

Polygon Portraits

Portraits are a very personal and interesting way of making Art. When you make a portrait of someone, you really get to know them because all imperfections and humanity are completely on display. The purpose of the polygon portrait is twofold. First is that the students get to create an abstracted and stylized portrait of one of their classmates, or themselves, (self portraits are completely allowed). Second is that they learn about different types of shapes and polygons during the process of making these.

Prep:

Students must have access to glue, scissors and different colored construction paper. Students must have either a mirror, picture of themselves or a willing partner/classmate in the class to work with. Students must have received proper instruction on creating facial structure and composition.

Objective:

Students will continue their work in color theory.

Students will be able to continue work on their fine motor skills.

Students will learn about different polygon shapes and sizes.

Students will learn how to create abstracted versions of people, (specifically their faces).

Students will learn new things about their portrait subject.

Students will submit their sketches and final product to their E-portfolio.

Practice:

Students will be expected to bring in a small mirror, (or have one provided by the teacher), for self portrait sketches.

Students will be expected to draw several facial sketches of the person beforehand, (this includes themselves in a self-portrait situation).

Students will use multiple colors/shapes to define areas of the face and *humanity* of the subject they are creating.

Student will upload their sketches and final product to their E-portfolio.

Grade Level Expectations

1. Grade 4 – Students create a construction paper-based polygon portrait of a chosen subject from within the class.
2. Grade 5 – Students create a construction paper-based polygon portrait of a chosen subject from within the class.

Timeline and Due Date

1. Project will be due at the conclusion of the Our World, Our Universe unit.

Rubric

Emerging	Developing	Proficient	Extending
<p>Inconsistent attendance with many unexcused absences.</p> <p>Student has many unfinished assignments and doesn't attempt to catch up on work missed.</p> <p>Student doesn't self-advocate, gives up when finding challenge with assignments rather than seeking help.</p> <p>Student's work is consistently unfinished, and/or late.</p> <p>Student rarely engages with, focuses on and perseveres through obstacles on their project work or the intricacies therein.</p>	<p>Attends consistently with reminders. Absences are often excused.</p> <p>With teacher help, student informs teacher about work that they need to catch up on.</p> <p>With assistance, student's work ethic and attitude are consistent.</p> <p>With assistance, student's work fulfills the expectations of the assignment and is on time.</p> <p>With guidance, student perseveres with, focuses on and engages with their project work during most classes.</p>	<p>Good attendance. Rarely away and any absences are mostly excused.</p> <p>Student takes responsibility for catching up on missed work and acquires it from peers or the website.</p> <p>Student's work ethic and attitude is not dependent on assignment success level.</p> <p>Student's meets the expectations of the assignment and is on time.</p> <p>Student perseveres with, focuses on and engages on project work consistently at every stage of its development.</p>	<p>Excellent attendance. Student always attends class and away, the absences are always excused.</p> <p>Student is always conscientious of deadlines and always hands their work in complete and on time.</p> <p>Student's work ethic and attitude set an example for other students.</p> <p>Student's work goes beyond the expectations of the assignment and is on time or finished early.</p> <p>Student is a leader during class time and understands the subject matter so assistance is consistently offered to other students on their project work.</p>

