



artsNOW

Integrated learning solutions

EXPRESSING IDENTITY THROUGH VISUAL ARTS

Grade Band: 2-3

Content Focus: Visual Arts & ELA



LEARNING DESCRIPTION

In this lesson, students will learn about individual identity based on a study of the book, *Because of Winn Dixie*. Using portraiture and writing, students will then express their own identity.

LEARNING TARGETS

Essential Questions	"I Can" Statements
What or who makes you who you are?	I can describe my identity and identify character traits about myself.
What are some character traits that you have?	I can represent how I see myself through portraiture.
How can you represent how you see yourself through visual art?	I can describe myself using specific character traits in written form.



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GEORGIA STANDARDS

Curriculum Standards	Arts Standards
<p>Grade 2 ELAGSE2W2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, 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 ELAGSE3W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</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.2 Create works of art based on selected themes.</p> <p>VA2.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.</p> <p>VA2.CN.2 Integrate information from other disciplines to engage in the understanding and production of works of art.</p> <p>Grade 3 VA3.CR.2 Create works of art based on selected themes.</p> <p>VA3.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.</p> <p>VA3.CN.2 Integrate information from other disciplines to engage in the understanding and production of works of art.</p>

SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
<p>WRITING (W) - Range and Complexity (RC) Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p> <p>COMMUNICATION - Meaning and Context (MC) 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.</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>



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KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none">● <u>Identity</u> - The characteristics, beliefs, qualities, and expressions that define an individual● <u>Character traits</u> - Qualities or attributes that define an individual's behavior, attitude, and personality● <u>Beliefs</u> - Convictions, opinions, or attitudes that individuals hold to be true or valid	<ul style="list-style-type: none">● <u>Self-portrait</u> - An artist's visual portrayal of him or herself● <u>Line</u> - One of the Elements of Art; the path of a moving point● <u>Shape</u> - One of the Elements of Art; a two-dimensional object● <u>Color</u> - One of the Elements of Art; reflected or absorbed light● <u>Neutral colors</u> - Brown, tan, white, black, gray, etc.; browns and tans are made by mixing the primary colors, red, blue, and yellow● <u>Proportion</u> - How one thing relates to another in terms of size

MATERIALS

- Fine line black markers
- Water color paints*
- Paint brushes
- Cups for water
- Paper towels
- Watercolor paper
- ["I AM" writing web](#) for each student
- Mirror

**This lesson can also be done with [skin tone crayons](#) or [skin tone colored pencils](#) and white printer paper.*

INSTRUCTIONAL DESIGN

Opening/Activating Strategy

Pre-work: Read the book, [Because of Winn Dixie](#), and discuss, in depth, the main character, India Opal's, character traits and identity.

- Help students connect to the book by facilitating a discussion around what makes each person unique. Ask students what some of their individual character traits are.
 - Discuss family and community with students and how they influence



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character traits.

Work Session

- Tell students that they will be creating a self-portrait.
- Look at some [examples of self-portraits](#) in art.
 - Discuss the different ways that artists portray themselves.
- Students will create a self-portrait using watercolors on watercolor paper.
 - Show students a [diagram of the proportions of a face](#).
 - Have students fold their paper into eighths to assist with proportions.
 - Students should draw the outline of their head along with the proportion guidelines *very lightly* on their paper. Students can then draw in eyes, nose, mouth, ears, hair, etc.
 - Allow students time to experiment with mixing watercolor paints to achieve different skin tones, eye color and hair color.
 - Instruct students to paint their skin, hair and eyes with watercolors.
 - While the watercolor is drying, students will write about themselves, describing their identity and character traits using the supplied ["I AM" writing web](#). Encourage students to write in complete sentences.
 - After the watercolor dries, students can go over the lines of their portraits with thin black markers to create definition.

Closing/Reflection

- Ask students to share the portraits that they created and how the details they chose represent how they see themselves.
- Ask students to share their "I AM" writing web responses with the class.
- Discuss with students how our differences make us unique.

ASSESSMENTS

Formative

Teachers will assess student learning by observing student responses during discussion of character traits, students' ability to follow along with steps for creating a self-portrait, and students' responses to the "I AM" writing web.

Summative

CHECKLIST:

- Students can describe their identity and character traits through creating a self-portrait.
- Students can describe their identity and character traits in complete sentences through their "I AM" writing web.

DIFFERENTIATION

Acceleration:

- Students can add a background to their portraits to further showcase their identity.



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- Students can turn their “I AM” writing web into a complete paragraph to display alongside their self-portrait.

Remediation: Students can write a word or phrases to complete the “I AM” writing web.

ADDITIONAL RESOURCES

- [Diagram of the proportions of a face](#)
- ["I AM" writing web](#) for each student
- Optional resource: [Step by step: How to draw a face using correct proportions](#)

**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.*

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