content Focus: Visual Arts & ELA



LEARNING DESCRIPTION

Students will look at the painting, the *Mona Lisa*, by Leonardo DaVinci and talk about what they see, think and wonder. Students will identify visual clues to help them form an opinion about what they think the painting is about, and will write an opinion paragraph on the Mona Lisa using evidence to support their opinions. Students will then take what they learned about portraiture and create their own Mona MESA self portrait!

LEARNING TARGETS

Essential Questions	"I Can" Statements
How can I describe a piece of art by forming opinions?	I can describe what a portrait is.
How can I use visual evidence to support my opinion?	I can create a self-portrait inspired by the Mona Lisa.
How can art stimulate my imagination and help me understand the process of portraiture?	I can write an opinion paragraph using evidence to support my reasoning.



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GEORGIA STANDARDS

Curriculum Standards	Arts Standards
<p>Grade 2: ELAGSE2W1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>ELAGSE2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>Grade 3: ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>ELAGSE3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>Grade 2: VA2.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VA2.CR.2 Create works of art based on selected themes. VA2.CR.3 Understand and apply media, techniques, and processes of two-dimensional art. VA2.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy.</p> <p>Grade 3: VA3.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VA3.CR.2 Create works of art based on selected themes. VA3.CR.3 Understand and apply media, techniques, processes, and concepts of two dimensional art. VA3.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.</p>

SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
<p>Grade 2: WRITING - Meaning, Context, and Craft Standard 1: Write arguments to support claims with clear reasons and relevant evidence. 1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion and supply reasons that support the opinion, use transitional words to connect opinions and reasons, and provide a concluding statement or section.</p> <p>COMMUNICATION - Meaning and Context</p>	<p>Anchor Standard 1: I can use the elements and principles of art to create artwork.</p> <p>Anchor Standard 2: I can use different materials, techniques, and processes to make art.</p> <p>Anchor Standard 5: I can interpret and evaluate the meaning of an artwork.</p>



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Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.

Grade 3

WRITING - Meaning, Context, and Craft

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

1.1 Write opinion pieces that: a. introduce the topic or text, state an opinion, and create an organizational structure that includes reasons; c. organize supporting reasons logically; d. use transitional words or phrases to connect opinions and reasons; and g. provide a concluding statement or section.

COMMUNICATION - Meaning and Context

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> ● <u>Topic sentence</u> - The sentence of a paragraph that states the subject of the paragraph ● <u>Closure</u> - The summary ending of a paragraph ● <u>Opinion</u> - The creator’s point of view on a topic ● <u>Evidence/reason</u> - Information from the source to support a claim 	<ul style="list-style-type: none"> ● <u>Portrait</u> - A depiction of a person ● <u>Self-Portrait</u> - A depiction of the artist, by the artist ● <u>Proportion</u> - Relative size and scale of the various elements in the portrait. How one thing relates to another thing in terms of size ● <u>Background</u> - The part of a picture or scene that appears to be farthest away from the viewer, usually nearest the horizon



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- Foreground - The area of a picture or field of vision, often at the bottom, that appears to be closest to the viewer
- Shape - Shape is one of the seven Elements of Art and is a flat enclosed area that has two dimensions, length and width. Artists use both geometric and organic shapes.
- Horizon line - An implied line that separates the earth and the sky

MATERIALS

- 8.5” x 11” tracing paper (1 per student)
- Digital Mona Lisa painting to project on board
- Digital image of a pre-Renaissance portrait (profile)—see “Additional Resources”
- Copy of Mona Lisa painting for each student
- Pencil with eraser
- Sharpie or other black marker
- White drawing paper
- Multicultural crayons, markers, or colored pencils
- Regular colors of crayons, markers, or colored pencils.

INSTRUCTIONAL DESIGN

Opening/Activating Strategy

- Project the *Mona Lisa* and a landscape painting.
- Ask students to explain the difference between what they see in each of the paintings.
 - Students should notice that the subject/topic of the painting in the *Mona Lisa* is the figure and the subject of the painting in the landscape is the scenery.
 - Explain that the *Mona Lisa* is an example of artwork called a portrait because the subject of the painting is a person. Teacher will explain that when an artist makes an artwork of themselves, it is called a “self-portrait”.
- Engage students in the [See, Think, Wonder](#) Artful Thinking Routine.
 - First, with a partner, students will identify what they see in the painting. Emphasize that they should make objective observations about the image (i.e. physical features, colors, textures, etc.).
 - Next, ask students to identify what they think about the image. Emphasize that students should be creating inferences using visual evidence from the painting.
 - Finally, ask students what they wonder about the image.
 - Facilitate a class-wide discussion around students’ observations, inferences, and questions.

Work Session



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- Next, project an image of a pre-Renaissance portrait. Ask students to compare the image with the *Mona Lisa*. Students will notice the figure is looking at the viewer (creating a connection between viewer and subject of artwork) and the expression on her face (a smile).
 - Students will create a theory about what they think the artwork is about. Students will cite evidence for why they think that. Students will share out.
 - Students will write an opinion paragraph on the *Mona Lisa*. Students will explain what they think the painting is about, why they think that (cite visual evidence). Students should include a topic sentence, body sentences with specific evidence, and closure.
- Tell students that they will be creating a portrait that will be inspired by the *Mona Lisa*. Students will be reminded of da Vinci's attention to detail in portraiture.
- Students will be supplied with a copy of the *Mona Lisa* and a sheet of tracing paper. Students will write their name on their tracing paper.
- Remind students that line and shape are two of the Elements of Art.
 - With teacher's guidance, students will outline the *Mona Lisa*' head and face, as well as the major shapes in the background of the painting.
 - Encourage students to simplify complex shapes into basic shapes such as ovals, triangles, etc. This will help students when they create their own self-portrait.
 - Show an example of what a finished product might look like.
- Tell students that they will now create their own self-portrait.
 - Tell students to draw a large oval on their paper for their head.
 - Project an image of [facial proportions](#) so that students can see where to draw their eyes, nose, mouth, etc.
 - After students have drawn in their head and facial features with pencil, they should go over their lines with black marker.
 - Students will then color in their skin tone and hair, using the multicultural crayons, markers, or colored pencils.
- Teacher will explain that a horizon line, background, and foreground in art are a way for artists to create the illusion of depth on a flat surface.
 - Refer back to the *Mona Lisa*, and help students identify the background, horizon line, and foreground.
- On their *Mona Lisa* self-portrait, students will draw a horizon line and create an imaginary background that represents who they are (for example: art studio, art museum, mall, football field, park, bedroom, kitchen, baseball field, etc...).
- Students will add color to the background.

Closing/Reflection

- In small groups, students will present their portraits to their groups. In their presentation, they will share the background images they drew as well as their attention to detail in creating their self-portrait.

ASSESSMENTS

Formative



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Teachers will assess student understanding by observing students' responses in class and small group discussion and students' ability to explain what a portrait is and what their portrait shows.

Summative

CHECKLIST

- Students can create a self-portrait inspired by the Mona Lisa.
- Students can write an opinion paragraph on the Mona Lisa explaining what they think the painting is about, why they think that (cite evidence). Students should include a topic sentence, body sentences with specific evidence, and closure.

DIFFERENTIATION

Acceleration: Students will write an artist statement about their Mona MEsa portrait (see additional resources below).

Remediation:

- Instead of writing a traditional opinion paragraph, students will be provided with a graphic organizer with sentence starters to help them write an opinion paragraph (see in additional resources below).
- Provide students with a Mona Lisa outline of the head with the face removed to use as a template for their Mona MEsa portraits.

ADDITIONAL RESOURCES

- [Image of the Mona Lisa](#) (use zooming feature to show close-ups of details for students)
- [Portraiture in Renaissance and Baroque Europe](#)
- [Artist Statement](#)
- [Opinion Paragraph Graphic Organizer](#)
- [See, Think, Wonder](#) Artful Thinking Routine

**This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

Ideas contributed and updated by: Debi West; updated by Katy Betts

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