

We Are Family... Portraits

Pre-K + Math and Visual Arts

Adapted by Shea Thrash

CORE SUBJECT AREA

Math

ART FORM + ELEMENTS

Visual Arts

Drawing

Painting

Media Arts

Historical

DURATION

40 minutes

OBJECTIVES

1. The students will verbally describe what is seen in a painting. They will participate in conversations about a given painting and form their own thoughts and opinions.
2. The students will verbally describe the painting aloud to their peers.
3. The students will use their own understanding and ideas of a portrait and painting to create a piece of art.

MATERIALS NEEDED

1. Reproduction picture of John, Fourteenth Lord Willoughby de Broke, and His Family by Johann Zoffany.
2. Teacher information sheet for Teaching about John, Fourteenth Lord Willoughby de Broke, and His Family by Johann Zoffany.
3. Teacher Resource: "Art Vocabulary"
4. Student Handout: "Who Are They?"
5. Favorite classroom book

RECOMMENDED RESOURCES

The students should have their own copy of the portrait for this lesson so that they may individually assess what they see.

LESSON SEQUENCE

MSSCR STANDARDS

SL.PK.1.a With guidance and support, participate in small-group as well as large-group shared conversations about pre-kindergarten topics and texts with peers and adults. Engage in voluntary conversations (e.g., turn-taking, exchanging information, listening attentively, being aware of others' feelings).

SL.PK.1.b With guidance and support, participate in small-group as well as large-group shared conversations about pre-kindergarten topics and texts with peers and adults. Engage in extended conversations.

SL.PK.5 With prompting and support, add drawings or other visual displays to descriptions.

SL.PK. 6 With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and ideas clearly.

MSSCR CREATIVE ARTS STANDARDS

VA:Cr2.2.PK Organize and develop artistic ideas and work. a. Share materials with others.

VA:Cr2.3.PK Organize and develop artistic ideas and work. a. Create and tell about art that communicates a story about a familiar place or object.

VA:Cn10.1.PK Synthesize and relate knowledge and personal experiences to make art. a. Explore the world using descriptive and expressive words and art-making.

VOCABULARY

Painting—a picture made by applying paint to a piece of wood or cloth.

Portrait—a picture of a person or group of people

The teacher will begin by selecting a student to go pick her or her favorite book in the classroom and bring it to her. The teacher will then flip to a random page in the book to show the students. Without reading the book, the teacher will have the students form predictions about what is happening on that page of the book and write those predictions on the board. Afterwards, the teacher will read the short book to see if the class predictions about the interpretation may have changed.

Introduce the vocabulary words “painting” and “portrait” from the Art Vocabulary. Explain that portraits are pictures of real people. Display a reproduction of John, Fourteenth Lord Willoughby de Broke, and His Family. Explain that it is a portrait of several people (a group portrait). (Refer to the Information for Teaching about John, Fourteenth Lord Willoughby de Broke, and His Family by Johann Zoffany.)

Step 1: Ask students to describe what they see in the portrait using the sentence frame, "I see _____." Point to the person or thing indicated, and then write the word on the board.

Step 2: Distribute the student handout "Who Are They?" (Explain that very young boys wore dresses at the time this painting was made.) Have students look at the image on the handout as you ask yes/no questions about the figures' roles in the family as you point to them, such as the following: "Is John Peyto the father?" (yes) or "Is George the daughter?" (no)

Step 3: Ask yes/no questions about the figures' relationships to one another. Challenge the students to answer in a complete sentence. "Is Louisa the daughter of John Peyto and Lady Louisa North?" (Yes, she is the daughter.) or "Is John Peyto the father of George?" (Yes, he is the father.) or "Is John Jr. the sister of Louisa?" (No, John Jr. is not the sister. John Jr. is the brother.)

Step 4: Have students look closely at the image on the handout and think of three descriptive words such as “family,” “people,” or “old.”

Step 5: Distribute paper and pencils. Ask students to make a sketch of their family members or friends doing something together at home. Tell students they can use stick figures to illustrate what the individuals are doing. Encourage students to think about adding details to their drawings that would give clues about the people's actions.

Step 6: Have students take turns identify the figures in their portrait and describe what these individuals do regularly. Examples: This is my mom Maggie. She is wearing a dress. This is my brother and sister. They play outside.

Step 7: Ask students to share what's similar and different between their own family portrait and Zoffany's painting. Examples: Both portraits show children. My portrait has one child. Zoffany's portrait has three children. Both portraits show the family doing something together.

EXTENDED LEARNING ACTIVITIES

1. Ask students to describe the clothing, hair, and gestures of the people in the portrait.
2. Have students to take a picture of their family or friends doing something together. Invite students to bring their picture to class and share with a partner what their family or friends are doing in the picture.

SOURCES

http://www.getty.edu/education/teachers/classroom_resources/curricula/esl3/esl3_lesson01.html

*Click for art print, lesson plan and hand out.

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