

UNIT PLAN: 2nd Grade – Frontal Self-Portrait

LESSON DETAILS

SUBJECT: Art

DATE:

TIME: 40 minutes per Class

UNIT FOCUS:

Introduction to formal Portrait Drawing (self portraits)

Introduction to using guidelines and landmarking

STANDARD(S):

VA:Cr2.1.2a: Experiment with various materials and tools to explore personal interests in a work of art or design.

VA:Cr3.1.2a: Discuss and reflect with peers about choices made in creating artwork

OBJECTIVE:

By the end of this Unit, students will be able to:

- Implement minimal guidelines to aid with the construction of a frontal portrait (ears - top and bottom connecting lines, middle symmetry line, skull construction with circle for top jaw and constructed bottom jaw)
- Use a mirror to aid in creation of a self-portrait
- Mix skintones using red/yellow/blue/white paint (or alternatively true cyan/magenta/yellow/white paint)

MATERIALS: red erasable color pencil, erasers, mirrors [preferably free standing and non breakable], tempera paint, watercolor paper, watercups, brushes

Resources

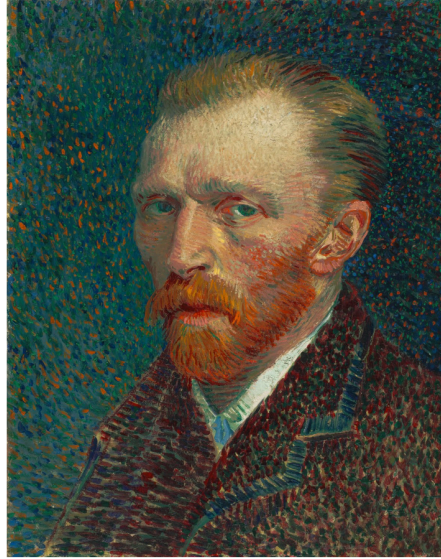
Videos:

The Reflection in Me HD - <https://www.youtube.com/watch?v=D9OOXCu5XMg>

♥ I LIKE MYSELF! by Karen Beaumont and David Catrow : Kids Books Read Aloud - <https://www.youtube.com/watch?v=tujRQR9wv80>

Art Historical Piece(s):

Self-Portrait by Vincent van Gogh, 1887



https://artsandculture.google.com/asset/self-portrait-vincent-van-gogh-dutch-1853-1890/mwF3N6F_RfJ4_w

Self-portrait with Monkey by Frida Kahlo, 1945



https://artsandculture.google.com/asset/self-portrait-with-monkey-frida-kahlo/VwGUHkHwLWn_dQ

Self-Portrait by Samuel Joseph Brown, Jr. American, ca. 1941



<https://www.metmuseum.org/art/collection/search/488109>

Multiple Intelligences

Kinesthetic, Linguistic, Mathematical, Interpersonal, visual/spatial.

Vocabulary:

Portrait: a painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders.

Portraiture: the art of creating portraits.

Self-Portrait: a portrait of an artist produced or created by that artist.

Idealization: Artistic idealization refers to the method of portraying people, places, or things in a romanticized, and unrealistically perfect form. It is based on depicting these objects as the artist or subject would like it to be, not as they actually are.

Naturalism: (in art and literature) a style and theory of representation based on the accurate depiction of detail.

Proportion: Proportion refers to the dimensions of a composition and relationships between height, width and depth. How proportion is used will affect how realistic or stylised something seems. Proportion also describes how the sizes of different parts of a piece of art or design relate to each other.

Guideline: a lightly marked line used as a guide, as in composing a drawing, a typed page, or a line of lettering.

Underdrawing: a preliminary sketch made on a surface (such as a canvas or panel) prior to painting.

Landmarking: Using one feature already drawn as a guide to help position another feature, like how one would travel around a town knowing where to go by using a landmark to guide them

Skintone: Skin tones, often called skin color or complexion, refers to the actual color of a sitter's skin (black, brown, red, yellow, white, etc.) and is often called local color. Flesh tones, on the other hand, refer to the different nuances within the actual color.

Undertone: Undertone is the subtle natural color below your skin's surface. While skin tone refers to your skin color, undertone refers to the shade within that color. There are three types of undertones: warm, cold, and neutral.

Overtone: Your overtone is indicative of your secondary colour direction including the intensity and value of colours in your temperature range. Your overtone colour can be similar or different to your undertone. These are the shades our skin casts when we are exposed to sunlight, damage caused by sensitivity or irritation, acne, rosacea, cosmetic procedures and other maladies that cause our skin to get a pink tinge to it.

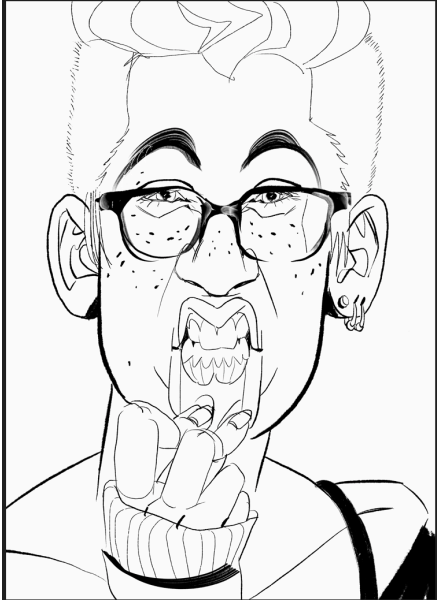
Procedure:

Undersketch

Days 1 - 3

- 1.) Students will be shown the read-a-loud [Day 1 only]
- 2.) Students will be lead through a daily "what do you notice, what do you wonder?" self-portrait from one of the art historical references listed
- 3.) Teacher will facilitate a daily turn and talk after the art historical example with following share out on the topic of, "What do you like about yourself? How will you highlight that?"
- 4.) Students will be lead through a step by step instruction (using a desk projector and a large smart tv) on how to create a modified Loomis head undersketch, replete with neck and upper shoulders/clothes [preferably undersketches will be made using erasable red pencil]
 - a.) Timeline for this undersketch is roughly as follows:
 - i.) Day 1: Overall head shape, ear placement, top of the ears connection guideline, bottom of the ears connection guideline, central bilateral symmetry line, neck placement, shoulder placement
 - ii.) Day 2: Starting with the nose, leading into the brow bone and eyebrows, [if the Student has glasses, glasses comes next], followed by the eyes
 - iii.) Day 3: mouth, hair, accessories
- 5.) Teacher will stress that you can make any expression you want, but if you choose to be extra silly to the point of ridiculousness, that's how the audience is going to see you.

Examples below of how if you choose a weird expression, you're gonna look weird - which is ok if you want to be seen that way, but know what you're in for



Tempera Paint Mixing and Application

Day 4 - 6 [possibly 7 if needed]

- 1.) Teacher will lead with the following intro question: "Are people actually White? Black? Yellow? Red?" [No!!] "What colors are we actually?"
- 2.) Teacher will explain how all of us are the color we are based on how much melanin we have. We are not made with different parts, just different amounts, and those subtle changes between us make us and the world we live in beautiful.
- 3.) Teacher will start class with a paint mixing demonstration. Like how our skin color all comes from different amounts of melanin, all skintones start from an orange base. You add more white to make a more tan color, and you add the teeniest bit of blue to make brown colors. From there, you can alter tan colors to move more pink with more red or more yellow, with more yellow.
- 4.) Along with painting themselves, their hair, and their shoulders, Students are expected to fill the paper with color, which includes a color background. Students are free to add more or less detail to their backgrounds as desired.

Critique

The following class after the project wraps up, the first half of the class will be a full participation gallery walk with the critique routine of Praise-Critique-Praise. The second half of class will be an earned free-draw.

Extension: Students are free to take on the challenge of truly duping their skintone complete with undertone and overtone analysis.

ASSESSMENT: *[Assess students' understanding and skills through their participation in discussions, the quality of their paintings, and their ability to critique their own and peers' work,]*

Class Observations