

Teacher: Emily Valenza  
Grade Level: 5<sup>th</sup> grade

Length of Lesson: 2 lessons@50 min  
Dates Taught: 9/16-9/23

Lesson Title: Portrait Part Collage

*Lesson Overview:*

Students will study self-portraiture, through master examples, as well as creating their own collaborative “class self-portrait” through collaging separate features into new combinations. Students will also begin to explore ideas of ownership that accompanies collaborative artwork, as well as working cooperatively with their classmates as fellow artists.

*Objectives to be met (behavioral, cognitive, and/or affective)*

- 1. Students will respond critically to examples of self-portraiture during class discussions
- 2. Students will use observation skills to draw individual features of the face
- 3. Students will work together in groups to create collaborative collaged self-portraits

Teacher Materials	Student Materials
Examples of master portraits Anatomical drawings Example pieces to collage Large piece of paper, affixed to the wall	Mirrors View-finder/squares of cardboard Paper and pencils Fine-tipped black markers Glue sticks Scissors

*Identified Standards and Essential Questions*

9.1.5.D Describe and use knowledge of a specific style within each art form through a performance or exhibition of unique work

9.2.5.L Identify, explain and analyze common themes, forms and techniques from works in the arts

9.4.5.D Explain choices made regarding media, technique, forms, subject matter and themes that communicate the artist’s philosophy within a work in the arts and humanities

What are the main features of the face, and how can we draw them?

How can we create a likeness of a person?

How can we combine portraits of many people together into one?

Who owns a collaborative artwork?

Time	Teacher Action	Student Action
Day 1		
15 min	Introduce portraiture by	Students will listen to introduction

	<p>showing learning center and talk about each of the features of the face individually. Show examples of eyes, nose, ears, lips, eyebrows, etc. from front view, profile view and three quarter view. Draw one feature of myself using rear-view mirror to isolate feature. Choose a different student to model for 3 or 4 main facial features.</p> <p>Discuss the importance of looking at the subject, referring to previous lesson on right brain drawings.</p>	<p>and watch as their classmates model for a teacher demo on drawing facial features.</p>
10 min	<p>Circulate and help students who are having trouble, giving tips and refreshing students on right brain drawing style to aid observation skills.</p>	<p>Students will draw each of their features individually using a mirror on small pieces of paper with fine-tipped markers, writing their name on the back of each piece in pencil.</p>
20 min	<p>Instruct students to now do the same exercise as a group activity at their tables and continue, using their classmates as subjects rather than themselves. Pass out view-finders, and show students how to use them, gather and collect rear-view mirrors. Have students switch role of model every 5 minutes until all 4 people at the table have had a chance to model.</p>	<p>Students will go to tables of 4 students each draw the features on the student model's face on individual slips of paper, about life-size, such as ears, nose, eyes, mouth, eyebrows, chin, etc. with fine-tipped markers, writing their name on the back of each piece in pencil.</p> <p>Students will rotate position of model every 5 minutes so that all students have the opportunity to both model, and draw each student at the table.</p>
5 min	<p>Have students finish their last sketches, and pile their drawings on the table neatly in their folders for use in the next class.</p>	<p>Students will stop drawing, gather and put away their materials, and put all of their papers in one folder for each table.</p>
Day 2		
15 min	<p>Refresh students on the previous class, discussing the process of drawing each feature on a new piece of paper, and introduce collage by</p>	<p>Students will watch demo, helping with decisions on how to arrange portrait pieces, practicing for the decisions they will make within their groups.</p>

	<p>using features drawn in the first class demo supplemented by a few extra. Have students help decide which features to use, and where to use them. Demonstrate cutting around a feature to get only a small area of blank paper around the drawing, and show how to glue features securely using a glue stick.</p> <p>Ask students to decide whom the collaged face belongs to if each drawing were done by a different person. Does it need to belong to anyone? What kinds of artwork have no owners?</p>	
20 min	<p>Have students create faces for their table, and decide upon a first choice to present as the official portrait for each table. (Students may take home individual collaged faces, or use for display in the school)</p>	<p>Students will create one or two versions of a face for each table of 4 students, mixing and matching facial features, cutting around each feature to trim paper, using glue sticks to glue features to a piece of white drawing paper, aiming to get each feature from a different person.</p>
10 min	<p>Pin up each table's chosen portrait to critique. Let students have a few minutes to see each portrait up close, then discuss the effect of different drawing styles in the same portrait. Do these portraits bear a likeness to anyone in particular? Can we find bits of people we know in the portraits?</p>	<p>Students will bring up their chosen portrait for each table, and pin them up in the front of the room for an informal critique. Students will see each other's work on the wall and discuss the similarities and differences of each groups portrait, and address teacher prompts.</p>
5 min	<p>Gather chosen portraits to be Xeroxed and bound as a class collage portrait. (Students may finish the portrait books themselves by drawing face shapes, adding hair, adding color with watercolors to create unique individual books to keep.)</p>	<p>Students will clean up scraps, pile materials to be put away, and save collaged portraits in their folders.</p>

*Assessment Evidence:*

Students will be assessed on the level of participation in group discussions, as well as cooperation and decision-making within a group.

Students will show individual sketches for formative informal critiques with the teacher as they circulate around the room during the art activity.

*Grading Rubric for Portrait Collage Unit:*

	Above Expectations (√+)	Meets Expectations (√)	Below Expectations (√-)
Individual Sketches <i>25 points</i>	Carefully observed, life-size features. Attempt to capture most details seen.	Thoughtful, usually about life-size, with some attention to detail of the features.	Little evidence of observations, very small, or too large, little to no details in the features.
Group work <i>25 points</i>	Works intently with classmates, during drawing time and modeling time. Produces careful, drawings, with a range of features for each model.	Works well with classmates, for both modeling and drawing. Produces well thought out drawings, some details. Some range in features drawn.	May not work cooperatively within group, is not on task for group as model, or draw when a classmate is modeling. Few details or range in drawings.
Collage Activity <i>20 points</i>	Tries different combinations for individual collage, and is flexible and cooperative when working on group	Creates a successful personal collage and is helpful in contributing to group collaged	Little or no effort put into creating a personal collage, sloppy cutting or gluing job, does not help

	collage. Cutting and gluing is careful and secure.	portrait.	with group work collage.
Overall Effort <i>40 points</i>	Works to full potential, creating prolific sketches, tries different combinations for collaging, and works well with classmates. Adds thoughtful comments during critiques and discussions.	Uses time well, does an appropriate number of sketches for the class, works well during sketching and collaging activities. Contributes to critiques and discussions.	Disinterested, and distracted, does not work well with classmates and is not motivated when working alone. Contributes little in critiques and discussions.