

Portraying Heroes

Discipline

Visual Arts

Grade and/or Course Level(s)

Upper Elementary (3-5)

Overview

Students will learn that artists honor their heroes by creating portraits of them. Students will first brainstorm who is a hero in their life (answers can be specific names, jobs, or even animals). Then students will create a work of art that memorializes the heroic qualities of this important person.

Essential Understanding, Knowledge, Skills, and/or Processes

- Artists memorialize their personal heroes
- Each hero's individual characteristics effect the concept of the artwork

Outcomes

- Students will create artwork influenced by a personal hero using art supplies of their choice.

SOLs

- 3.6 The student will explore and examine cultural and historical influences of art.
 - a) Identify how history, culture, and the visual arts influence each other.
- 4.3 The student will analyze, interpret, and evaluate artwork using art vocabulary.
 - b) Analyze works of art based on visual properties and contextual information.
- 4.4 The student will describe how personal beliefs influence responses to works of art.
- 5.14 The student will draw the human figure in proportion from observation.

Materials

- Paper
- Pencils
- Sketchbooks (brainstorming)
- Photographs of each student's personal hero (optional)

- Any other materials student needs to accomplish desired work (possible solutions: coloring supplies, collage, digital media)

Student/Teacher Actions

1. Teacher will ask students to discuss what defines a hero and brainstorm a list of community, historic, popular, animal, career, and personal heroes in their sketchbooks or on digital platform.
2. (Optional) Teacher shows [eMediaVA](#) clip “Visual Arts: Ala Ebtekar (Line Drawing)” (1.35 min) Teacher will ask students how the artist tied his Iranian culture with his hip hop heroes, in-person or through digital platform. Teacher will ask how the artist tied two groups of people he loves together in his artwork.
3. Students will brainstorm characteristics of their hero in their sketchbooks or on digital platform.
4. Teacher will demonstrate how to illustrate human proportions and poses. Students will pose for each other to practice figure drawing in 2-minute segments (either in-person or through a synchronous site such as Zoom or Google Meet). Students will practice in their sketchbooks while looking at photographs or imagining what their hero looks like.
5. Students will create a final piece of work combining characteristics and personal poses of their heroes. Student work may be simple line drawings, developed portraits, or abstract interpretations without the figure.
6. Once completed, teacher will ask students to describe the classroom heroes by analyzing each other’s artworks (possibly in-person or through digital platform). Teacher will ask students to table-talk critique about their interpretations, in person or through a digital platform such as Padlet.
7. Students will complete an artist’s statement about his/her work and submit in-person or through digital platform.

Assessment Strategies

- Shoulder partner/ table talk analyzing final products
- Artist’s statement
- Rubric for completed art

Differentiation Strategies

- Allow for student choice of materials
- Demonstrate a solution on a separate paper
- Allow contour tracing on digital media
- Shoulder partners/ table talks about artwork
- Visual demonstrations of all processes

Extensions and Connections

- This instructional activity can be connected to historical portraiture, community partnerships (i.e. school systems, hospitals, fire departments, police offices, etc.), and portrait galleries.
- Students can model for each other's figurative drawings through video conferencing
- [eMediaVA](#) connects to Google Classroom.
- Students can use digital media to edit artwork

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