



# artsNOW

Integrated learning solutions

## GOTTA “HAND” IT TO OUR ARTISTS

Grade Band: 2-3

Content Focus: Visual Arts & ELA



### LEARNING DESCRIPTION

In this lesson, students will create a “self-portrait” to show who they are in a unique way! Rather than a standard self-portrait with traditional facial features, students will trace their hand adding colored patterns on the inside. These patterns will be inspired by the art of the Ndebele ([NDI] + [BEL] + [EE]) people to represent what makes them unique. Students will then add writing to explain their “self-portrait”.

### LEARNING TARGETS

Essential Questions	“I Can” Statements
How can art be used to tell about oneself?	I can create artwork inspired by the artwork of the Ndebele people.
How are lines, shapes, and colors used to communicate meaning in art?	I can use visual art to tell others about myself.
	I can use the elements of line, shape, and color to create a unique artwork.



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	I can explain my artwork through writing.
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## GEORGIA STANDARDS

Curriculum Standards	Arts Standards
<p><b>Grade 2:</b> 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><b>Grade 3:</b> ELAGSE3W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.</p>	<p><b>Grade 2:</b> VA2.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.</p> <p>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.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.</p> <p>VA2.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.</p> <p><b>Grade 3:</b> VA3.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.</p> <p>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.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.</p> <p>VA3.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.</p>

## SOUTH CAROLINA STANDARDS



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Curriculum Standards	Arts Standards
<p><b>Grade 2:</b> ELA.2.C.2.1 Write informative/explanatory pieces to establish a topic and provide information about the topic. When writing: a. introduce a topic; b. use facts and details to develop the topic; and c. provide a concluding statement.</p> <p><b>Grade 3:</b> ELA.3.C.2.1 Write informative/explanatory pieces to examine a topic and provide information. When writing: a. introduce a topic; b. develop the topic with facts, definitions, and/or details related to the topic; c. group information and use grade-appropriate transitions to link ideas; d. use precise language and vocabulary to inform or explain about the topic; e. use and explain information from a provided source; and f. provide a concluding statement or section.</p>	<p><b>Anchor Standard 1:</b> I can use the elements and principles of art to create artwork.</p> <p><b>Anchor Standard 2:</b> I can use different materials, techniques, and processes to make art.</p> <p><b>Anchor Standard 4:</b> I can organize work for presentation and documentation to reflect specific content, ideas, skills, and or media</p>

## KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> <li>● <u>Ndebele Tribe</u> - A Bantu ethnic group in Southern Africa, primarily found in Zimbabwe and South Africa. They are known for their distinctive artistic traditions, particularly their colorful beadwork and house painting</li> <li>● <u>Informative writing</u> - A type of writing that aims to educate or inform the reader about a particular topic</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Elements of Art</u> - The fundamental components that artists use to create visual works</li> <li>● <u>Line</u> - An element of art that defines space, contours and outline</li> <li>● <u>Shape</u> - A two-dimensional enclosed object</li> <li>● <u>Color</u> - An art element with three properties: hue, value and intensity; reflected or absorbed light; warm colors (red, orange, yellow); cool colors (blue, green, violet)</li> <li>● <u>Self-Portrait</u> - A visual representation of oneself</li> <li>● <u>Pattern</u> - One of the principles of design; the repetition of specific visual elements</li> </ul>



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such as line or shape

- Value - The lightness or darkness of a color

## MATERIALS

- White paper
- Pencils
- Fine tip black markers
- Markers in multiple colors
- Oil pastels
- [Images of Ndebele artwork](#)

## INSTRUCTIONAL DESIGN

### Opening/Activating Strategy

- Using an [image of Ndebele artwork](#), ask students to work collaboratively to engage in the [See, Think, Wonder protocol](#).
  - First, students will identify what they see in the image. Emphasize that they should make objective observations about the artwork (i.e. lines, colors, shapes, etc.).
  - Next, ask students to identify what they think about the image. Emphasize that students should be creating inferences using visual evidence from the image.
  - Finally, ask students what they wonder about the image.
- Facilitate a class-wide discussion around students' observations, inferences, and questions.
- Explain to students that they are looking at an example of [Ndebele artwork](#).

### Work Session

- Discuss the importance of a handprint, thinking about how each hand print is unique, just as each person is unique.
- Ask students to choose three things about themselves that make them unique. Students should complete the sentence, "I am \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_".
  - Allow students to pair share.
  - Ask several students to volunteer to share one thing about their partner that makes them unique.
- Tell students that they will be using the art of the Ndebele people to inspire a "self-portrait" that shows what makes them unique.
  - Have students follow along with this chant saying:  
*Ndebele, Ndebele,  
With their hands they made their art!  
Colors, lines and shapes,  
These are the elements from which to start!  
Rhythm-ong ©*
- Show students on a map where the Ndebele people are from—primarily South Africa and Zimbabwe.



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- Facilitate a brief discussion about the art of the Ndebele Tribe, looking closely at their colored patterned artworks.
  - Direct students to describe the types of lines used to create patterns.
  - Then, ask students to describe the color combinations that the artists use.
- Give each student a piece of scratch paper. Students should fold the paper into thirds.
- At the top of each section, have students write the adjective describing themselves that they identified earlier.
- Have students experiment with different types of patterns and lines to express each adjective. For example, if a student wrote “outgoing”, they may try a pattern that uses a bold line. If a student wrote “kind”, they may make a pattern with loopy, flowing lines instead of sharp angles.
  - Project an image of the art of the Ndebele people to remind students of the types of pattern and lines they used in their art.
- Pass out paper. Demonstrate to students how to trace their hand with a pencil onto their paper. Students will go over their hand outline in black marker. Assist students with this task as needed.
- Using black markers, students will choose line designs from their scratch paper to fill in their hand outline. They should include one pattern for each personal characteristic.
- Tell students to select three colors—one for each characteristic that makes them unique.
- Students will then begin the coloring process. Tell students to color in the spaces between the black lines with the colors they selected, paying close attention to each individual shape created. Encourage students to “paint” with their markers by coloring their “brush strokes” in the same direction.
- Students will then embellish their art with oil pastel blending techniques using a cool (green, blue, violet) or warm (red, orange, yellow) color palette. They will go around the hand with their darkest value color first (red or violet), medium value (orange or blue), then lightest value (yellow or green) to create a “glow”.
- Finally, students will write about their artwork in complete sentences/paragraph form.
- In their writing, students should include the following:
  - Who the Ndebele people are and what connection their art has to the art that the students are making.
  - The three personal characteristics they identified.
  - Which patterns and colors correlate to which characteristic.
  - How each color and pattern shows each personal characteristic.

### Closing/Reflection

- In small groups or with a partner, students will present their artwork to their classmates.
  - Students should share how the artwork of the Ndebele people influenced their pattern choices.
  - Students should share the colors and patterns they used and why they selected them.

## ASSESSMENTS

### Formative



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Teachers will assess student understanding through student discussions of the art of the Ndebele people; students' use of line, shape, color and pattern; and students' ability to select colors and patterns that have personal meaning.

## Summative

### CHECKLIST

- Students can use the elements of line, shape, and color to create a unique artwork.
- Students can use the characteristics of the artwork of the Ndebele people to inspire their artwork.
- Students can use visual art to tell others about themselves.
- Students can explain their artwork through writing.

## DIFFERENTIATION

### Acceleration:

- Have students add expressive words or vocabulary words into the artwork. These words can be hidden or obvious and give each piece a more individual feel.
- Teachers can also tie this lesson in with Australian Aborigines art or prehistoric handprint art.

### Remediation:

- Allow students to orally explain their artwork rather than writing about it.
- Provide sentence starters for students.
- Provide a hand outline template for students to use rather than tracing their own hands.

## ADDITIONAL RESOURCES

- **Classroom Tips:** Using markers as opposed to paint makes this lesson very doable in any classroom setting. The success lies in teaching your students how to appropriately "paint" with markers keeping their "strokes" going in the same direction.
- [Images of Ndebele artwork](#)
- Khan, Gulshan, et al. "Ndebele Art." *Getty Images*, [www.gettyimages.com/photos/ndebele-art](http://www.gettyimages.com/photos/ndebele-art). Accessed 26 June 2023.

*\*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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