

CAST Model District Unit Template

Unit Title: Self Portrait

Subject: Visual Art

Grade Level/Course: High School - Art 1

This unit can be modified for to meet the needs of any level class.

Brief Description of Unit:

Traditionally, artists have created many portraits of themselves over the course of their careers. Self-portraiture is not only a means of representing physical attributes, but can also serve to reveal aspects of the artist's personality, mood, place in society, or style. Students will create a self-portrait that communicates aspects of their personality and characteristics to the viewer by making personal choices. The students will use observational skills to look in the mirror and utilizing pencil will create a likeness to them. Through the application of mark making and shading techniques students create the illusion of 3 dimensions on a flat surface. When planning their portrait students will need to make choices about expression, value, pose, clothing/props and composition in order to portray a strong sense of themselves as a person at this particular time in their lives.

Standards:

Creating:

Performing/Presenting:

Responding:

Connecting:

Anchor Standards:

Creating:

- Generate and conceptualize artistic ideas and work.
- Organize and develop artistic ideas and work.
- Refine and complete artistic work.

Responding:

- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.

Connecting:

- Synthesize and relate knowledge and personal experiences to make art.

Performance Standards:

Creating:

- VA.CR.1.HSI - Use multiple approaches to begin creative endeavors
- VA.CR.3.HSI - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- VA:Cr3.1.HSII - Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
- VA.CR.2.HSIII - Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

Responding:

- VA:Re7.2.HSII - Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
- VA:Re9.1.HSI - Establish relevant criteria in order to evaluate a work of art or collection of works

Connecting:

- VA.CN.10.HSI - Document the process of developing ideas from early stages to fully elaborated ideas.

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**Enduring Understanding(s):

Creating:

- Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Creativity and innovative thinking are essential life skills that can be developed.

Responding:

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- People evaluate art based on various criteria.

Connecting:

- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences

School/Lesson Plan EU: An artist can use a self-portrait to not only represent their likeness but also convey a strong sense of the artist as a person at the time of the portrait's creation.

Essential Experiences

- Observation and reflection.
- Engaging in the creative process.
- Imaginative thinking through creative problem solving.
- Making choices/decisions to communicate ideas.
- Conceive and create original artwork.
- Analyze, interpret, evaluate, and judge artwork.
- Refining application of media.

**Essential Questions:

Creating:

- What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?
- How do artists and designers create works of art or design that effectively communicate?
- How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?
- What role does persistence play in revising, refining, and developing work? How does collaboratively reflecting on a work help us experience it more completely?

Responding:

- What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?
- How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Connecting:

- How does art help us understand the lives of people of different times, places, and cultures?

****IMPORTANT NOTE:** Enduring Understandings and Essential

Questions should be altered to fit the needs and level of your students.

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Knowledge:

Students will know and understand:

- self-portrait
- profile
- view point
- proportion
- facial features
- expression
- likeness
- personality
- characteristics
- mood
- culture
- pose
- lighting
- creative story telling
- visual literacy
- composition
- value
- shadow
- highlight
- interpretation
- detail
- critique
- theme
- concept
- audience
- criteria
- artistic process
- craftsmanship
- constructive criticism
- observation
- 2-dimensional form

Skills:

Students will:

- create an original artwork
- communicate aspect of their personality or personal traits/characteristics
- plan utilizing multiple approaches
- practice
- make informed decisions
- utilize and apply media and tools properly
- shade
- observe
- think imaginatively/problem solve creatively
- reflect
- revise/refine
- critique
- analyze
- make marks
- pay attention to detail
- evaluate
- establish and apply criteria for evaluation
- give and receive feedback
- site evidence to support critique
- document
- interpret
- write creatively
- communicate visually, verbally, and through writing
- engage in the creative process

Learning Objectives:

Students will create a self-portrait that communicates aspects of their personality and characteristics to the viewer by making personal choices.

and will be able to:

- engage in a discussion about and understand how an artist's intent can be shown through their choice of composition, lighting, pose, and expression
- decide what story they want to tell about themselves
- choose a pose, any props (sunglasses, hats, etc.), an expression, lighting and a composition for their portrait that reflects a particular mood and/or personality trait and culture
- apply media using proper technique and craftsmanship.
- create a series of preliminary sketches in order to plan their final composition.
- create a self-portrait with accurate proportions and features resembling those of the student.
- utilize drawing and mark making techniques.
- understand and demonstrate consistent shading techniques utilizing a full range of values to create illusion of 3-Dimensions.
- reflect on and revise their own work
- interpret, and evaluate other's portraits to determine the intention of the artist
- participate in a both in progress and final class and peer critiques and engage in critical dialogue regarding their own and the work of others
- apply criticism from teacher and peer critiques in revising their own work
- write an artist statement using descriptive language and artistic vocabulary that includes what they did, how they did it, why they did it, what worked, (why), what didn't (why), how they would improve on it.
- interpret a peer's work and create a story based on that interpretation.

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Learning Plan/Instructional Strategies:

Students will:

- draw a pencil self-portrait while looking in the mirror as a pre-assessment.
- practice shading techniques including value scale and mark-making techniques.
- practice drawing portraits while looking in the mirror, learn about proportion and facial features (facial proportion and feature handouts)
- discuss how mood/personality can be shown through self-portraits (expression, color, lighting, composition, etc.)
- research of self-portraits created by other artists and how those artists conveyed something about their personality/selves and present it to the class.
- complete planning sheet - Brainstorm/list of what the student wants to convey about themselves and possible ways of showing that intent through their portraits. Explore poses, expressions, lighting and compositions that will help in expressing personal characteristics.
- create a series of thumbnail sketches reflecting intent and exploring compositions.
- evaluate preliminary sketches and decide which composition best reflects what aspects/characteristics should be included in the final portrait.
- referring to the preliminary drawing and using a mirror the students draw their self-portrait.
- participate in in-progress critiques (individual, small group, and class)
- reflect on their drawing and revise
- participate in final critique
- evaluate their own artwork using the rubric and write an artist statement.
- evaluate and interpret a peer's work create a story about that peer's portrait.

Resources:

- Hand outs on facial features and proportion
- Handouts on value and shading
- Student work
- [National Portrait Gallery](#)
- [MoMa Collection](#)
- [Vernon Ah Kee](#)
- [National Gallery of Art](#)

Repertoire/Media & Materials

- Mirrors
- Sketchbook/sketch paper
- Drawing Pencils, Light, Medium, Dark (ex. 2H, 3B, 6B or Ebony Pencil)
- Good Quality Drawing Paper or other quality drawing surface
- Spot Lights
- Colored Pencils (optional)

Academic Vocabulary:

- light/shadow	- cross-hatching	- positive space	- intensity	- value scale
- value	- mid-tone	- contrast	- critique	- diffusion
- light source	- reflected light	- focal point	- 2D form/3D Form	- features
- composition	- cast shadow	- plane	- chiaroscuro	- negative space
- aesthetics	- modeling	- expression	- shading	- interpret
- volume	- contrast	- profile	- stippling	- craftsmanship
- critique/constructive criticism	- highlight	- proportion	- emphasis	- full
- creativity	- low light	- value scale	- formal and expressive properties	face/frontal
- texture/implied texture	- gesture	- blending	- shape	- line
- context				- crop

Differentiation/Modification:

This lesson can be modified to fit the needs of a variety of students. If students have trouble with looking in the mirror, students can draw from photos. The digital photos can be posturized in Photoshop so that the values are simplified and/or portraits can be traced using a light box or projector. The range of values can also be reduced. Instructions can be written out and translated in different languages using a translation program. Students can also trace them selves on the mirror using a water-based marker. Trace the marker drawing onto tracing paper and then transfer it onto paper.

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Extensions:

- For gifted students they can choose more challenging poses, add multiple props, etc.
- Purposefully use colored pencil to add a hint of color and accentuate mood, characteristics, etc. – In the artist statement students should be able to explain their use of color and how it affects their work.

Here are some more general modifications that can be applied to any lesson:

- Present instruction/resources verbally and visually.
- Modify tools and materials.
- Adjust timelines.
- Provide various means through which students can communicate their ideas or questions.
- Encourage students with high ability to modify or interpret outcomes to capture greater levels of complexity or sophistication in interpretations of ideas.
- Provide varying means through which students can express what they have learned.
- Encourage students to explore various subtopics of a larger topic or issue.
- Identify student readiness and learning differences and modify instruction to meet varying needs of students.
- Have student work in a group with defined jobs, allowing for writing and verbal abilities to share thoughts/opinions.

Assessments: Must link to unit standards and objectives. What evidence will be used to demonstrate students have met the standards and achieved the learning objectives?

Summative Assessment** (use Attached template)

Formative Assessment Description:

Assessments may include but are not limited to:

- critique (verbal, written)
- conversation with students
- rubrics
- self assessments
- artist statements

Here are some general assessment strategies that can be used for any lesson.

- Students should receive instruction that builds on previous knowledge and skills prior to beginning the assessment.
- Knowledge and skills in this assessment should be taught in the classroom.
- Students should have adequate opportunity and time to learn what is expected of them.
- Expectations for learning should be clearly stated for students prior to beginning the assessments.
- Students should have many opportunities to demonstrate what they have learned and to work through difficulties they may experience.
- Assessment should represent what has been taught or should have been taught.

Notes:

If you would like to add Presenting to this lesson, you can have the students create their own exhibit either on a bulletin board or a showcase. They can decide how the portraits should be displayed. This would bring in the Presenting Anchor Standard: Select, analyze and interpret artistic work for presentation, and Performance Standard: VA:Pr.4.1.HSI - Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

Self-Portrait Assessment

Final Student Artwork: Rubric

		Advanced	Goal	Proficient	Emerging	Basic
Creating	Accuracy of Proportions and Likeness	All accurate proportions AND features resemble those of the student.	Mostly accurate proportions AND features show some resemblance to the student	Mostly accurate proportions OR features show some resemblance to the student	Some accurate proportions. Features somewhat resemble those of the student	No or very few accurate proportions. Features do not resemble those of the student
	Rendering of Figure	Portrait demonstrates <i>consistent</i> shading using a full range of values. (refer to the value scale) Highlights and shadows included. Uses values to make <i>All</i> areas of figure look 3-dimensional	Portrait demonstrates <i>mostly</i> consistent shading less than a full range of values. (refer to the value scale) Highlights included. Uses values to make <i>Most</i> areas of figure look 3-dimensional	Portrait demonstrates <i>inconsistent</i> shading using only a few values. (refer to the value scale) Highlighting may be used, but is ineffective Uses values to make <i>Some</i> areas of figure look 3-dimensional	Portrait demonstrates minimal shading Figure appears flat	Portrait demonstrates no to almost no shading Figure appears flat
	Media Application	Craftsmanship is excellent. <ul style="list-style-type: none"> All areas are carefully and consistently rendered Strokes follow direction of the shapes, enhancing the forms Great care is shown in the presentation of the work 	Craftsmanship is mostly consistent. <ul style="list-style-type: none"> Most areas are carefully and consistently rendered For the most part, strokes follow the direction of the shapes, enhancing the forms Good care is shown in the presentation of the work 	Craftsmanship is inconsistent. <ul style="list-style-type: none"> Some areas are carefully rendered; other are not Some strokes follow the direction of the shapes; some do not Presentation of the work is inconsistent, with some careless areas 	Craftsmanship is mostly lacking. <ul style="list-style-type: none"> Rendering is attempted, but generally sloppy Strokes are haphazardly applied, so shapes appear flat Presentation is generally careless 	Craftsmanship is lacking. <ul style="list-style-type: none"> Rendering is attempted, but generally sloppy Strokes are haphazardly applied, so shapes appear flat Presentation is generally careless
	Planning and Preliminary Drawing/Sketches	Completed preliminary drawings including studies of eyes, nose, mouth and ears. Completed 3 full practice sketches	Completed almost all preliminary drawings including studies of eyes, nose, mouth and ears. Completed 3 full practice sketches	Completed some preliminary drawings including studies of eyes, nose, mouth and ears. Completed 2 full practice sketches	Completed few preliminary drawings including studies of eyes, nose, mouth and ears. Completed 1 or no full practice sketches	Completed no or very few preliminary drawings including studies of eyes, nose, mouth and ears. Completed no full practice sketches
	Critique – Refining and Revising Artwork	Identifies characteristics of quality for an artwork in progress; provides rationale and applies these criteria when examining and reflecting on the work, and makes revisions accordingly	Identifies characteristics of quality for an artwork in progress; effectively applies these criteria when examining and reflecting on the work, and makes revisions accordingly.	Identifies characteristics of quality for an artwork in progress; does not effectively apply these criteria when examining and reflecting on the work and does not make revisions accordingly.	Identifies some or few characteristics of quality for an artwork in progress; does not effectively apply these criteria when examining and reflecting on the work and does not make revisions accordingly.	Does not identify characteristics of quality for an artwork in progress; does not apply criteria when examining and reflecting on the work and if revisions are made they are not based on criteria.

		Advanced	Goal	Proficient	Emerging	Basic
Responding	Participation in Class Discussion and interpretation of others' work	Constructs a highly plausible and creative interpretation of an artwork by analyzing in depth how subject matter, visual elements, formal composition, media, and relevant contextual information interact to convey meaning.	Constructs an interpretation of an artwork by analyzing how subject matter, visual elements, formal composition, media, and relevant contextual information interact to convey meaning.	Constructs a limited interpretation of an artwork with analysis of how subject matter, visual elements, formal composition, media, and relevant contextual information interact to convey meaning.	Constructs a limited interpretation of an artwork with limited analysis of how subject matter, visual elements, formal composition, media, and relevant contextual information interact to convey meaning.	Constructs a limited or no interpretation of an artwork with no analysis of how subject matter, visual elements, formal composition, media, and relevant contextual information interact to convey meaning.
Connecting	Document process of developing ideas from early stages to fully elaborated ideas.	Documents key stages in the process of developing a complex theme or idea from early stages to the completed work.	Documents process of developing a theme or idea from early stages to the completed work.	Partially documents process of developing a theme or idea from early stages to the completed work.		Does not document process of developing a theme or idea from early stages to the completed work.
Comments:						