

**DRAWING - Gridded Portraits *Contemporary Realism***

CONTENT

**KNOW**

The movement refers to figurative art works created in a natural yet highly objective style. Today the term “**Contemporary Realism**” encompasses all post-1970 sculptors and painters whose discipline is representational art, where the object is to portray the **"real" and not the "ideal"**. (Wikipedia)

CURRICULUM

**UNDERSTAND**

Professional artists seldom leave their works up to chance. Most artists working today see the necessity for planning your works before creating them as this offers a space to make mistakes before the piece that people will pay for.

Contemporary Realists select models that are an example of a “real” subject. For this project try to choose a person you know, or a picture of yourself rather than a photo shopped celebrity or a filtered selfie.

SKILLS

**CREATE**

Use a grid technique to re-create a portrait of your choosing. Brainstorm multiple ideas before planning composition and colours. Prepare a rough draft to test materials, which can be critiqued by your peers, and finish by creating your good copy.



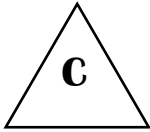
**ASSESSMENT**

<i>Know</i>	<i>Understand</i>	<i>Create</i>
Elements and Principles of art and design.	Refine artistic skills from a variety of styles.	<i>Test different compositions and lighting in a rough copy.</i>
Creative Processes	Intentionally select and combine materials, processes, and technologies to convey ideas and justify choices.	<i>Test materials on rough copy</i>
History of a variety of artistic movements including their roles in historical and contemporary societies.	Examine contributions of traditional, innovative and intercultural visual artists from a variety of contexts.	<i>Research how Chuck Close and other historical or contemporary realists created their imagery. Consider if their process can help yours.</i>

**REFLECTION**

	I can get ideas that are new to my peers. My creative ideas are often a form of self-expression for me. I have deliberate strategies for quieting my mind so I can focus on being creative.	<i>Practice self-regulation by balancing talking with peers about ideas and working hard on your art.</i>
	I share my ideas and try to connect them with others' ideas. I am an active listener, I make connections and ask questions when people are explaining something to me.	<i>Discuss your work with people around you during critique. Consider their ideas, talk it through.</i>

### Self-Reflection and Growth

Elements and Principles of Design.  Creative Processes	Refine Artistic Style through practice.  Intentionally select and use materials.	Learning Targets: <input type="checkbox"/> Plan for composition and colour <input type="checkbox"/> Rough Copy (Peer critique) <input type="checkbox"/> Create a portrait using a grid <input type="checkbox"/> Use symbols to fill the background										
History of a variety of artists.	Examine contributions of artists.	<input type="checkbox"/> Research artists <input type="checkbox"/> Brainstorm ideas										
	I share my ideas and try to connect them with others' ideas. I am an active listener, I make connections and ask questions when people are explaining something to me.	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Are you there yet?</td> <td style="width: 50%; border: none;">What's Next?</td> </tr> <tr> <td style="border: none;">_____</td> <td style="border: none;">_____</td> </tr> <tr> <td style="border: none;">_____</td> <td style="border: none;">_____</td> </tr> <tr> <td style="border: none;">_____</td> <td style="border: none;">_____</td> </tr> <tr> <td style="border: none;">_____</td> <td style="border: none;">_____</td> </tr> </table>	Are you there yet?	What's Next?	_____	_____	_____	_____	_____	_____	_____	_____
Are you there yet?	What's Next?											
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### Self - Reflection

Mrs. A wanted you to know \_\_\_\_\_  
 think \_\_\_\_\_  
 And do \_\_\_\_\_

How did you do?

**Hmm... Help?** ← \_\_\_\_\_ → **Yeah I got it!**

How do you know? \_\_\_\_\_  
 \_\_\_\_\_

Ticket out the door:

Something I saw someone do that I'd like to try: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Something I did that I'd like to do again: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_