Instructional Unit Title: Observational Drawing: Still Life Self Portrait

The teacher may introduce the concept of consumerism in the United States so that students can observe and list the goods and services that they procure on a daily/weekly/monthly basis, including those used in the production of art.

The teacher may ask the students to reflect on the goods and services list they documented and distinguish items that are necessity versus non-essential so that students can begin to consider their and the artists’ role in American consumerism. (Consider people/artists who use recyclable materials.)

The teacher may introduce artists who use American Consumerism as a platform for the creation of visual art (Andy Warhol, Chris Woods, Hassan Sharif) so that students can articulate the connection between consumerism and visual art.

The teacher may facilitate class discussion about why personal items linked to consumerism have meaning so that students can begin to collect items that are physical representations of their role in consumerism (e.g., Starbucks receipts, cell phone, head phones, clothing, jewelry/accessories, sporting equipment with brand, etc.).

The teacher may support the students in the creation of their final observational drawing visually representing their role in consumerism so that students can actively evaluate and defend their decision making, process, and choices in the creation of the final product.

The teacher may discuss and model the components of a successful composition using expressive features and characteristics so that students can create a balanced and well composed arrangement of their personal objects.

The teacher may demonstrate a variety of media techniques (charcoal, graphite, pen and ink, etc.) so that students can experiment with media in order to create observational drawings of the select objects chosen in the last learning experience.

The teacher may ask the students to reflect on the goods and services list they documented and distinguish items that are necessity versus non-essential so that students can begin to consider their and the artists’ role in American consumerism. (Consider people/artists who use recyclable materials.)

PERFORMANCE ASSESSMENT: You are an artist who has been asked to consider the “100 Things Challenge” by Dave Bruno and imagine your life with only 100 material items. You will create an observational drawing that visually or conceptually representing your role in consumerism.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.