Identity & Influences: Drawing Self-Portraits

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Grade Level: 7th/8th Grade
Date Taught: Saturday, September 19th, 2009
Date Revised: September 20th, 2009

Aim/Goal of the 5-Week Curriculum:

- Students will come to understand the way in which identity is shaped and influenced by everyday experiences.
- Students will begin to conceptualize their own definition of identity.
- Students will come to understand that identity isn’t a fixed part of their selves, but rather a part of themselves that is shaped, constructed, and influenced from the experiences (interactions with people, relationships with family and friends, activities, group involvement, image, etc.) in their world.
- Students will start to think more abstractly in their interpretations of their lives/world. Their awareness to the effects/influence of their experiences will become more refined through the expressive discovery and in depth observation of their evolving selves.
- Students will examine a variety of visual examples from historic and contemporary art, commercial art and design, media arts, and images from popular culture. Students will work toward a personal understanding of identity and its formation within the many physical and experiential contexts of their lives.

Fine Arts Goals Met by the Objectives:

- 26.B.1d Visual Arts: Demonstrate knowledge and skills to create visual works of art using manipulation, eye hand coordination, building and imagination.
- 26.A.1e Visual Arts: Identify media and tools and how to use them in a safe and responsible manner when painting, drawing, and constructing.
- 26.B.2d Visual Arts: Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching, and constructing.

Objectives:

- Students will begin class with sketchbook activity calling their attention to observing facial features.
- Students will be presented with the idea/concept of identity. They will be allowed time for discussion in order to express their individual ideas about the concept, as well as listen to and compare their own opinions to others’.
- Students will be shown a Powerpoint slide of self-portrait images to continue to form ideas on identity, as well as relate self-portraits to personal expression/reflection.
- Students will be presented with the Comparative Diptych Self-Portrait project and explained the details of completing the project. [The first portrait in the diptych will be a realistic self-portrait of the student’s physical self. The second portrait will be creatively changed and reflect the students own personal attributes and influences.]
- Students watch a demonstration on creating correct facial proportions and taught techniques of dividing the face to place the facial features. Students will watch teacher complete and label these proportions as well as have diagrams explaining the process.
  - Measurable criteria: Students will complete part one of the Diptych Self-Portrait project by creating their realistic Self-Portraits. Students should be completed with the 15”x18” graphite realistic portrait by end of class time/beginning of next session.
Title: Introduction to Identity & Influences: Exploring Self-Portraits & Representation (Part One)

- **Timeframe (180 minutes):** Students will start the class with a ten-minute sketchbook activity. Followed by a twenty to twenty-five minute teacher-lead discussion and ten-minute demonstration. Next, students will be given 120 minutes to start and work on the first self-portrait in the diptych. Ending of the class time will include a five-minute clean up and ten minutes allotted for closing discussion.

**Vocabulary:**
- **Production:**
  - **Self-Portrait:** a pictorial portrait of oneself, done by oneself.
  - **Diptych:** A work of art composed to two pieces together.
  - **Line:** A mark made by a pencil, brush, or the like, that defines the contour of a shape.
  - **Shading/Value:** The representation of the different values of color or light and dark in a drawing.
  - **Proportion:** proper relation between things or parts; relative size or extent.
  - **Identity:** The collective aspect of the set of characteristics by which a thing is definitively recognizable or known.
  - **Identify:** To recognize or establish as being a particular person or thing; verify the identity of.
  - **Express:** to set forth the opinions, feelings, etc., of (oneself), as in speaking, writing, or painting
  - **Represent:** To serve to express, designate, stand for, or denote, as a word, symbol, or the like does; symbolize.
  - **Influence:** The action or process of producing effects on the actions, behaviors, opinions, etc. of oneself.
  - **Juxtaposition:** An act or instance of placing close together or side by side, esp. for comparison or contrast.

**Teacher Materials (10 Students plus demos):**
- **Media Cart**
- **Teacher generated PowerPoint presentation containing discussion topics about Identity and related examples of Self-Portraits.**
- **Demo Materials:**
  - 15" x 18" sheets of drawing paper
  - Drawing Pencils (6B, 2B, HB, 3H, Ebony)
  - Mirror
  - Ruler
  - Handout about Portrait Drawing
  - Handout describing the Diptych Project
  - Created Posters outlining proportion of the face
- **For Student:**
  - Student’s Sketchbooks
  - 15” x 18” sheet of drawing paper
  - Sheet of Sketching paper
  - Assorted Drawing Pencils (6B, 2B, HB, 3H, Ebony)
  - Blending Stumps
  - Kneaded Erasers
  - Pink Pearl Erasers
  - Student’s Printed Photo Image
  - (1) Handout about Portrait Drawing
  - (1) Handout outlining the Diptych Project
  - (1) Sketchbook Activity Handout
- **Teacher made exemplar:**
  - (1) Completed Realistic Self-Portrait
  - (1) Completed ‘Influenced’ Self-Portrait
- **Multicultural/Historical exemplars:**
  - Resource Poster – *Girl In Beret* Corot (Pencil Drawing of girl)
  - Resource Poster – *Self-Portrait* Andy Warhol. 1988. (Example of different types of portrait)

Resource Poster – Drawing Hands Escher (Example of Graphite artwork)

Printed Images – Collection of Graphite Drawn Self-Portraits (no artists)

Printed Images – Collection of examples shown in Powerpoint


The Encyclopedia of Drawing Techniques. Hanzel Harrison. (Pg. 136-137 about Portrait Studies)

Leonardo DaVinci: Art for Children. Ernot Rabott. (Good images of faces also sketched DaVinci Self-Portrait)

Van Gogh. Bruce Bernard. (Pg. 46-47 “A heroic Self-Portrait”)

Constructive Anatomy. G. Bridgman (Pg. 128-147 – Good examples of facial features)

Learner Materials: (10)
• (10) Student’s Sketchbooks
• (30) Drawing Pencils (assorted 6B, HB, 3H, Ebony)
• (30) Markers
• (20) Sharpies
• (15) Technical Pens
• (15) Boxes of Colored Pencils
• (15) Boxes of Oil/Chalk Pastels
• (15) Watercolors
• (30) Assorted Watercolor Brushes
• (12) Water containers
• Erasers
• Glue Sticks
• (30) 11”x17” sheets of Sketching Paper
• (15) 15”x18” sheets of Drawing Paper for Project
• (15) Handout: Self-Portrait Drawing
• (15) Handout: Diptych Project Description
• Student’s Printed Photo Images

Motivation/Activities and Prompts:
• Teacher created PowerPoint presentation introducing Identity Ideas and Influences, explored through historical references of the Self-Portrait.
• Discussion questions from Powerpoint and teacher-made exemplars
• Historical/Multicultural exemplars (Included in Powerpoint):
  o Self-Portrait. Chuck Close
  o Self-Portrait (Black & White). Chuck Close.
  o Autorretrato con Collre de Espinas u Colibri. Frida Kahlo. 1940.
  o Las Dos Fridas. Frida Kahlo.
  o The Art of Painting/The Painter in His Studio. Vermeer. 17th century
  o The Art of Painting/The Painter in His Studio. Vermeer. 17th century
  o Big Family. Zhang Xiaogang. Lithograph. 2003
  o Self-Portrait. Picasso. 1907
  o Self-Portrait with Cloak. Picasso. 1901

• Historical/Multicultural exemplars (Hung in Classroom)
○ Self-Portrait Max Beckman
○ Woman with Hat Picasso. 1881.
○ Man in Vest William Johnson. 1940
○ Portrait of the Artist Van Gogh. 1889.
○ A Boy with a Lute. Franz Hals
○ Self-Portrait Durer
○ The Artist’s Studio Corot. 1796.
○ Woman with Mango. Gauguin. 1848.
○ Vendadora de Alcatraces. Diego Rivera 1840.

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**Classroom Layout/Physical Set-Up:**

- **WALL POSTINGS:**
  - Generated Classroom Rules on back wall.
  - Posters (stated in “Multicultural Exemplars” to be hung on back wall)
  - Teacher Made Exemplars hung on the back wall for demo and discussion

- **TABLE FORMATION:**
  - Student Work Tables put in (4) large squares, in the back of the room. Basic materials such as drawing pencils, marker, erasers, and pens will be placed in a container for each student on each table.
  - For discussion and Powerpoint, students will bring their chairs to the front of the classroom to be together in a group in front of presentation screen.
  - Tables (“Supply Table” in diagram) will be arranged along the wall opposite the classroom door where the additional art materials necessary for the lesson will be placed. Student sketchbooks, nametags and handout will also be located on these tables.
  - A demonstration table will be placed in the front of the room.
MATERIALS DISTRIBUTION AREA:
- Student sketchbooks, nametags, additional supplies, and handouts will be located on the supply tables arranged along the opposite wall of the classroom.
- Materials distributed to each student:
  - (2) Handouts; project description and one of self-portrait drawing
  - (1) Sheet of 15”x18” drawing paper for project
  - Sheets of practice/sketch paper

DEMONSTRATION AREA:
- Media Cart
- Demonstration table will be positioned in the front of the room.
- Whiteboard at front of classroom will be used for drawing demonstration.

CLEAN UP AREA:
- Garbage Cans placed around the room
- Students will be asked to return materials, sketchbooks, and nametags to the appropriate locations.
- Drawings will be collected and placed on cart for use next class period.
Procedures:

- **SKETCHBOOK ACTIVITY:** (10 minutes)
  - Students will be looking at facial features and sketching of the shapes used in portrait drawing.
  - Students will be encouraged to use materials they are not familiar with for practice. Sketchbook Prompt (sheet on tables) – “In sketchbook, observe the person next to you’s facial features (eyes, nose, mouth, etc), what makes them unique and describe who they are? Now practice making sketches of the shapes of eyes, mouths, noses, etc.”

- **INTRODUCTION:** (5 minutes)
  - Give a clear, slow introduction. Calm down.
  - Purpose of introduction to make students aware of what they will be doing today and why they will be doing it.
  - Go over class schedule . . .
  - “Hey guys! Well first, my name is Andrea, and I’m going to be taking over now as your lead teacher. I hope you guys are as excited as I am, and hopefully we can make some really great works of art in the times I get to be your teacher. But for today we have a lot to get done to start our first project . . .”
    - Powerpoint/Discussion “To start off we are going to have a little discussion about Identity and what it is, and look at some self-portraits to help lead us into our new project, which will be a really cool diptych self-portrait . . .”
    - Demonstration – “After we look at those works, I’m going to demo some techniques and hints about facial features and correct proportions that will help you achieve a good realism in your first portraits.”
    - Work Time – “Then for about 120 minutes you’ll have time to start working and hopefully finishing up the first portrait in our diptych project. Followed up with a quick clean up and a few questions at the end of class. Sound like a plan? Well if you guys want to bring your chairs up here to the front quietly we can get going on our discussion!”

- **DISCUSSION:** (25 minutes)
  - PowerPoint Presentation and Interactive Discussion
  - Essential Questions/Script:
    - First begin Powerpoint/discussion with getting students to question and think about identity. “What is your definition of Identity?”
      - “Well the dictionary says identity is the condition of being oneself and not and not another and/or the collective aspect of the set of characteristics by which a thing is definitively recognizable or known. But that’s kind of big isn’t it? So I made up my own definition of identity, and I think it is a description and collection of what matters to us that is brought together to express who we are as individuals.”
    - How is a Self-Portrait a reflection of your Identity?
      - “Is it a reflection because it shows our physical appearance and what people and can tell who we are?”
    - Chuck Close Images – Point out black/white image to how it’s close to what we are creating that day
    - Frida Kahlo – Self-Portrait and Los Dos Fridas
      - What do you see happening in this portrait?
      - What can those things you pointed out tell you about her identity/who she is?
      - Why do you think Frida presents herself twice in one image?
      - What is this Self-Portrait saying about her?
    - Van Gogh – Artist at Easel Self-Portrait and Self-portrait with Straw Hat
      - What can you tell me about this guy from the image?
Do you know who it is?
What do the colors in this portrait make you feel/think about the artist?

- **Vermeer** – *The Painter in his Studio Self-Portrait*
  What is different about this portrait from the other ones we looks at?
  Why do you think putting himself in his studio lets us, the viewers know
  something about him through his portrait?

- **Zhang Xiaogang** – *Big Family*
  How is this artist expressing himself in this portrait?
  He’s using his family as a way isn’t he?

- How do the other artists reflect their identities in their self-portraits? (through other
  people, scenes, colors, objects, facial expressions, props, etc.)?
- What people, places, ideas, groups, images, activities, etc. have had an influence on
  you?
  Sample Answer: “I’ve played basketball for most of my life, and it not only has left an
  impact on my identity as being athletic, a team player, it has also led
  me to meeting some very special friends that also helped me grow as
  an individual. Also basketball has become a family event where now
  my little sister and brother also played as much as me and our family
  comes together more during going to and from practices and
  watching games.”

- How have these experiences influenced the way you see yourself? How have they
  influenced how others see you?
  o Teacher Made Exemplars – For Discussion reference and used to talk about how we
    incorporated our influences then lead into introduction of project. “This is what we’re doing. .”
  o Ask students to look at Handout they picked up at beginning of class.
  o Introduce the Diptych Project and the Parts it is being divided into two parts explaining first
    Part One of the Realistic Self-Portrait then of next class Part Two of the influential Self-
    Portrait.

- DEMONSTRATIONS: (10 minutes)
  o After discussion, students will direct their chairs and attention to the white board at the front of
    the classroom.
  o Students will be asked to pick up their handout on portrait drawing for reference while
    observing.
  o “So in creating self-portraits, we want to actually make our drawings look realistic to ourselves
    don’t we? Well when looking at the face, there are many proportions that when correctly drawn
    will show just this!”
  o Steps in Demo:
    - **Head Shape:** This is the first step in creating a portrait, is getting the shape of the
      head down. First begin with a very basic oval shape to represent the size and
      location of the head.
    - **Dividing Areas:** When you look at the face it’s symmetrical isn’t it? Each side is
      pretty much even with two eyes and your mouth and nose being in the middle. Well to
      show this, next you divide your oval shape down the middle with a straight line. This
      is separate the sides of the face. After you complete this line, about in the middle of
      the oval head shape, draw a horizontal line, now making a cross shape on the head.
      Here is where your eyes are about. Now, after your eye line is drawn in, divide the
      bottom section in half, here you can mark where your mouth goes.
    - **Tricks for placing features:** Once you’ve divided up your space you’ve created a
      specific spot to include all the features of your face. Divide the “eye line” into three
      equal parts in the middle, the middle “part” is where the bridge of your nose will be,
      then the other two parts you can place your eye balls. Now your nose will be
centered on that middle line so it’s evenly on your face. Like we divided the eye line, do the same thing here at the bottom of the head for where to put your mouth.

- **Basic outlines of Features** – explain shape of the eye. Demonstrate how the nose has the middle part and the nostrils. Explain how the lips are more defined by shadows. Introduce the hairline properly and where to correctly place the ears with their proportion to the eyes and mouth. Finally, express how the neck is drawn, with it not being too skinny! Then it’s time for details once everything is placed correctly to finish the portrait!

  - When finished, go over the supplies with the students! BLENDING STUMP – what it’s for, how to turn on its side. Then explain the different types of drawing pencils and what kind of marks/shades they will be used better for.

• **DESIGN/WORK SESSION:** (120 minutes)
  - Students will be dismissed from the demonstration area to get their sketching paper from the materials table and then return to their assigned seats.
  - Students will practice on sketch paper different attributes to their self-portrait from observance, and then move on to the drawing paper for the final piece. *Students will be limited to at most 10 minutes of sketching, should be quick and practice of what they just learned.*
  - Students will be observing their image in mirrors and also from a printed frontal photograph and drawing from life their self-portraits.
  - *Students will be notified at halfway point of work session.*
  - Important questions to ask during work session:
    - Are you thinking about the shadows on your face? How do they help give your portrait that realistic quality?
    - Have you gotten up from your seat to take a look at your work from a distance? It’s really helpful and useful to do . . .
    - More questions?
  - Give breaks during work session time to walk around and look at others work and just to step back from their works.

• **CLEAN UP:** (5 minutes)
  - Students will be alerted when they have 10 minutes left to work, also told if not completed they have a little time at the start of next class to finish.
  - Students will return materials, sketchbooks, and nametags to the appropriate places.

• **CLOSURE:** (10 minutes)
  - Questions for Project Closure:
    - What new things did you learn in class today?
    - Do you think your work looks “realistic” why/why not? Was this challenging?
    - How does a self-portrait reflect a person?
    - Do you think what you did today reflects your identity?
    - What would make it more a complete reflection of your identity?
    - Of those things you just said . . . do you think that you will include them in your next self-portrait?
  - Preparation for Next Week:
    - Remind students who did not finish they will have a little bit of time at the next class to wrap things up on their first self-portrait.
    - Ask students to think throughout the week about influences in their lives and how they can incorporate those into the next self-portrait to make it a more accurate representation they feel about their identity.
Title: Introduction to Identity & Influences: Exploring Self-Portraits & Representation (Part One)

TimeTables:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Minutes</th>
</tr>
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<tbody>
<tr>
<td>Sketchbook Time</td>
<td>10 mins.</td>
</tr>
<tr>
<td>Discussion</td>
<td>20-25 mins.</td>
</tr>
<tr>
<td>Demonstrations</td>
<td>10 mins.</td>
</tr>
<tr>
<td>Design/Work Session</td>
<td>120 hrs.</td>
</tr>
<tr>
<td>Clean-up</td>
<td>5 mins.</td>
</tr>
<tr>
<td>Closure</td>
<td>10 mins.</td>
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Preparation Time:

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<th>Activity</th>
<th>Time</th>
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<tbody>
<tr>
<td>Writing lesson</td>
<td>2 hours</td>
</tr>
<tr>
<td>Revising lesson</td>
<td>3 hours</td>
</tr>
<tr>
<td>Gathering materials/resources</td>
<td>2 hours</td>
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<tr>
<td>Set-up (before classes)</td>
<td>2.5 hours</td>
</tr>
<tr>
<td>Making an example/board</td>
<td>3.5 hours</td>
</tr>
<tr>
<td>TOTAL</td>
<td>13 hours</td>
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