

Selfie Portraits OVERVIEW

Grade Level: 9-12 Subject: Art & Design Prepared By: TREENA SCISM

Introduction 2 Traditional Days Work In Progress Days: 3 Traditional Days & 2 Block Days Reflection/Closure 1 Traditional Day

Overview & Purpose		Standards Addressed	Assessment Method
Students will develop a larger-than-life, bold self-portrait that reflects both their physical qualities and their unique personality characteristics using the language of art as expression.		S1:C1:PO101 - Contribute to a discussion about ideas for his or her own artwork	Classroom Discussion
		S2:C1:PO102 - Discuss how artworks are used to communicate stories, ideas and emotions	Classroom Discussion
		S1:C2:PO101 - Identify and experiment with materials, tools and techniques in his or her own work	Project Grading Rubric
Prerequisite Knowledge		S1:C3:PO101 - Identify and use elements and principles in his or her own artwork	Project Grading Rubric
To be successful in this project, students need a basic understanding of the elements & principles of art, and a basic visual vocabulary built from preliminary experiences in creating simple artworks. Basic drawing, tracing, and coloring skills are required. Students will also need to understand basic art criticism vocabulary to complete the project reflection after creating the artwork.		S1:C4:PO101 - Select and use subject matter and/or symbols in his or her own artwork	Project Grading Rubric
		S1:C5:PO101 - Identify successful aspects of his or her own artwork and possible revisions	Project Reflection
Teacher Guide		Student Guide	

Objectives	- Students will create a personal color wheel from which to select a palette of colors for the self-portrait - Students will select and use elements expressively - Students will apply oil pastel technique to create an expressive self-portrait reflective of their physical and personality characteristics - Students will use the project reflection structure to critique their own artwork and look for possible revisions	- I am creating a color wheel...So that I can select a personal palette to use in my project... I've got it when all twelve colors and their relationships are represented - I am selecting elements for use in my selfie-portrait...So that I can use those elements to represent my personal characteristics... I've got it when I have defines which colors, lines, textures, etc. I will use. - I am exploring oil pastel technique... So that I can create a self portrait that resembles me and represents my personality - I am applying the oil pastel technique I've learned... So that I can complete my self-portrait... I've got it when I have a finished artwork I am proud of making - I am using the project reflection to critique my own artwork...So that I can look for areas of strength and areas where I might be able to do better... I've got it when I've completed the project reflection	Materials Needed - Selfie Portrait presentation - Pencils - Sketchbooks - Selfie Photo of each student - Dark colored sharpies in both medium and fine point options - Extra large paper - Gesso & old gift cards for spreading - Masking Tape - Oil Pastel - Old rags or scraps of fabric - Spray Fixative
Information	In a classroom discussion during the project briefing day, self-portraits of various artists will be presented. Discussion questions will focus students on how the artists have used their own image as subject matter, but that the content of the artwork is conveyed through the use of the elements & principles of art. On the first work day, oil pastel technique will be demonstrated, and students will have time to try out the techniques in their sketchbooks before applying them to their projects	Students will discuss the artworks presented in class, noticing how the elements & principles have been applied and what effect this has on the finished portrait. Students will observe the demonstration and practice the techniques in their sketchbooks.	Vocabulary - Palette - Color wheel - Color Scheme - Texture - Blending - Strokes
Verification	What is unique about the style of this portrait? How is this portrait similar to/different from others? What changed about this artist's style from one portrait to the next? How do you think this artist was feeling about himself/herself when painting this portrait? What do you see that makes you say that? What do you notice most about this portrait? How do you think the elements here are being used to represent the events of the artist's life at the time?	Look For: Students should be able to define the differences between the artist's portraits, notice the use of particular elements and the ways they were applied in the artwork. Students should be able to make emotional connections between the use of specific elements and the feelings the artist may have been experiencing. Students should be able to relate to the use of specific elements to represent events in one's own life.	Other Resources - Projector - Scanner - Computer
Activity	- Classroom discussion - List Generation - Rally Robin – sharing lists & receiving feedback from peers - Sketching/Drawing - Applying oil pastels - Reflecting on completed project		
Close	At the close of this unit students will complete the project reflection and write an artist statement to submit with their artwork. Students will be asked to note anything they would revise if the opportunity were available, and what areas they are most pleased with in the work.		Additional Notes Accommodations/Modifications: Provide presentation handouts Provide list of elements/principles Assist with drawing as needed Assist with painting as needed