

## Monochromatic Mood Portraits

**Enduring Idea (Big Idea):** In culture, color can be closely associated to and evoke how humans feel.

**Lesson Title:** Monochromatic mood portraits

**Grade/Class:** 9<sup>th</sup> grade

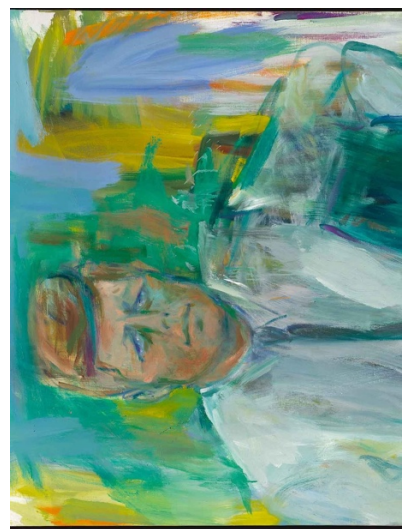
**Time Allotment:** 6 days, 78 mins

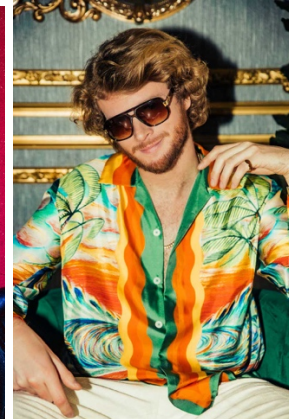
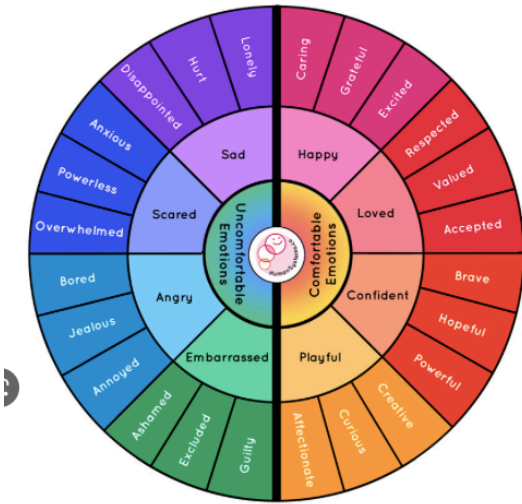
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### OVERVIEW:

1. **Lesson summary:** Students will discover all people feel and express emotion. Students will see the meaning of colors in different cultures around the world. Students will learn and be able to create complementary and monochromatic color schemes, as well as create and identify a standard color wheel. They will look at portraits by artists Pablo Picasso and Elaine DeKooning. They will use facial expression and color to create a painted self portrait.
2. **Lesson Rationale:** Color is evident in all aspects of society, these colors are used to evoke certain thoughts/feelings within us.
3. **Artworks, artists and/or artifacts:**

Picasso- \*in order\* Femme aux Bras Croisés, Le bock (Portrait de Jaime Sabartes), Women with Bangs, Portrait of Angel Fernández de Soto  
De Kooning- Portrait of Alex Katz, John F. Kennedy, Portrait of a woman  
Popular music artists: Yung Gravy, Harry styles, Weeknd  
Color in advertisements chart





#### **4. Key concept(s):**

Color is evident everywhere in our current world

Color is used as a way to evoke thoughts/feelings in humans

Artists can use color and facial expression to communicate feelings/emotions

#### **5. Essential Questions:**

How do humans use color to express themselves?

How do people use color to evoke thoughts/feelings in others?

How can we visually communicate our emotions?

#### **6. Standards**

VA:Cr3.1.1a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. (end crit)

VA:Re8.1.8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. (in class participation via artist/media slides)

#### **7. Interdisciplinary connections:**

Sciences- color theory, mixing shades

History- viewing cultures representation of colors

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**OBJECTIVES:** How will students demonstrate: (Observable, measurable action verbs-see Bloom's Taxonomy) Three to five is appropriate. At least one in each category.

#### **The student will...**

##### **1. Knowledge:**

2. Create a standard color wheel and monochromatic color scale by applying shades and tints of color on worksheet using acrylic paint (color of choice to reflect selected mood). Students will use facial expression to create a photographed portrait and combine that with a color from their color wheel to link color and emotion.  
Create a background using complementary colors on paper behind their portrait.

##### **3. Skills:**

Students will produce a monochromatic painted portrait on acetate using acrylic paint.

##### **4. Dispositions:**

Students will participate in a in class portrait exchange to analyze and critically think about their peers artwork orally as a group and reflect on what emotions they feel looking at their peers portraits

Students will demonstrate patience through craftsmanship in their work by applying acrylic paint evenly and cleanly to their portrait.

**ASSESSMENT:** How will you be assured that your students know each objective?

- Formative: students will demonstrate a standard color wheel and monochromatic color scheme via value scale/color wheel using paint
  - Formative: in class analyzation of mood with famous artworks/media
  - Formative: create a class list of how color is used and manipulates today's society (after in class video)
  - Formative: in class crit exchange
  - Summative: graded rubric
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## **INSTRUCTIONAL PROCEDURES:**

### **Day one:**

**Motivation/Engage:** Introduction to lesson, share color emotion video. Do in class list on board of ways color is used in society around them. I will then show them the slideshow on the color wheel and complementary colors.

**Development:** I will talk to students about how to take a correct frontal portrait with phone. They will spend the remainder of class deciding what emotion they wish to portray in their photograph, and take a variety of pictures, selecting one, changing it to a monochromatic filter and sending it to me. Students will create a standard color wheel using acrylic paint (worksheet provided)

**Close:** Clean up. As a class will look at chart about how colors mean different thoughts/feelings in different parts of the world. We will compare and contrast these differences, and talk about ones that interest them.

### **Day two:**

**Motivation/Engage:** Students will come in and I will review project, look at real world art slides and as a class talk about how artists create mood in artworks (facial expression/color) via DeKooning/Picasso works. We will also dive deeper into color in advertising and media

**Develop:** Demo: color value scales, Blocking out values demo. Students will create two 5 color value scales, one b/w and one color. Students will then separate values on their own printed portraits using a sharpie marker.

I will demo taping vellum to portrait, as well as demo mixing applying acrylic paint to the vellum.

**Close:** clean up supplies, have one student pick a song to represent a mood portrait I display on the board

### **Day three:**



**Motivation/Engage:** review monochromatic color scale slide

**Develop:** Students will then begin to work on their portraits using paint

**Close:** clean up, have one student pick a song to represent a mood portrait I display on the board

**Day four:**

**Motivation/Engage:** Verbal check in

**Develop:** work period

**Close:** clean up supplies, have one student pick a song to represent a mood portrait I display on the board

**Day five:**

**Motivate/Engage:** Show complementary color slide and designed background slide... ideas/options

**Develop:** students will create a paper background using the set of complimentary colors that matches the color they chose on their portrait

**Close:** Students will participate in in class crit exchange as a group, and hand paper in. collect projects

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**PREPARATION:**

**1. Teacher research and preparation:**

- Artist research links
- Picasso- <https://www.pablocicasso.org/blue-period.jsp>
- Elaine DeKooning  
Colors In culture: <https://www.k-international.com/blog/color-meanings-around-the-world/>

**2. Instructional Resources:** slide show

color video <https://www.youtube.com/watch?v=IINVnA3rVIE>

Color wheel scale worksheet (below)

Crit exchange worksheet (below)

Sample

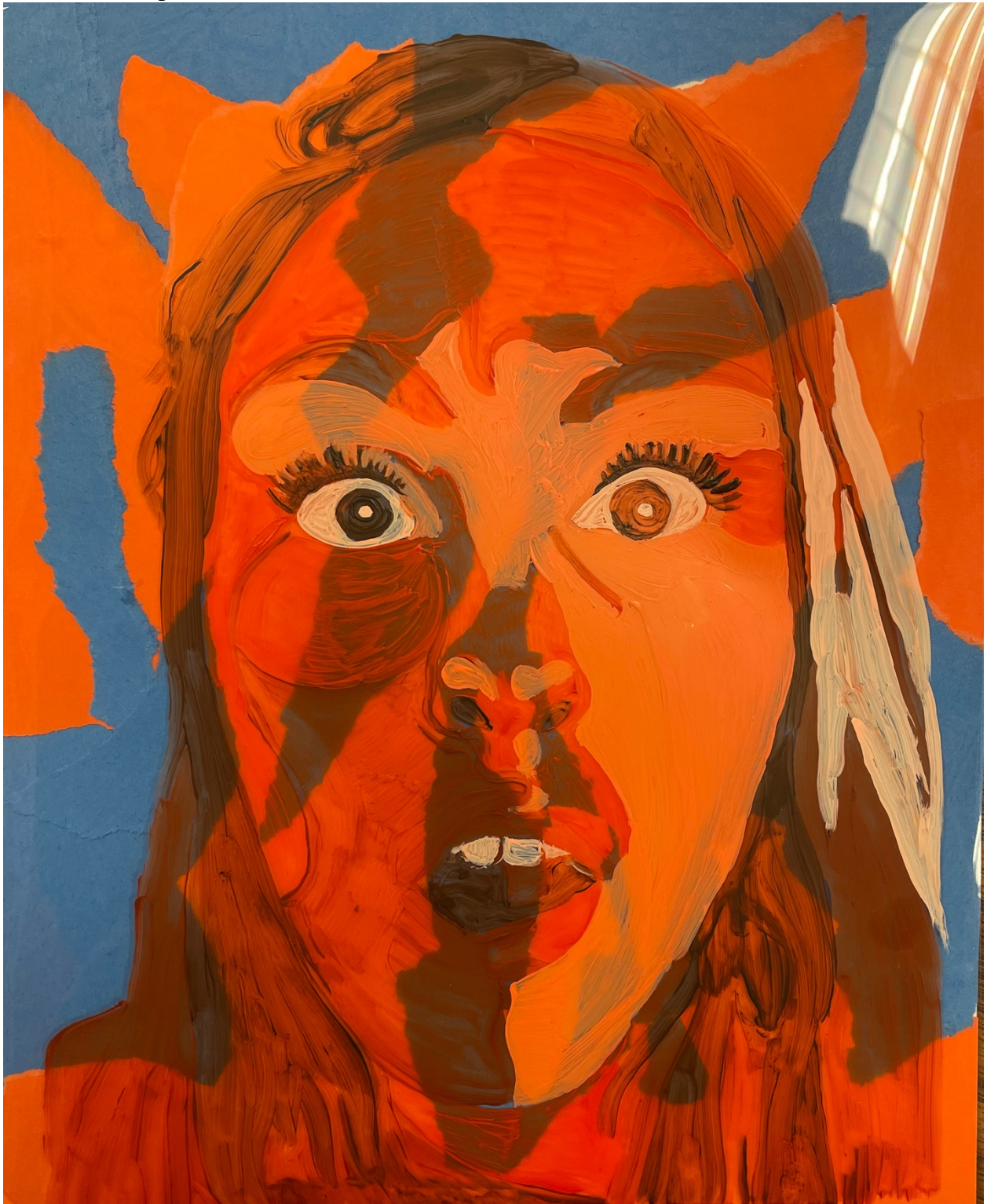
**3. Student Supplies:** acetate 8x11, acrylic paint, paint brushes, sharpie, pencil, tape, phone, printed portrait photo 8x11

**4. What changes, if any, did you make to the lesson? What would I change or modify the lesson for next time?**

I would gauge how much time students needed to complete the project on work days

- 5. How will you adapt this lesson to meet the needs of students with challenges:**
- Students who have trouble using wet materials such as paint can use marker or colored pencil on the actual printed photo
  - Students who are visually impaired can create two lists of songs that relates to certain human emotions and/or relates to colors OR students can work on a piece linking different textures to color/emotion.

Teacher Exemplar







# END OF PROJECT EXCHANGE CRITIQUE

Swap pieces with another person in the room...

Artist: \_\_\_\_\_ Critic: \_\_\_\_\_

Write one emotion/mood word you see being shown?

Does the color used relate to the emotion shown?

Write what you think this person is thinking about AND feeling

What song would you play to represent this portrait?  
(title and artist)