

Emily Valenza

UNIT TITLE: Exploring Portraiture

LESSON TITLE: Self-Portrait Triptych

GRADE LEVEL: 8

NUMBER OF STUDENTS: 15

### UNIT RATIONALE

In this 4 week unit, students will learn anatomy, art history, and techniques with mixed media. The nature of this portraiture lesson is experimental and has a basis in research, students will learn the basics of portraiture while learning many different ways to create a self-portrait.

### LESSON RATIONALE

In this lesson, students will learn the basics of portraiture through a non-threatening and confidence boosting process involving tracing contours of their own photographed portrait. Students will create three different styles of self-portrait, referring to master paintings and drawings for inspiration. Each drawing will start with a traced contour drawing of their face, which will be changed and manipulated into fully rendered portraits while using multiple mediums.

### GOALS AND STANDARDS

NA-VA.5-8.1 UNDERSTANDING AND APPLYING MEDIA, TECHNIQUES AND PROCESSES: Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

NA-VA.5-8.4 UNDERSTANDING THE VISUAL ARTS IN RELATION TO HISTORY AND CULTURES: Students describe and place a variety of art objects in historical and cultural contexts

NA-VA.5-8.5 REFLECTING UPON AND ASSESSING THE CHARACTERISTICS AND MERITS OF THEIR WORK AND THE WORK OF OTHERS: Students describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures

### LEARNER OUTCOMES

What will students learn through this lesson? What specific knowledge, skills, and/or attitudes should students gain or develop through this lesson?

The students will reinforce correct facial proportions and elements through tracing their own image repeatedly, as well as studying the portraits of other artists.

The students will experiment with multiple forms of media to create unique versions of their self-portrait, mixing media when appropriate.

The students will explore their own skills through imitating the techniques of master artists.

## MATERIALS NEEDED FOR LESSON

### A. TEACHER MATERIALS

Reproductions of Self-Portraits  
Sample image to demonstrate procedure for students  
Sample Diptych/Triptych  
Portraiture Learning Center

### B. STUDENT MATERIALS

Self-Portrait Photograph  
Tracing paper  
Paper  
Pencils  
Kneaded Erasers/erasers  
Pastels  
Charcoal  
Watercolors, brushes  
Crayons  
Pen and Ink

### C. MATERIALS FOR SPECIAL NEEDS STUDENTS

Project handout- so students may refer back to each step in the process  
Advance organizer, repeat the goals and procedure of the assignment at the beginning and throughout the lesson.

## LESSON PROCEDURES

### A. STARTING THE LESSON

Students will participate in an anatomy demo, as they feel parts of their own faces while the teacher describes the bone structure and placement of their facial features. Students will then be introduced to some portrait paintings as examples.

### B. BEHAVIORAL EXPECTATIONS

Students will follow the demonstration, giving feedback when asked to participate, and take notes on their scratch paper when necessary.

### C. ORGANIZER

Students will follow the sequence of steps described in both the demonstration and explained on their individual project worksheets.

## LESSON SEQUENCE

<b>TIME</b>	<b>TEACHER ACTION</b>	<b>STUDENT ACTION</b>
10 minutes	Introduce lesson- Show portrait reproductions noting different styles and angles. Show a demo diptych to display two different media, and styles, using the same image.	Students will follow the demonstration, using their hands to follow the contours of their own faces.

10 minutes	Demonstrate how to trace a face using only contour lines, and then suggest a few example styles for a triptych.	Students will watch demo, trace the contours of their own portraits to understand where to find the lines to focus on for their self-portraits.
15 minutes	Pass out supplies, tracing paper, pencils erasers etc. Circulate and help students as they begin to trace their portraits.	Students will trace three different full sized portraits using light pencil lines, transferred with tracing paper to be used for their final triptychs.
10 minutes	Circulate and help students as they do their projects	Students will continue to trace and multiply their self-portraits, and when finished, take notes on three possible styles to render portraits in.
5 minutes	Stop students and collect work, making sure names are on each paper, paper-clipped together	Students will collect supplies, clean their areas and prepare to leave.
Second Class	Remind students of the goals of this lesson, and direct students to continue work, after picking their first choice for media. Students will be directed to work on their portraits one at a time.	Students will pick their first portrait style, choose media, and begin work on rendering their portrait, using master paintings and drawings for reference and inspiration.
Third Class	Help students with their portraits, circulating, suggesting appropriate media, and artists that would be helpful to reference.	Students will continue working on their triptych, face-by-face, rendered in a different style, using different media.
Fourth Class	Help students with their portraits, circulating, suggesting appropriate media, and artists that would be helpful to reference. Mount the triptychs so that all three portraits may be seen together, taping the photograph to the back as source material.	Students will continue working on their triptych, face-by-face, rendered in a different style, using different media.

a. CLOSURE OF THE LESSON

The class will view the finished products together, and discuss the success achieved and different perspectives their classmates have used.

b. TRANSITION TO NEXT LESSON

This lesson builds a foundation of portraiture and drawing skills that students will use in subsequent art lessons, involving landscapes, and drawings from their imagination.

## II. ASSESSMENT OF STUDENT LEARNING

The students will trace their own image repeatedly and carefully in order to reinforce the anatomy demonstration, as well as study the portraits of other artists to create their own style for triptych self-portraits.

The students will experiment with multiple forms of media to create unique versions of their self-portrait, mixing media when appropriate. Students will create each portrait using a different type or combination of media.

The students will explore their own skills through imitating the techniques of master artists, creating a different style of rendering in each portrait.

## III. EVALUATION OF LESSON AND LEARNING ACTIVITIES

Evaluate the success, and ease with which the final images were created, as well as the quality of discussion following the lesson, and feedback from students regarding the lesson.

Students will evaluate their satisfaction with the finished triptychs, and create a final sketch of their face without the aid of tracing, to try their freehand skills again and loosen up.

## IV. REFERENCES

Demo Self-portrait Diptych

<http://www.artchive.com>

Portraiture Learning Center

Portraiture books from the art room collection

## V. NOTES/ IDEAS FOR SUBSEQUENT LESSONS

Students can apply this sequence of copying a master-technique to other themes, like landscape or still life.