The big idea revolves around the concept of identity based on how oneself and others are perceived. This lesson is designed for second grades, and students will learn how physical features and attributes can symbolize their identity, including personalities. They will learn what symbol and identity are through David Small’s book, “Imogene’s Antlers,” and contemporary Spanish-American painter, Domingo Zapata. Students will also express how they and others see themselves by creating self-portraits with graphite, markers and acrylic paints to create new patterns and colors with the primary colors. Based on David Small’s illustrated book, the students will choose one animal’s physical feature they believed best represent their identity for the power it gives them and add it to their self-portraits.

Identity and the ability to empower oneself is an appropriate subject for second grade because students at this grade level are currently focusing and learning about who they are as an individual and in relation to their communities (culture, other students, etc.). They are aware of their strengths in their emerging personalities, and this lesson will teach the students that it is a part of their identity. The subject has been investigated by a number of artists in the history of art because exploring one’s own identity helps others reflect on who they are and how they want to be perceived, making their visible histories public.

DEVELOPMENTAL CHARACTERISTICS OF THE LEARNERS (graphic, social, and cultural):

Fratney Elementary School is a bilingual school that values identity, community, respect and peace. As a bilingual school, according to Sharon Adelman Reyes and Trina Lynn Vallone’s article on two-way bilingual (“Toward an Expanded Understanding of Two-Way Bilingual Immersion Education: Constructing Identity through a Critical, Additive Bilingual/Bicultural Pedagogy”), students have the knowledge and more experiences of two languages and cultures. They will be able to use this to their advantage to communicate and handle situations in two different languages. The authors also stated that bilingual students are more cautious and acceptable of people with diverse backgrounds. Students at Fratney are encouraged to speak, write, and read in both languages to keep their cultural and personal identity and have the abilities to use two cultures and languages in their daily experiences.

This lesson plan is design for a second grade class and to give them the opportunities to experiment with various medias and further their knowledge and understanding of identity through symbols. According to Roland’s artistic development theories, second grade students are transitioning from symbolism to realism and are developing their figure drawings. They should also be very familiar with drawing more representational self-portraits and drawing less abstracted figures that can easily be distinguished from their classmates.
OBJECTIVES AND NATIONAL STANDARDS:

Form & Structure (i.e., how does the lesson allow students to analyze and demonstrate art making approaches using art elements and principles of design to convey meaning?)

Students will identify and apply appropriate colors and patterns through painting with warm or cool colors to express their mood and personality when creating their self-portraits. (Standard 1 and 2 – Make art or design with various materials and tools to explore personal interests, questions, and curiosity. Experiment with various materials and tools to explore personal interests in a work of art or design.)

Production (i.e., how does the lesson allow students to analyze and use techniques and materials through methods of experimentation and investigation to develop art and/or design?)

Students will apply collage through cutting, pasting, and layering, and painting techniques through color mixing and broad brushstrokes, both of which is used by Domingo Zapata, to create self-portraits that express their personality in a portrait. (Standard 1 – Make art or design with various materials and tools to explore personal interests, questions, and curiosity.)

Context (i.e., how does the lesson allow students to relate art to personal, social, cultural and/or historical perspectives?)

Students will read “Imogene’s Antlers,” written and illustrated by David Small, and discuss this work and that of Hispanic painter, Domingo Zapata’s work to investigate aspects of identity, including personality and empowerment through physical attributes that work as symbols. They will apply these artists’ ideas and concepts, including symbolism, techniques, and formal strategies into their self-portraits. (Standard 8 – Interpret art by identifying the mood suggested by a work of art and describing subject matter and characteristics of form.)

Personal Perspective (i.e., how does the lesson provide opportunities to students for personal choices with content, methods, or styles?)

Students will have the opportunity to choose the animal feature they believe best speaks to their identity to understand how symbols stand in for meanings about self using personal approaches, and have the chance to share their ideas on portraits during discussion time. They will also answer four questions relating to the art lesson to show their understandings of the big idea and the objectives. (Standard 3 – Discuss and reflect with peers about choices made in creating artwork. Standard 9 – Use learned art vocabulary to express preferences about artwork.)

UWM Lesson Plan Template (adapted from PSOA Art Education Area)

ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:

| Academic language to be used: | Collage, colors, colors mixing, identity, layering, patterns, shape (geometric and organic), simple contour line drawing, repetition, and symbols. |
| Where academic language will be practiced (i.e. through writing and art making): | The academic languages will be practiced during the looking at and talking segments (of the art context), writing, art making, presenting, and responding to visual arts. |

LANGUAGE FUNCTION USED THROUGHOUT LESSON:
Type of language function: Describe

Emphasis of language function (describe the main purpose of using this language function for your lesson): Students will describe the use of colors, patterns and symbols in the book and artworks and how they are used to reveal identity and then describe these in their own work as they explore the integration of an animal feature as a symbol of their personalities in their self-portraits.

Where language function will be practiced (i.e., through writing and art making): The language function will be practiced during the looking and talking segments of the lesson including the reading of the book and a discussion of the art. Demos will help students learn and practice the terms needed to make the work. Furthermore, while students are at work, I will conduct formative assessment having students describe their work using the vocabulary, for students will be applying collage, color mixing, brushstrokes, and various tools to create colors, patterns, and symbols in their work. They will practice description when choosing the animal’s feature, colors and patterns to represent their identity.

UNIT or LESSON OVERVIEW:

1) Interpreting art (analyzing art-making approaches, theories, art forms, genres, etc., used to convey meaning):

Students will discuss Zapata’s work to interpret his use of collage, color, pattern, and broad brushstrokes as they speak to identity and apply it to their own self-portraits. They will interpret and describe Imogene’s physical features to discuss symbolism and describe her personality.

2) Developing works of art/design (using techniques, methods of experimentation, or investigation):

Students will investigate identity through a storybook and an artist’s work. They will use the concepts and technique used in each art context to learn how to symbolize identity, experiment with color mixing, and apply broad brushstrokes, patterns and collages to make their portraits.

3) Relating art to context (personal, social, cultural, or historical perspectives) while providing opportunities for student choice (of content, methods, or styles):

Similar to “Imogene’s Antlers” and the artworks of Domingo Zapata’s, students will add an animal’s physical feature to symbolize their identity in their self-portraits. They will have the opportunity to choose the physical feature, colors, and patterns they believe best describe their identity.
## UNIT or LESSON DETAIL (Session 1):

### Motivation/introduction:

Looking and talking about art (read “Imogene’s Antlers” by David Small to the class).

### Questions based on Images:

**Essential:** Who are you? And then follow up with How do you see yourself as/how do you believe others see you?

**Scaffolding:** What are on Imogene’s head? What are antlers? What animals have them and what can they do with them? How does she feel about it? How does she express how she is feeling? How do others feel about it? How can you tell? What do Imogene’s actions and expressions tell you about how she feels about it? Does she care what others think of her? What do you think the antlers symbolize?

### Art Making:

**Supplies:**
- Construction paper
- Pencils
- Erasers
- Black sharpie markers (fine point)
- Hand-held mirrors

**Teacher instruction:**

I will start off by introducing the big idea and essential questions. Then, I will have the students interact with the bulletin board by answering, “who are you?” on a post-it note. The students will get up from their seats and post their answers on the bulletin board after saying it out loud. After this, they will sit down on the rug at the front of the room, and I will give a brief summary on who David Small is and read his book, “Imogene’s Antlers.” Scaffolding questions relating to the big idea will be asked about the book (see essential and scaffolding questions) during the looking at and talking segment. There will also be a discussion on identity and perception (self-perception and how others see you) after the reading. The students will also do a short exercise on six common and simple animals on a handmade cube. One student will roll it, and when it lands on an animal, the whole class will discuss what animal it is and what kind of personalities it has. After that, I will give a brief introduction on the main focus of the first art lesson. Then, I will create a short demo on pencils versus markers to show that markers are non-erasable and pencils are. I will discuss about self-portrait and the use of a mirror to observe and draw myself (show finished teacher’s sample also) using simple shapes (circles, squares, etc.) and simple contour line drawing with a pencil, then a black marker to outline it. I will emphasize that students must draw their self-portraits as representational as they can, but it does not have to look realistic. After the demo, using the bulletin board, students will have the time to talk more about the face and what’s on it (eyes, nose, mouth, etc.) by creating a complete face. Then, I
will send the students back to their table and passed out the supplies with
the assistance of volunteered and on-task students (supplies on the table
before the reading and demo can cause distractions and students may not
pay attention to the lesson and instructions).

**Objective:**
The first lesson is to teach students how to draw self-portraits that
represent them as much as they can with mirrors, pencils, and markers
after “Imogene’s Antlers” have been read to them to show an
understanding of self-portrait, identity and simple contour line drawing.

**Form and Structure (allow students to analyze and demonstrate art
making approaches using art elements and principles of design to
convey meaning):**
Students will identify and apply appropriate colors and patterns through
painting and warm or cool colors to express their mood and personality
by creating their self-portraits. *(Standard 1 and 2 – Make art or design
with various materials and tools to explore personal interests, questions,
and curiosity. Experiment with various materials and tools to explore
personal interests in a work of art or design.)*

**Production (allow students to analyze and use techniques and
materials through methods of experimentation and investigation to
develop art and/or design):**
Students will apply collage through cutting, pasting, and layering, and
painting techniques through color mixing and broad brushstrokes, both of
which is used by Domingo Zapata, to create self-portraits that express
their personality in a portrait. *(Standard 1 – Make art or design with
various materials and tools to explore personal interests, questions,
and curiosity.)*

**Art Context (allow students to relate art to personal, social, cultural
and/or historical perspectives):**
Students will read “Imogene’s Antlers,” written and illustrated by David
Small, and discuss this work and that of Hispanic painter, Domingo
Zapata’s work to investigate aspects of identity, including personality
and empowerment through physical attributes that work as symbols.
They will apply these artists’ ideas and concepts, including symbolism,
techniques, and formal strategies into their own self-portraits. *(Standard
8 – Interpret art by identifying the mood suggested by a work of art and
describing subject matter and characteristics of form.)*

**Personal Perspective (provide opportunities to students for personal
choices with content, methods, or styles):**
Students will have the opportunity to choose the animal feature they
believe best speaks to their identity to understand how symbols stand in
for meanings about self using personal approaches, and have the chance
to share their ideas on portraits during discussion time. They will also
answer four questions relating to the art lesson to show their
understandings of the big idea and the objectives. (**Standard 3** – Discuss and reflect with peers about choices made in creating artwork. **Standard 9** – Use learned art vocabulary to express preferences about artwork.)

**Students at work:**
Students are expected to pick an animal they believe best represents their identity/personality. They will start off with a self-portrait or a full figure by drawing on construction paper (they have the options to pick between tan and light to dark brown based on their skin color, but they do not have to do this) with pencils first. The students will focus only on simple contour line drawing with little to no details on it. Pencils will be used before markers because they are erasable and markers are not. After sketching their figure with a pencil, they will raise their hands, and I will give them a black marker to outline it. I will also go from table to table to talk with students individually to see what they understand and don’t to be able help them further their artistic development and knowledge of this lesson. There will also be a checklist given to the students to help them see what they need to complete for the first lesson.

1.) Students will grab a piece of construction paper.
2.) They will start their self-portraits/full figure with pencils.
3.) Then outline it with markers.
4.) They will check off their checklist as they complete each task. Then, they will raise their hand once they believe they are finish. I will go to them and go over the checklist together with them. The checklist and one-on-one talk will show me what they understand and don’t about the lesson. I will question them simple questions to check if they really complete everything and see what they know (“Where are the eyes? What shape is your face? Is your mirror clean? What did you use to draw first?”).

**Closure:**
When there are only 10 minutes left before the lesson end, I will grab the class’ attention by doing the “If you hear me, clap one time,” method. I will have one student from each table to collect the remaining supplies at their table and put them back to where they belong. Once all of the supplies are collected, students will place their drawings on top of their desk and walk around to view what their classmates had drawn for the first art session. Then, they will discuss how they use simple contour line drawing and shapes to draw their self-portrait.
**UNIT or LESSON DETAIL (Session 2):**

<table>
<thead>
<tr>
<th>Motivation/introduction:</th>
<th>Domingo Zapata</th>
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<tbody>
<tr>
<td>Questions based on Images:</td>
<td></td>
</tr>
<tr>
<td><strong>Essential:</strong> What animal symbolizes your personality or strength? How can you use colors and patterns to express your identity?</td>
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<tr>
<td><strong>Scaffolding:</strong> What are the brush strokes like? What shapes and colors can you see here? What do you think the color expresses in the paintings? How does the colors relate to the subject of the painting or the identity of his people? (Look at his portraits.)</td>
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<table>
<thead>
<tr>
<th>Art Making:</th>
<th>Supplies:</th>
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<tbody>
<tr>
<td></td>
<td>- Tempura/Acrylic Paint (primary colors – red, blue and yellow – brown, black, and white)</td>
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<tr>
<td></td>
<td>- Paint brushes – different size is much better</td>
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<td></td>
<td>- Sponges or rollers that can create different patterns.</td>
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<td></td>
<td>- Colored Construction papers</td>
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<td>- Scissors</td>
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<td></td>
<td>- Glues</td>
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<tr>
<td></td>
<td>- Pencils</td>
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<tr>
<td></td>
<td>- Markers/Sharpies</td>
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<td></td>
<td>- Plastic cups</td>
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<td>- Paper towels</td>
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<td>- Large roll of paper or newspapers to cover the table</td>
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<td>- Trays</td>
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<td></td>
<td>- Cotton balls</td>
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<td>- Q-tips</td>
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<td>- Water</td>
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**Teacher instruction (demo):**

I will review the previous lesson and reintroduce the big idea to the students to remind them of what they are doing with their self-portraits. After that, contemporary artist, Domingo Zapata, will be introduced to the students and how his collages, colors and patterns are relevant to identity. Visual examples will be presented with essential and scaffolding questions to give students better visuals of how they can use colors and patterns to express their identity. Then, I will do a quick demo on color mixing using primary colors, brown, black, and white with various tools to create patterns. A short demo on layering papers and writing over it for collage will also be demonstrated. I will also discuss safety procedures for using scissors, such as, do not point it at anyone, and hold it at the tip to not poke anyone. After that, the students will receive their self-portraits that they’ve completed last time in class. If a student did not finish drawing, they will have the opportunity to do so.

**Objective:**

The second session will scaffold off from the first session. Students will learn how colors, patterns and symbols altogether can express identity by
using similar art techniques used by Domingo Zapata.

**Form and Structure (allow students to analyze and demonstrate art making approaches using art elements and principles of design to convey meaning):**

Students will identify and apply appropriate colors and patterns through painting and warm or cool colors to express their mood and personality by creating their self-portraits. *(Standard 1 and 2 – Make art or design with various materials and tools to explore personal interests, questions, and curiosity. Experiment with various materials and tools to explore personal interests in a work of art or design.)*

**Production (allow students to analyze and use techniques and materials through methods of experimentation and investigation to develop art and/or design):**

Students will apply collage through cutting, pasting, and layering, and painting techniques through color mixing and broad brushstrokes, both of which is used by Domingo Zapata, to create self-portraits that express their personality in a portrait. *(Standard 1 – Make art or design with various materials and tools to explore personal interests, questions, and curiosity.)*

**Art Context (allow students to relate art to personal, social, cultural and/or historical perspectives):**

Students will read “Imogene’s Antlers,” written and illustrated by David Small, and discuss this work and that of Hispanic painter, Domingo Zapata’s work to investigate aspects of identity, including personality and empowerment through physical attributes that work as symbols. They will apply these artists’ ideas and concepts, including symbolism, techniques, and formal strategies into their own self-portraits. *(Standard 8 – Interpret art by identifying the mood suggested by a work of art and describing subject matter and characteristics of form.)*

**Personal Perspective (provide opportunities to students for personal choices with content, methods, or styles):**

Students will have the opportunity to choose the animal feature they believe best speaks to their identity to understand how symbols stand in for meanings about self using personal approaches, and have the chance to share their ideas on portraits during discussion time. They will also answer four questions relating to the art lesson to show their understandings of the big idea and the objectives. *(Standard 3 – Discuss and reflect with peers about choices made in creating artwork. Standard 9 – Use learned art vocabulary to express preferences about artwork.)*

**Students at work:**

I will again go around during work time to talk to students individually to see if they understand the second session, and are experimenting with color mixing and patterns to express their identity. I will help further students’ artistic development and ideas on description by asking questions and referring them back to the objectives and big idea.
Students will again receive a different checklist to help guide them what need to be done for the final session. They will also receive a worksheet with four simple questions and a rubric to reflect their understandings of the big idea, objectives, language function, and academic languages.

1.) Students will receive their self-portraits from the previous lesson.
2.) Students will paint and create patterns and new colors on a new piece of construction paper using acrylic paints, paintbrushes and various tools for their patterns. They have the option to pick any colored construction paper, as long as it is relevant to how they wish to express their identity.
3.) Then, students will cut and paste their self-portrait on the painted background with glue sticks and scissors to create a single-layer collage.
4.) They will also include texts over the self-portrait and painted background for their title.

**Closure:**
When there are only 10 minutes left on the clock, there will be a warning for students to finish their work, and then clean up when there is only 5 minutes left of the lesson. I will remind students the safety procedures of handling scissors again. Then, I will have a student from each table to pick up the supplies and put them where they belonged. Students who are sitting at their desks can look for scraps of papers around them. The papers that are big enough to be reused will be collected and put in a pile next to the supplies, but the scraps that are too small to be reused, will be tossed out into the recycle bin. Once all of the supplies are where they belonged, the room is clean and the students are all seated, students will respond to a worksheet with four simple questions, and present their self-portraits using the language function and academic languages learned in this lesson.
ADAPTATIONS: After a short discussion with Ms. Ann-Marie, there are two students, Hector and Raynell, in the classroom that have OHI (other health impairments), very high lead levels, SLD (specific learning disability), and speech documentations.

Hector has documentations of SLD, OHI, and speech disabilities. Based on my observations, he is a shy student, and doesn’t speak much English, but he understands a few. So far, his friends have been very helpful translating what the both of us want to say to each other. For this lesson, I will continue to ask his friends to help translate for us, due to my background of no knowledge in Spanish. I will also try to learn simple Spanish words and create a rubric with both English and Spanish to help communicate with both Hector and the class. Hector and the whole class will also have the option to respond to the summative assessment worksheet in English or Spanish (see summative assessment for visual examples of the worksheet and rubric).

Raynell has documentations of OHI and very high lead levels. Documentations of very high lead levels often reveal that a child will be hyperactive in their surrounding. Based on my observations, he likes to walk around a lot and do everything on his own. This could possibly be ways for him to stay calm, focus and on-task. Raynell also likes to seek attentions from his peers a lot, and when he feels that he isn’t getting any. For examples, he tends to go up to his peers, touch (in a respectful, yet aggressive manner), and interrupt them. At the end of each day, Ms. Ann-Marie would give him a checklist with smiley faces (good, ok, bad) with written notes based on Raynell’s performance and progress in school. I will create a similar and simple checklist for Raynell and the whole class, to keep them on task and keep track of their progress and performance on the lesson (check checklist below, under progress/formative assessment).

RELEVANT THEORIES: My lesson plan was designed for a bilingual second grade class. Based on Hurwitz and Day’s article, “Children’s Artistic Development: How Children Grow and Learn,” children in grade levels, 1st through 4th grades, are at the Symbol-Making Stage for arts. This implies that they are able to make connections between an image and an idea where it can symbolizes almost anything the child intended it to be. There can be misunderstandings of the child’s symbol, and instead of jumping to conclusion on the meaning, there should be questions for the child, in order to get a general idea of what it is or can be. However, students in room 23 prefer to create arts that have literal meanings over symbolic ones. They show confusions and little understanding on how to use symbols to represent something or someone.

Students between 1st-4th grades will also be able to create more representational arts and are able to understand the use of space in art and narrate their piece. Also, according to Roland’s “Young in Art,” students at this age level are transitioning from symbolism to realism and are developing their figures in art. They will still apply little to no symbols in their figures to differentiate it from other figures in their drawings, and sometimes want it to look as realistic as it can be. The students in room 23 at Fratney draw a lot of representational figures, whether it is just the face or a full figure. They also stress themselves to make their drawings more realistic to be considered as “good” art, but are very good at narrating their pieces. As a reminder, these are just artistic theories and they may or may not apply to all students at this age level. Some may be more advanced or not, based on what they are expose to and the amount of opportunities they have to develop their artistic skills.

Another theory of cognitive development is Vygotsky’s zone of proximal development (ZPD). It is defined as the range of tasks that an individual can or cannot do with the guidance of others. There are two main levels within the ZPD; the first level is when an individual can perform a task independently, and the second one is when one cannot perform a task without guidance. My class at Fratney is all bilingual speakers (English and Spanish). When it comes to writing, some students need the assistance of their teacher to be able to write and translate words or sentences.
in English (vice versa). They also struggled to solve mathematical word problems without drawing it out or the teacher’s explanations. However, most of the students are able to perform simple art makings on their own (drawing and outlining with markers to make self-portraits).

<table>
<thead>
<tr>
<th><strong>ASSESSMENTS:</strong></th>
<th></th>
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<tbody>
<tr>
<td><strong>Initial (formal/informal):</strong></td>
<td>Students at Fratney focus on identity a lot, and in Ms. Ann-Marie’s class; the second graders are constantly working on identity and self-portraits. However, they do not use mirrors for observations, but relied on memories on how they look like, such as where the eyes are, how far apart are they, the shape of their lip, how long or wide their nose is, the length of their hair, face structures, etc. The students have not learn much about how to use symbols to express their identity, but they are aware of how physical features is part of their identity and why it is important to them. To find what the students know and understand based on this lesson, essential and scaffolding questions will be asked based on visuals presented to them (relevant to the big idea). Initial assessment questions to gauge what they know can be: “What do you know about identity? What is identity? What is your identity? Where are the eyes, eyebrows, mouth, etc.? What is symbol? What can you use to symbolize you?”</td>
</tr>
<tr>
<td><strong>Progressive/Formative (formal/informal):</strong></td>
<td>As the lesson, big idea and objectives are introduced and transition into work time, I will go from tables to tables to talk with students individually to assess what they understand and know from the reading, artist, demos, academic languages, language function, and instructions. Questions will be asked to help me see what they understand/know and don’t, as well as help me further their artistic development and interest/understanding of the big idea. The students’ tone of voice and body languages will be taken into considerations, because they can be indications of students’ interest and understanding of the lesson. I will also see if students are able to follow simple safety rules and can apply what they learn from demos into their own work to describe their identity. Students will be given checklists for both sessions to help them and me see what they need to do, what they’ve completed, and what they understand and don’t. I will go through the checklist with each individual student and ask questions to help guide me what they really understand and can describe about their artwork. (Where are the eyes, mouth, ears, and nose? What is your repeated pattern? What new colors did you make? How did you make the new colors? Who are you? What animal symbolized your strength or personality? Why?) These questions will gauge their understanding on the objectives, the big idea and academic languages. Below is how the checklists look like:</td>
</tr>
</tbody>
</table>
Final/Summative (formal/informal):
There will be a summative assessment at the end of the second lesson. Each student will receive a worksheet with four questions that they are required to respond to, either in English or Spanish, to see what they’ve done and understand about the big idea, objectives, language function and academic languages. If they respond in Spanish, I will ask them to verbally respond to me on what they’ve written. Lastly, there will also be a rubric (both in English and Spanish) given to the students to show what they’ve successfully completed, my understanding of what they understood about my lesson, and show me what they are able to apply into their works through my instructions. The summative assessments will allow me to see what students understand, how they are able to use personal approaches in their artwork relating to the art context, and if they can use academic languages to describe their artwork. Below is how the worksheet and rubric look like:
<table>
<thead>
<tr>
<th>Name:</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.) Who are you?</td>
<td>1.) Who are you?</td>
</tr>
<tr>
<td>2.) What did you draw?</td>
<td>2.) What did you draw?</td>
</tr>
<tr>
<td>3.) What is your pattern?</td>
<td>3.) What is your pattern?</td>
</tr>
<tr>
<td>4.) What are the new colors that you made?</td>
<td>4.) What are the new colors that you made?</td>
</tr>
</tbody>
</table>

Rubric (English) –
<table>
<thead>
<tr>
<th>Questions</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of the questions are answered correctly to enable an understanding of</td>
<td>At least three of the questions are answered with 3-4 grammatical</td>
<td>Only 1 or no questions were answered at all to enable an</td>
<td></td>
</tr>
<tr>
<td>their identity.</td>
<td>errors in complete sentences to enable an understanding of their</td>
<td>understanding of their identity.</td>
<td></td>
</tr>
<tr>
<td>The answers are all in complete sentences and only 1 or 2 grammatical</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>errors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Portrait</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The self-portrait displays all facial features (nose, eyes, mouth, etc.)</td>
<td>The self-portrait displays at least 2 facial features along with</td>
<td>There are some facial features, but no trait of an animal. The</td>
<td></td>
</tr>
<tr>
<td>along with an animal's physical feature symbology of their personality or</td>
<td>an animal's physical feature that is easy to identify and</td>
<td>student has only used a pencil to create emphasis.</td>
<td></td>
</tr>
<tr>
<td>strength.</td>
<td>symbolic of their personality or strength.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student uses contour line to create emphasis in the portrait, with a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>black marker.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pattern and Color Mixing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a repeated pattern on the artwork.</td>
<td>There is a pattern, but it doesn't repeat throughout the artwork.</td>
<td>There is no pattern or color mixing in all to show understanding</td>
<td></td>
</tr>
<tr>
<td>There are two or more colors that have been mixed, and either warm or</td>
<td>There is at least one color mixing with one warm or cool color to</td>
<td>of pattern and color mixing, nor warm or cool colors.</td>
<td></td>
</tr>
<tr>
<td>cool colors were used to express mood/personality.</td>
<td>express mood and personality.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collage and Layering</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student used cutting, pasting, and a single layering to collage the</td>
<td>Student used pasting and single layering collage, but did not cut</td>
<td>Student did not cut, paste or use a single layering collage</td>
<td></td>
</tr>
<tr>
<td>figure on a full, printed construction paper.</td>
<td>out their figures.</td>
<td>techniques.</td>
<td></td>
</tr>
</tbody>
</table>

Rubric (Spanish) –
Preguntas

- Todas las preguntas son comunes y con 10 puntos.
- Las preguntas están en una oración completa y sólo 1 o 2 errores gramaticales.
- Por lo menos tres de las preguntas son responsables con 3-6 errores gramaticales o pueden ser completas para permitir una comprensión de su identidad.
- Sólo 1 o 2 preguntas tienen consigna en absoluto para permitir una comprensión de su identidad.

Autores Travis

- El autorretrato muestra todos los rasgos faciales (nariz, ojos, boca, etc.) junto con características físicas de un animal simbólico y simbólico en la figura.
- El estudiante utiliza líneas de contorno para crear un ojo en el retrato, con un marcador negro.
- El autorretrato muestra el número de rasgos faciales y su proporción de la figura.
- El estudiante utiliza líneas de contorno para crear un ojo en el retrato, con un marcador negro, pero no tanto el retrato.

Patrón y el color de mezcla

- Hay un patrón que se extiende en la figura.
- Hay dos o más colores que no están mezclados.
- Hay un patrón que se extiende en la figura.
- No hay un patrón que se extienda en la figura.

Collage y estratificación

- El uso estudiantil para escribir, pegar, y una sola estratificación del collage de la figura en un papel de construcción grande, pintado.
- El uso estudiantil para escribir, pegar, y una sola estratificación del collage de la figura en un papel de construcción grande, pintado.
- Entrelazando, no escribir, pegar o utilizar una matita para el collage de la figura.

Students' samples: