

Unit Overview:

Self-Portrait Painting

Introduction

Students will engage in a 2-3 week unit in which the end result will be a self-portrait using tempera paints, colored pencils, and stenciling techniques.

1. **Rationale:** The unit follows Illinois state learning standards: 25A, 25B, 26B, and 27B for junior high art students. The unit will expose eighth grade art students to a number of different techniques and media.
2. **Theme:** The Self Portrait Painting Unit is an eighth grade art unit to teach students proper technique in the areas of drawing, painting, and color theory while also instilling the value of personal expression.
3. **Goal:** To teach drawing, painting, and color theory skills as well as instill an appreciation of personal creation and expression.
4. **Supplies:**
 - Computer with Photo Booth
 - Bright light for high-contrast photos
 - Printer
 - Pencils
 - Tag Board (8 inches x 24)-1 per student
 - Rulers
 - Index Cards to make Viewfinders and Stencils
 - Scissors
 - X-Acto Knife- for teacher only
 - Colored Pencils
 - Tempera Paint (primary colors, black, white)
 - Variety of Brushes
 - Containers for Water
 - Paper Towels
 - Sink
 - Stencil Brushes
 - Metallic Paint

- Drying Rack

5. Supplementary Materials, Visuals, Handouts:

- Color Wheel, Color Scheme Examples, Portrait Visuals hanging on the walls
- Promethean Lesson for Grid Drawing: Creating a Grid and Drawing from a Grid
- Student Worksheets: Grid Practice and Difficult Grid Drawing (for advanced students)
- Promethean Lesson for Color Theory
- Student Worksheet: Color Wheel
- Student Worksheet: Value Scale
- Student Worksheet: Volume
- Teacher Examples for Demonstrating Technique
- Promethean Lesson for Logos, Symbols, and Stenciling
- Student/Teacher Reflection & Rubric

Unit Content Objectives:

- Students will use grids to draw an accurate depiction of a photograph.
- Students will understand and apply color theory to use a color scheme that matches the intended mood of their painting.
- Students will create different values (range of lights and darks) and use them to create the illusion of depth in their painting.
- Students will demonstrate brush and painting techniques.
- Students will express their personal style by creating a personal symbol stencil motif for the background of their portrait painting.

Unit Language Objectives:

- Students will identify monochromatic, complimentary, and analogous color schemes
- Students will compare and contrast the ways in which different color schemes affect the mood of the painting.
- Students will compare and contrast portraits through the ages.
- Students will describe the ways in which logos and symbols are made to catch the eye.
- Students will use appropriate vocabulary to describe their artistic process.

WIDA STANDARD I - Social & Instructional Language:

- Assignments
- Character development

- Instructions
- Resources/Supplies
- School behavior
- School life
- Social interaction
- Use of information
- Use of multiple resources

Unit: Self Portrait Painting

Lesson One: Grid Drawing

Content Objectives

1. Student will demonstrate concept of grid drawing with a sketchbook assignment to prepare for using this technique for self-portrait.

Language Objectives

1. Students will explain the process and difficulties of drawing based on previous experiences in art class.
2. Students will describe vocabulary and process surrounding grid drawing.

Key Vocabulary:

- Grid
- Proportion
- Scale
- Drawing surface- surface used to draw on (i.e. paper, canvas, board, etc.)
- Subject- object or image that you draw from (in this case it would be the photograph)
- Viewfinder

Materials:

- Pencil
- Photograph
- Drawing Surface
- Viewfinder
- Grid Drawing Supplemental Activity Sheet
- Difficult Grid Drawing Supplemental Activity Sheet
- Promethean Lesson (created by Ms. Lovering to demonstrate grid drawing)

Higher Order Questions

1. What is the purpose of creating a grid to draw from? Why not just draw straight from the photograph without grids?
2. How can we use the viewfinder to simplify the photograph?
3. How does using the grid drawing technique help with proportions?

Time:	Activities
8-10 minutes	<p>Motivation-Building Background:</p> <ol style="list-style-type: none"> 1. The teacher will begin class by asking students to look through their sketchbook at their previous drawing assignments. She will ask the students to discuss in their small table groups which drawings were the most difficult and why. The groups will be asked to form one sentence that encapsulates each group member's ideas. Each group will then nominate a recorder to write their sentence on the board. (Small Group, Class Activity) 2. The teacher and class will look over the responses and then brainstorm ways in which drawing from observation (drawing from life) can be made easier. (Class Activity)
15-20 minutes	<p>Presentation-Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback:</p> <ol style="list-style-type: none"> 1. The teacher will present a promethean board lesson that goes over each step of grid drawing. This involves talking about proportion, scale, and using a viewfinder. (Modeling) 2. To check for understanding during the presentation- the teacher will ask individual students to complete one of the grid drawings on the board and to peer teach the class. (Modeling, Listening and Speaking) 3. The teacher will explain that before the students are to start their portrait grid drawings, they must complete the Grid Drawing Supplemental Activity Sheet, those who are more advanced in their drawing skills will also complete the Difficult Grid Drawing Supplemental Activity Sheet. This will prepare them for the next lesson in which they will use the grid drawing technique to create a self-portrait.
15-20 minutes	<p>Application-Links to Learning:</p> <ol style="list-style-type: none"> 1. Student will complete the Grid Drawing Supplemental Sheet and the advanced students will also complete the Difficult Grid Drawing Supplemental Sheet. (Independent Activity)

Student Activities	
Scaffolding	Modeling & Guided
Grouping	Whole Class & Independent
Processes	Listening & Speaking & Writing

Student Activities

Strategies

Hands On

Review & Assessment

Students will be individually assessed while working in order to better assist each student at their particular drawing skill level.

Upon completion of the project there will be an assessment rubric and reflection that both student and teacher complete.

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Lesson Nine: Personal Symbol

Content Objectives

1. Students will observe the ways in which logos are unique and eye-catching
2. Students will express their personal style by creating a personal symbol stencil motif for the background of their portrait painting.

Language Objectives

1. Students will describe the ways in which logos and symbols are made to catch the eye.
2. Student will describe vocabulary and process of creating a stencil motif.

Key Vocabulary:

- Symbol
- Motif
- Logo
- Cliche
- Personal Symbol
- Stencil
- Stencil Brush
- Composition
- Balance

Materials:

- Promethean Lesson (created by Ms. Lovering including activities related to logos, personal symbols, and stenciling)
- Painting
- Stencil Paper (index card)
- Pencil
- Metallic Paint for Symbol

Higher Order Questions

1. What makes a logo eye-catching?
2. How do artists and designers use text and fonts to create unique logos?
3. What would you include in your logo to represent yourself?

Time:	Activities
5-7 minutes	<p>Motivation-Building Background:</p> <p>Teacher will present several popular logos on the promethean board prompting students to brainstorm what they already know about these symbols:</p> <p>Who are they for?</p> <p>Who creates them?</p> <p>What makes them memorable and distinctive?</p> <p>(Class discussion, with think-pair-share before responding to teacher questions)</p>
15-20 minutes	<p>Presentation-Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback:</p> <ol style="list-style-type: none"> 1. Students will play a name that logo game in which they test their knowledge and visual literacy. This should demonstrate to them that logos and personal symbols should be distinct and easy to recognize. (Group activity) 2. Class will discuss the idea of cliché images. We will define the word and students will give examples of images that are cliché (i.e. stars, peace signs, hearts, smiley faces, etc.). The question will be asked, "Why should you avoid the cliché in your artwork?" 3. A short demonstration on how to create stencil from the personal symbol will be shown in preparation for those who are ready or for the next class. (Modeling)
15-20 minutes	<p>Application-Links to Learning:</p> <p>Students will design their own personal symbol. They will consider what visual elements could represent them (i.e. initials, numbers, interesting shapes, etc.) (Individual activity with teacher guiding as needed)</p>

Student Activities	
Scaffolding	Modeling & Guided
Grouping	Whole Class & Independent
Processes	Listening & Speaking
Strategies	Hands On

Review & Assessment

Students will be individually assessed informally while designing their logo.

Upon completion of the project there will be an assessment rubric and reflection that both student and teacher complete.