

LESSON PLAN BY JOY BLEWETT, ART TEACHER

# SELF-PORTRAIT PROJECT

## PRESCHOOL THROUGH FIFTH GRADE

### OBJECTIVES/LEARNING OUTCOMES

Through examination of contemporary and historical artists' self-portraits, students will identify the symbolism and meaning within the artwork that supports the artist's identity, as well as describe how art elements and principles were used in the artwork to create meaning. Students will learn how to express who they are by creating their own self-portrait in a two-dimensional artwork. Students will learn how the face is structured and apply that learning to creating their artwork. At the end of the project students will participate in a gallery showing in the classroom of their artwork, recognizing each others' successes by awarding certificates.



5TH GRADE STUDENT

### MN STANDARDS

- K-3 – Visual Arts – 0.1.3.5.1
- K-3 – Visual Arts – 0.2.1.5.1
- 4-5 – Visual Arts – 4.1.3.5.1
- 4-5 – Visual Arts – 4.1.3.5.2
- 4-5 – Visual Arts – 4.2.1.5.1

### ESSENTIAL QUESTIONS

- What is a self-portrait?
- Does a self-portrait have to be realistic?
- Does it have to be an exact representation?

### ASSESSMENT

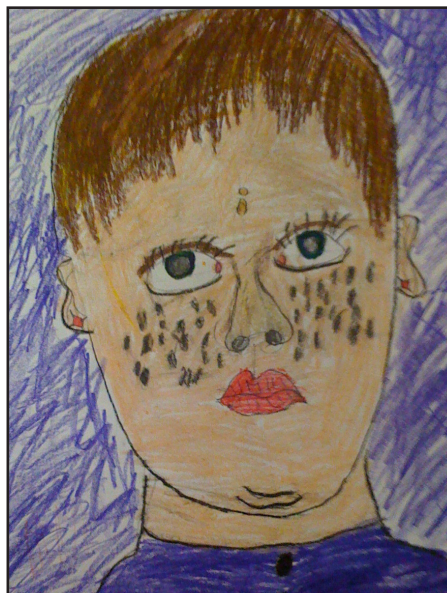
Formal assessments through daily activities, use of materials and participation and effort. Summative assessment of final artwork and participation during the final review of artwork.



1ST GRADE STUDENT



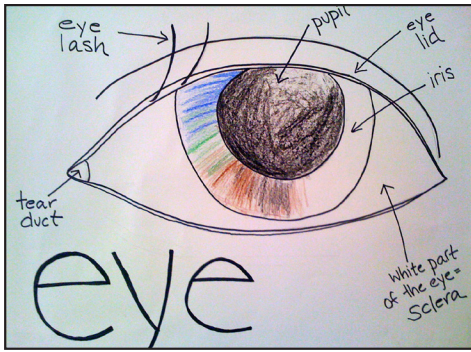
3RD GRADE STUDENT



4TH GRADE STUDENT



5TH GRADE STUDENT



## DAY ONE

Lesson Overview – Drawing is a skill that can be learned. With practice students can get better in their drawing skills, as well as in their confidence in drawing. This first day's lesson is about how to draw eyes, lips, noses, and apply these features to a facial structure.

### Objectives

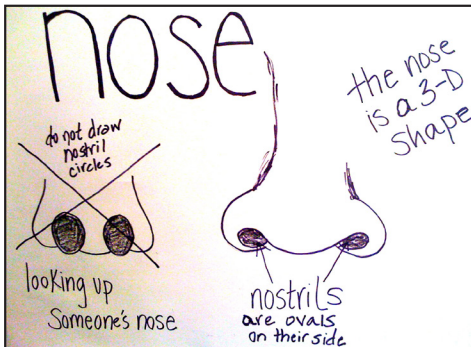
- Students will learn and understand what the different facial features are and how they are applied to the facial structure.
- Students will be able to draw the facial features and apply them to the structure of a face.

### Preparation

- visual examples of eyes, lips, and noses
- powerpoint presentation and projection
- clipboards or drawing boards
- 8.5x11 drawing paper
- sharpened pencils and erasers

### Vocabulary

Parts of the eye: iris, pupil, eyelash, eye lid, nose, nostril, lip, horizontal and vertical, oval, face, ear, neck, shirt, collar, hairline.

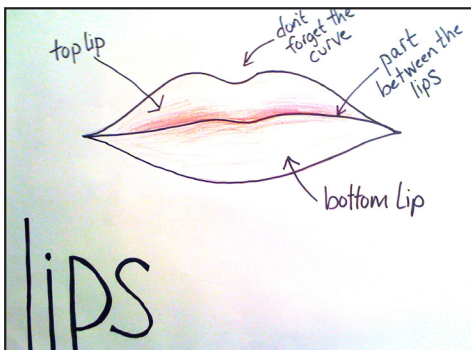


### Demonstration

Drawing and pointing out the specific parts of the eye, nose and lips, as well as how to create the structure of the face using measurements.

### Student Activity

Students will line up at the door and be instructed to take a clipboard, pencil, and piece of paper before taking a seat in the arranged lecture-style seating. Students will draw together along with the demonstration. **5-7 minutes** will be given for learning how to draw the facial features of eyes, lips and noses and then applying them to the facial structure. Students will also be given time to practice drawing what they've learned. One side of the paper will be for practicing drawing eyes, lips, and noses and the other side for drawing a complete portrait. **Any time left** will be given to completed their practice portrait drawing.



### Anticipatory Set/Motivation

Students may find it difficult to sit through this demonstration,

- we could take breaks, get up and move around, stretch
- classtime will be broken up into closed/open studio time

Students may wonder why care about this project or struggle with drawing,

- present the project as a skill-builder in drawing, similar to learning math or how to read. Drawing is a skill that can be learned with practice. "What we are going to do today is learning to draw, learning how to see to help improve drawing skills." (Emphasize it's a practice day).

### Closure

Encourage students by letting them know what a great job they did drawing today and take an informal assessment of whether this practice time was helpful to them, if they feel more confident about starting a self-portrait the next time they are in art. Students will help collect pencils, erasers, clipboards, and work before lining up at the door to leave.



## DAY TWO

### Lesson Overview

Students will review examples of artist self-portraits: Käthe Kollwitz's gestural self-portrait, Picasso's geometric self-portrait, symbolism from Frank Big Bear's self-portrait, and Frida Kahlo's exaggeration of realism, and compare these artworks to the artists photos. Students will explore identity and what they'd like to express in their self-portrait.

### Objectives

- Students will learn about a variety of artists and the way they chose as artists to represent themselves in their self-portrait.
- Students will be able to apply the structure of the face that they learned the previous week with the self-portraits of artists.
- Students will be able to draw their own self-portrait, expressing who they are visually.

### Preparation

- visual examples of eyes, lips, and noses and facial structure
- powerpoint presentation and projection
- 8.5x11 paper
- sharpen pencils, erasers
- mirrors

### Vocabulary

self-portrait, gestural, geometric, realistic, symbolic

### Demonstration

Reminder to students about the structure of the face that was learned the previous week. Demonstrate the size of portrait expectation on 8.5x11 – students need to make the portrait the focal point of the page.

### Student Activity

Students will line up at the door and be welcomed into the art classroom. Students will start by sitting on the front floor rug for the lesson. Teacher will present the self-portrait project, sharing artist self-portraits and asking students questions of what they see in the work, if self-portraits need to be realistic and what additional meaning students can incorporate into their work to communicate about themselves. **(10-15 min)**

After the lesson, students will move to their assigned seats and begin drawing their self-portraits with pencil. Students will be encouraged to use the mirrors to look at themselves, seeing their eyes, their nose, their lips and refer to the posters of the features and facial structure that they learned the previous week for drawing their portraits. **(30-35 min)**

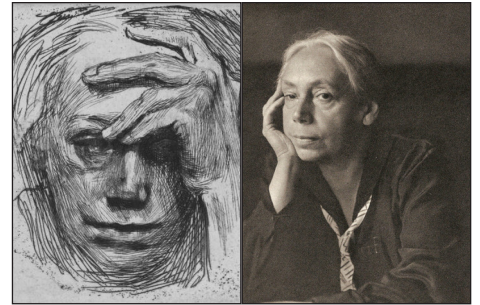
### Anticipatory Set/Motivation

Students may get anxiety-ridden and perfectionistic with drawing their self-portraits,

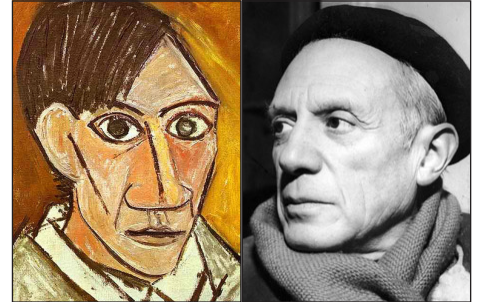
- highlight that artist's have choices and options for how they approach drawing their self-portraits. They are representational, not an exact match. Encourage the studio habit of engage and persist.
- Share personal struggles with students – ie. self-portrait painting

### Closure

Clean up time and watch a short video on the work of Frank Big Bear.



KÄTHE KOLLWITZ



PABLO PICASSO



FRIDA KAHLO



FRANK BIG BEAR



JACOB LAWRENCE



YASUO KUNIYOSHI



ZINAIDA SEREBRIAKOVA

### DAY THREE

#### Lesson Overview

Students will review work by three different artists that included significant backgrounds in their self-portraits and discuss what things they could add in their artwork to communicate more about themselves in their self-portrait. Students will spend majority of the time adding color to their self-portraits and pushing them to completion. Students will learn how to use watercolor pencils but be given their choice of materials they'd like to use.

#### Objectives

Students will learn about three more artists self-portraits and how environment and details can add additional meaning to a self-portrait. Students will know that they can express themselves freely in their artwork (as long as it is school appropriate). Students will be able to express themselves in their artwork.

#### Preparation

visual examples of eyes, lips, and noses and facial structure  
powerpoint presentation  
student work from last week  
colored pencil and crayons  
choice paper

#### Vocabulary

self-portrait, space, environment, background

#### Demonstration

How to shade and tint with color pencils and crayons, and picking the right color crayon for skin tone. Reminder to students to start adding more detail and backgrounds to their self-portraits.

#### Student Activity

Students will enter the room and take a seat on the front floor. The lesson will include a presentation on artists and their self-portraits, a discussion of ideas students might add to their self-portraits to communicate more about themselves and a demonstration on using watercolor pencils. Students will choose a station of either watercolor pencils, colored pencils, or crayons to complete their self-portraits. Their artwork from last week will be passed back to students to start working.

#### Anticipatory Set/Motivation

students may or may not have trouble deciding which material to use - the ability to move from one station to another will be dependent on whether there are seats available at the table.

#### Closure

Table clean up procedures and possibly watching a video. And passing back work if need be.

## DAY FOUR

### Lesson Overview

Some classes may need extra time to complete their self-portraits. Students will choose a color of construction paper to staple their self-portrait on to complete the presentation of the work. Students will then get the opportunity to see everyone's work and respond to it by placing a certificate with it. I can share my artwork with others (both a kindergarten and third grade I can statement).

### Objectives

Students will learn how to present their work in a finished format.  
Students will learn how to look critically at work and assess work.

### Preparation

Construction paper  
Glue/tape  
Pencils and materials from last week in case

### Vocabulary

critique, gallery, art museum

### Student Activity

students will line up at the door and be welcomed into the art classroom. Students will start by sitting on the front floor rug for information on the day's activities. Students will complete self-portraits and then choose a color of construction paper to staple their self-portrait to. Students will showcase their self-portraits at their tables and we will walk through them as if they are in an art gallery. Students will receive a certificate and will place it at one of the portraits they feel represents the best eyes, nose, face...etc that the certificate says.

### Anticipatory Set/Motivation

Students may not want anyone to look at their self-portraits  
"As we go around the gallery, looking at the artwork, we are looking for what each person drew well. For example, some portraits have really well drawn eyes, or noses, or really cool hair. Maybe someone did a good job putting detail on the clothing, or a great idea for a background. We are looking for the positives in each artwork. We are looking, not talking, not giggling – we are each looking for what we see as the good parts of each artwork."

### Differentiation

Hi-5 and SPEN certificates will be handled differently. Hi-5 will be a group critique and SPEN will be individual as a reward for good behavior.

### Demonstration

Share with students how to respond positively to others' work by sharing what we like about it, what was successful.

### Closure

Watching a video about making art as a Thank You and keep on making art message. Pass back other artwork and ask a few students if I can put up their artwork in the hallway.



**KINDERGARTEN STUDENT**



**3RD GRADE STUDENT**



**2ND GRADE STUDENT**