

## CAST Model District Unit Template

Unit Title: Self Portrait

Subject: Visual Art

Grade Level/Course: Elementary – Grade 6/7

*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. At the elementary level, in their self portraits students will focused on capturing their features and details that make each individual who they are, for example, glasses, eye color, freckles, hair color and type. They can also include mood through facial expressions, frowns versus smiles. Students should also include their likes and/or activities in the border around the portrait.

### 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:Cr1.1.5 - Combine ideas to generate an innovative idea for art-making.
- VA:Cr1.1.6 - Combine concepts collaboratively to generate innovative ideas for creating art.
- VA:Cr1.1.8 - Document early stages of the creative process visually and/or verbally in traditional or new media.
- VA:Cr1.2.6 - Formulate an artistic investigation of personally relevant content for creating art.
- VA:Cr1.2.7 - Develop criteria to guide making a work of art or design to meet an identified goal.
- VA:Cr2.3.7 - Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.
- VA:Cr3.1.6 - Reflect on whether personal artwork conveys the intended meaning and revise accordingly.
- VA:Cr3.1.7 - Reflect on and explain important information about personal artwork in an artist statement or another format.
- VA:Cr3.1.8 - Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

#### Responding:

- VA:Re7.1.5- Compare one's own interpretation of a work of art with the interpretation of others.
- VA:Re7.2.7 - Analyze multiple ways that images influence specific audiences.
- VA:Re8.1.5 - Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.
- VA:Re8.1.6 - Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.
- VA:Re8.1.8 - Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.
- VA:Re9.1.6 - Develop and apply relevant criteria to evaluate a work of art.
- VA:Re9.1.7 - Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.
- VA:Re9.1.8 - Create a convincing and logical argument to support an evaluation of art.

#### Connecting:

- VA:Cn10.1.6 - Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.
- VA:Cn11.1.6 - Analyze how art reflects changing times, traditions, resources, and cultural uses.
- VA:Cn11.1.7 - Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.

## CAST Model District Unit Template

### \*\*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:

- 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?
- 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 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 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. How an essential question is written for pre-K students will differ from how it is written for grade 5 students.

### Knowledge:

Students will know and understand:

- |                   |                          |
|-------------------|--------------------------|
| • self-portrait   | • mood                   |
| • profile         | • culture                |
| • view point      | • pose                   |
| • composition     | • lighting               |
| • proportion      | • creative story telling |
| • facial features | • value                  |
| • expression      | • interpretation         |
| • likeness        | • detail                 |
| • personality     | • critique               |
| • characteristics | • audience               |
| • feedback        | • craftsmanship          |
| • observation     | • safety procedures      |
| • visual literacy | • text                   |
| • characteristics | • likeness               |
| • concept         | • artistic process       |
| • theme           | • observation            |

### Skills:

Students will:

- create an original self-portrait
- make personal choices
- brainstorm collaboratively
- think imaginatively/problem solve creatively
- demonstrate safe use of tools and equipment
- demonstrate safe use of tools and equipment
- apply media using proper techniques
- communicate visually, verbally, and through writing
- engage in the creative process
- compare and contrast
- give and receive feedback
- combine text and image
- evaluate
- tell a story
- plan
- practice
- reflect
- observe
- make decisions
- interpret
- pay attention to detail
- make marks
- document
- analyze
- critique
- evaluate
- refine

## CAST Model District Unit Template

### Learning Objectives:

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

- engage in a class discussion about portraiture as they view exemplars of self portraits from a variety of time periods.
- recognize and understand how an artist's likeness, personality, an culture can be shown through their choice of expression, clothing, pose, lighting and other details.
- understand that an artwork can tell a story.
- collaboratively brainstorm multiple approaches to creating a self-portrait
- observe themselves in a mirror and fill in portrait planning sheet with details of how they see themselves (if no mirrors are available students should work in pairs and fill out the sheet for their peer).
- apply media using proper technique and craftsmanship.
- understand and demonstrate consistent shading techniques utilizing range of values, light, medium, and dark.
- reflect on their likes and activities.
- understand simple facial proportions.
- practice drawing their portrait to include details such as freckles, glasses, etc.
- combine text and image
- make compositional choices
- decide what they want to include in their portrait the represents them.
- interpret, and evaluate other's portraits.
- provide and receive feedback.
- observe and discuss visual traits within a selected group of diverse (student created) self-portraits.
- interpret a peer's work and create a story based on that interpretation.
- 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.

### Learning Plan/Instructional Strategies:

*Students will:*

- engage in a class discussion of self-portrait exemplars from a variety of time periods and cultures. Students will collaboratively interpret portrait exemplars based on details such as expression, features, pose, clothing, color, mood, lighting, props/objects, etc.
- be introduced to facial proportions.
- engage in a class discussion about the background vs. foreground and using text with images in same composition.
- practice drawing features and portraits using proportion and feature drawing handouts.
- work in pairs and observe another student, documenting what details they notice about their features.
- observe themselves in a mirror and document what they see, such as eye color, freckles, etc.
- fill out planning sheet with their likes, activities, and words that describe their personality.
- complete homework asking them to interview a family member about their personality, characteristics, traits, etc.
- draw 3 practice portraits looking in the mirror.
- share the practice drawings with the teacher and a peer share for feedback
- looking at preliminary drawings and planning sheet decide what they want to say about themselves in their portrait.
- create 3 sketches for how the text and/or collage will be incorporated into their self-portrait composition.
- create a background on a separate piece of paper that includes either words that students would use to describe themselves, and/or collage images of their likes and activities.
- draw their self-portrait showing likeness and value. (light, medium and dark)
- cut out their drawing and glue it to the background paper overlapping the background image making judgments about placement and composition.
- evaluate their own artwork using the rubric.
- trade drawings with a peer and interpret the portrait with a short story about the person in the drawing.
- share their portrait with the class and explain the story they told about themselves in their drawing and the peer will tell their interpretation of that student's portrait and through class discussion compare how similar /different the stories are.

### Resources:

- Hand outs on facial proportion
- Student work
- [National Portrait Gallery](#)
- [MoMa Collection](#)
- [National Gallery of Art](#)
- <http://www.an-shinyoung.com/>
- [Jamie Poole](#)

### Repertoire/Media & Materials

- Mirrors
- Planning/practice sheets
- Sketchbook/sketch paper
- Drawing Pencils
- Magazines or computers for collage materials
- Glue
- Good Quality Drawing Paper or other quality drawing surface
- Markers for writing text in the background
- Scissors
- Colored pencil (optional)

## CAST Model District Unit Template

### Academic Vocabulary:

- portrait	- features	- overlapping	- observation	- pose
- proportion	- interpret	- background	- light	- reflect
- details	- craftsmanship	- foreground	- dark	- critique
- self-portrait	- focal point	- frame	- expression	- full face/frontal
- profile	- crop	- tools	- similarities/differences	- safety procedures
- communicate	- collaborate	- compare/contrast	- preliminary sketches	- collage
- context	- artist statement	- brainstorm	- text	

### 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 shapes are simplified and/or portraits can be traced using a light box or projector. 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. For students likes and dislikes they can cut things out and collage them in the border.

#### Extensions:

- For gifted students they can choose more challenging poses, add props, etc.

#### 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:Pr5.1.6 - Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit and VA:Pr5.1.7 - Based on criteria, analyze and evaluate methods for preparing and presenting art.

**Self-Portrait Assessment - Grade 6**  
**Final Student Artwork: Rubric**

		<b>Advanced</b>	<b>Goal</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Basic</b>
<b>Creating</b>	<b>Accuracy of Proportions and likeness</b>	<p>Accurately observed proportions <b>AND</b> features resemble those of the student.</p> <p>Features are placed in proportion to each other.</p> <p>Included all observed details such as dimples, freckles scars, hair type, eye shape, etc. accurately.</p>	<p>Tried to observe the individual shapes and mostly accurate proportions AND features show some resemblance to the student</p> <p>All included facial features are in relative proportion to each other.</p> <p>Included most observed details such as dimples, freckles scars, hair type, eye shape, etc. accurately.</p>	<p>Need assistance to on how to observe facial features. Mostly accurate proportions OR features show some resemblance to the student.</p> <p>At least half of the facial features are drawn in proportion to where they should be.</p> <p>Included a few observed details such as dimples, freckles scars, hair type, eye shape, etc. accurately.</p>	<p>Required assistance to observe facial features. Some accurate proportions. Features somewhat resemble actual features or drew the features without observing them.</p> <p>Facial features are not drawn proportionally.</p> <p>Included one or two observed details such as dimples, freckles scars, hair type, eye shape, etc. accurately.</p>	<p>No or very few accurate proportions. Features do not resemble those of the student or do not represent actual features. No self-portrait was drawn.</p> <p>No facial features are distinguishable to determine proportions or features are placed out proportion.</p> <p>Included no observed details such as dimples, freckles scars, hair type, eye shape, etc. accurately.</p>
	<b>Rendering of Figure</b>	<p>Included a full range of shading and value from dark to light. Created smooth transition between values. Observed real shadows on the face and included them in the drawing.</p> <p>Uses <b>values</b> to make <i>All</i> areas of figure look 3-dimensional</p>	<p>Attempted to create a full range of shading and value from dark to light. Had slight choppy transition between values. Did not observe details such as real shadows and highlights.</p> <p>Uses <b>values</b> to make <i>Most</i> areas of figure look 3-dimensional</p>	<p>Only a few varying tones are evident. Did not observe details such as actual shadows. Little or no transition between values.</p> <p>Uses <b>values</b> to make <i>Some</i> areas of figure look 3-dimensional</p>	<p>Portrait demonstrates minimal shading. No transition between shades. Observed no details such as shadows on the face.</p> <p>Figure appears flat</p>	<p>Portrait demonstrates no to almost no shading</p> <p>Figure appears flat</p>

		<b>Advanced</b>	<b>Goal</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Basic</b>
	<b>Media Application</b>	<p><b>Craftsmanship is excellent.</b></p> <ul style="list-style-type: none"> <li>• All areas are carefully and consistently rendered</li> <li>• Strokes follow direction of the shapes, enhancing the forms</li> <li>• Great care is shown in the presentation of the work</li> </ul>	<p><b>Craftsmanship is mostly consistent.</b></p> <ul style="list-style-type: none"> <li>• Most areas are carefully and consistently rendered</li> <li>• For the most part, strokes follow the direction of the shapes, enhancing the forms</li> <li>• Good care is shown in the presentation of the work</li> </ul>	<p><b>Craftsmanship is inconsistent.</b></p> <ul style="list-style-type: none"> <li>• Some areas are carefully rendered; other are not</li> <li>• Some strokes follow the direction of the shapes; some do not</li> <li>• Presentation of the work is inconsistent, with some careless areas</li> </ul>	<p><b>Craftsmanship is mostly lacking.</b></p> <ul style="list-style-type: none"> <li>• Rendering is attempted, but generally sloppy</li> <li>• Strokes are haphazardly applied, so shapes appear flat</li> <li>• Presentation is generally careless</li> </ul>	<p><b>Craftsmanship is lacking.</b></p> <ul style="list-style-type: none"> <li>• Rendering is attempted, but generally sloppy</li> <li>• Strokes are haphazardly applied, so shapes appear flat</li> <li>• Presentation is generally careless</li> </ul>
	<b>Planning and Preliminary Drawing/ Sketches</b>	<p>Completed preliminary drawings including studies of eyes, nose, mouth and ears.</p> <p>Completed 3 full practice sketches</p>	<p>Completed almost all preliminary drawings including studies of eyes, nose, mouth and ears.</p> <p>Completed 3 full practice sketches</p>	<p>Completed some preliminary drawings including studies of eyes, nose, mouth and ears.</p> <p>Completed 2 full practice sketches</p>	<p>Completed few preliminary drawings including studies of eyes, nose, mouth and ears.</p> <p>Completed 1 or no full practice sketches</p>	<p>Completed no or very few preliminary drawings including studies of eyes, nose, mouth and ears.</p> <p>Completed no full practice sketches</p>
<b>Creating/ Responding</b>	<b>Critique – Refining and Revising Artwork</b>	<p>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</p>	<p>Identifies characteristics of quality for an artwork in progress; effectively applies these criteria when examining and reflecting on the work, and makes revisions accordingly.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

		<b>Advanced</b>	<b>Goal</b>	<b>Proficient</b>	<b>Emerging</b>	<b>Basic</b>
<b>Responding</b>	<b>Participation in Class Discussion and interpretation of others' work</b>	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.
<b>Connecting</b>	<b>Document process of developing ideas from early stages to fully elaborated ideas.</b>	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.
<b>Comments:</b>						