*“Photocopy Self-Portraits”*

**Length:** six days

**Grade Level:** 10th, 11th, 12th

**Class:** Painting

**Enduring Understanding(s):**

Art is created for many purposes, including visually communicating a view of one’s self and other desired messages to other people. **ALSO learning colour theory.**

**Objectives:**

1. Students will be able to develop thumbnail sketches in their sketchbooks of different compositions, points of view, and color swatches for their final composition.
2. Students will be able to describe and explain their purpose behind the composition of their three photographs to be taken for their paintings.
3. Students will be able to effectively employ and create an acrylic black and white, monochromatic, and warm and cool color scheme within their final portraits.
4. Students will be able to describe and reflect on their growth, challenges encountered, and skills they gained while doing these paintings.

**Pre-Assessment:**

Previous to this project students created an experimental non-objective painting with acrylic. Based on student’s abilities to used color and create unity within a painting, I knew where most students would be at with color mixing.

However, if an assignment like the non-objective painting was not done previous to this assignment, have students work in their sketchbooks to create painted spheres or other shapes. They would need to show light and make it look 3-D with acrylic. They would need to do one in black and white, one in a monochromatic color scheme, and one with warm and cool colors. Collect the sketchbooks and assess where the class is with color mixing and their painting skills.

**Accommodations and modifications:**

Some students have trouble with blending the colors and finding a separation in the gradation of skin tones and form. For students that struggle with this, “polarize” the digital image on the computer in Photoshop. This separates the colors into various shapes and it makes it easier to mix colors and see how various shades of color exist within the face.

**Vocabulary/Literacy Integration:**

Students will write about their thumbnail sketches in their sketchbooks and describe the meaning behind the composition of them to the teacher. Students will also be able to describe and write how their painting styles and skills have evolved, changed, and hopefully improved by the end of the project.

**Materials:**

- acrylic paint

- brushes

- 3 black and white photographs printed on paper cardstock for each student

**Resources:**

Show and prepare images of multiple self-portraits that are thought provoking, good examples of interesting points of view, visually stimulating, and very different from each other. I showed various images of self-portraits I collected on Pinterest to the students to get them thinking about how they could layout their composition.

**Preparation:**

You must introduce the lesson, have students plan thumbnails in their sketchbooks, and take their pictures in one class period. Then, print all the pictures (one on cardstock for them to paint on, and one on normal paper for them to use as a reference photo) for the second day of the lesson for the students to begin on.

**Action to Motivate/anticipatory set/Ideation/Inquiry:**

Students will observe many images of creative self-portraits. The portraits are various colors, perspectives, shapes, amounts, and compositions. The goal is to show them as many thought provoking and visually stimulating self-portraits as possible to get them thinking about how they can pose in their portraits and layout their design.

**Procedures:**

**Day 1:**

1. You will show students images of various self-portraits from the Internet or off of Pinterest. These do not need to be specifically from any time periods or specific artists, you just want around twenty or more images of very different portrait compositions and colors to get your students thinking about the variety of layouts and concepts they could create for their portraits. Talk about movement, using multiples images, unity and repetition and how these elements increase the interest in self-portrait compositions.

2. Then students will create three thumbnail sketches in their sketchbooks and they will explain why they have created the composition that they did to the teacher. Then you will approve one, or tell them to continue working on their concepts. Tell students that they can work on three printed images of themselves on cardstock, or they could print out their images on larger paper at Kinko’s or some other printing place and combine their painting techniques that way.

3. Then, take each student pictures according to their thumbnail sketches.

4. Students will work in their sketchbooks for the rest of class.

**Day 2:** Students will be given their printed images of their photographs on cardstock. If they chose to print their works on their own larger (at Kinko’s for example) this will be due as well. Students will begin working on the black and white part of their paintings.

**Day 3:** Students will continue working on their black and white technique and if they finish they will move onto their monochromatic.

**Day 4:** Students should finish their black and white portrait and almost finish their monochromatic portrait.

**Day 5:** Students will work on their warm and cool portrait (warm colors for highlights and cool colors for shadows) and finish up their other portraits.

**Day 6:** Students will turn in their portraits and fill out their self-evaluation. Students will participate in a class-wide critique.

**Student reflective/inquiry activity (student centered):** Students will pin their three portraits on the bulletin board for the class to see. We will have a class discussion talking about the process of making the portraits.

**Post-Assessment (teacher centered):** See sheet at end of lesson titled “Photocopy Self-Portraits Self Assessment.” Students will fill this out and explain the points they give themselves and then the teacher will grade off of the points and comments the students give themselves. Most of the time the student is about correct in the score they give themselves and there are few edits you need to change to the scores.

**Photocopy Self Portraits**

**Self Evaluation**

Please describe and explain your point values you give yourself in each section. Be specific in your answers.

**Technical Skills** Did you create a well-painted black and white portrait? Monochromatic portrait? Warm and cool portrait? Were you able to show the highlights and shadows, forms, lines, and shapes of your face with the color mixing you did? Do your brush strokes and colors mesh well together? \_\_\_\_/25pts.

**Craftsmanship** Did you create a high quality, neat and clean, well-crafted design? Is your overall composition of your paintings unified and interesting to observe? Is there unity with the application of your paint, color, brushstrokes, and layout of the images? \_\_\_\_/25pts.

**Creativity** Did you create an original and unique design and take risks? Did you challenge yourself to create an interesting layout and composition of your poses in your photocopies? Do the final paintings evoke the emotion or message you wanted? Did you paint in a way that is interesting and eye-catching? \_\_\_\_/25pts.

**Effort and Attitude** Were you consistently on task in class, prepared, and ready to learn with a positive attitude? Did you participate when asked to? Did you find creative solutions to your problems you encountered during your work time instead of giving up? Did you become invested in your paintings and have fun? \_\_\_\_/25pts.

**Total pts.** \_\_\_\_\_ /100pts.