artsNOW
Integrated learning solutions

SELF-PORTRAIT PAINTING
Grade Band: 2-3
Content Focus: Visual Arts & ELA

LEARNING DESCRIPTION

Invite art history into your classroom! Derive inspiration from classical portrait paintings such as, Diego Velazquez's "La Infanta Margarita" and Raphael's "Portrait of Baldassare Castiglione", as you explore self-portraiture with your students. Students' artwork will culminate in an informational writing piece where students describe how they see themselves.

LEARNING TARGETS

Essential Questions	"I Can" Statements
How do I see myself? How can I use informal measurement methods to create a self-portrait?	I can create a self-portrait that correctly estimates the placement of facial features using informal measurement methods. I can describe my personality characteristics using adjectives.

GEORGIA STANDARDS

Curriculum Standards	Arts Standards
Grade 2: ELAGSE2L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use adjectives and adverbs, and choose between them depending on what is to be modified. ELAGSE2W2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. **Grade 3:** ELAGSE3L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ELAGSE3W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.	**Grade 2:** VA2.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VA2.CR.2 Create works of art based on selected themes. VA2.CR.3 Understand and apply media, techniques, and processes of two-dimensional art. VA2.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art. **Grade 3:** VA3.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VA3.CR.2 Create works of art based on selected themes. VA3.CR.3 Understand and apply media, techniques, and processes of two-dimensional art. VA3.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.

SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
Grade 2: ELA.2.C.4.1 Write and expand grammatically correct sentences (e.g., simple, compound, declarative, imperative, interrogative, and exclamatory). When writing: f. identify and use nouns (abstract), verbs (linking), adjectives (articles, comparative, and	**Anchor Standard 1:** I can use the elements and principles of art to create artwork. **Anchor Standard 2:** I can use different materials, techniques, and processes to make art.

superlative), adverbs, and conjunctions (coordinating and subordinating) ELA.2.C.2.1 Write informative/explanatory pieces to establish a topic and provide information about the topic. When writing: a. introduce a topic; b. use facts and details to develop the topic; and c. provide a concluding statement. **Grade 3:** ELA.3.C.4.1 Write and expand grammatically correct sentences (e.g., simple, compound, and complex) and paragraphs. When writing: i. explain the function of adjectives and adverbs in simple, compound, and complex sentences ELA.3.C.2.1 Write informative/explanatory pieces to examine a topic and provide information. When writing: a. introduce a topic; b. develop the topic with facts, definitions, and/or details related to the topic; c. group information and use grade-appropriate transitions to link ideas; d. use precise language and vocabulary to inform or explain about the topic; e. use and explain information from a provided source; and f. provide a concluding statement or section	**Anchor Standard 7:** I can relate visual arts ideas to other arts disciplines, content areas, and careers.

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
• Adjectives - Words that describe, modify, or provide more information about nouns or pronouns • Informative writing - Writing with the intent to inform the reader about a topic	• Portrait - A visual depiction of a person–often posed • Self-portrait - A portrait of oneself done by oneself • Shape - The outline of a specific form or figure • Size - The spatial dimensions, proportions, magnitude, or bulk of anything

	• Proportion - The size of one object compared to another

MATERIALS

- Pencils and erasers
- Watercolors
- Paint brushes and water cups
- Crayons, oil pastels, or permanent black markers
- 9x12 sheets of mixed media paper
- *Optional technology extension: Charged iPad with Kidsdoodle or drawing app downloaded*

INSTRUCTIONAL DESIGN

Opening/Activating Strategy

- Project a portrait by one of the Renaissance masters, such as Diego Velazquez's "La Infanta Margarita" or Raphael's "Portrait of Baldassare Castiglione".
- Engage students in the Artful Thinking Routine: See, Think, Wonder.
  - First, students will identify what they see in the image. Emphasize that they should make objective observations about the image (i.e. physical features, colors, textures, etc.).
  - Next, ask students to identify what they think about the image. Emphasize that students should be creating inferences using visual evidence from the image.
  - Finally, ask students what they wonder about the image.
- Facilitate a class-wide discussion around students' observations, inferences, and questions.
- Explain to students this artwork is an example of a portrait. Portraits are visual depictions of people–often posed. When an artist makes a portrait of themself, it is called a self-portrait.
- Explain that before the Renaissance, artists didn't depict people realistically. Renaissance artists used measurement and proportion in painting portraits to make them look realistic.

Work Session

- Tell students that they will be making their own self-portraits, focusing on the use of proportion and spatial relationships, like the Renaissance masters.
- Pass out pencils and mixed media paper.
- Have students lightly draw a large oval or egg shape onto their paper.
- Tell students that the eyes are located about halfway down the face. Have them draw a light horizontal line about halfway down the oval.
- Next, have students begin drawing the eyes with a circle and two bird-beaks attached to make an eye shape. Then draw in eyebrows with curved lines.
- Have the students use their fingers to measure the width of one eye. This is the distance from the eyes to the bottom of the nose.
- Tell students that the center of the nose is a "U" shape surrounded by two nostrils on either side. You can describe these shapes as a forward and backward "C" shape.

- Next, tell students to draw two very light vertical lines from the center of each eye all the way down to the bottom of their face. These lines represent how wide their mouths should be. Have students draw in their mouths.
- Use your “measuring fingers” once again to demonstrate that the ears are located between the top of the eyebrows and bottom of the nose.
- Have students lightly sketch in their hair, neck and shoulders last.
- Have students go over the lines of their face with permanent black markers, crayons, or oil pastels.
- Tell students to set their portraits aside. They will come back to them later.
- Lead a discussion around what characteristics are. Differentiate between physical characteristics, like hair or eye color, and personality characteristics.
    - Ask students to share examples of personality characteristics. This can be done as a whole group, or have students work in small groups to create lists and share them with the class.
    - Next, ask students what type of words these are. Are they nouns? Verbs? Adjectives? Students should make the connection that characteristics of a person are words to describe them and therefore are adjectives.
    - Next, have students generate a list of adjectives to describe their personality. Remind them that personality characteristics are things that cannot be seen on the outside. Encourage students to generate a list of five to seven adjectives to describe themselves.
        - Project the sentence starter “I am _____.” on the board. Tell students that they should be able to insert their adjective into the sentence starter without adding any additional words. If they have to add “a” or “the”, the part of speech is a noun and not an adjective.
    - Provide time for students to share their adjectives with the class, in small groups, or with a partner. Check to make sure that students’ words are written as adjectives and not nouns before moving on.
- Tell students that they will write their adjectives in the negative space of their self-portrait. The negative space is the “empty space”, or space around the subject of the artwork. Encourage them to write big and fill the space.
    - Students should write their adjectives with the same material (permanent black marker, crayon, or oil pastel) that they used to go over the lines of their self portrait.
- Finally, students will add color and detail to their self portraits using watercolor. The crayon or oil pastel will “resist” the watercolor. If using a permanent black marker, the marker won’t smear when the watercolor is applied.
- Students should finish their masterpieces by writing an informative paragraph about themselves using all of the adjectives in their self-portraits. Students’ writing should meet grade-level standards criteria.

Optional technology extension: Demonstrate how to use Kidsdoodle or another drawing app on iPad. Lead a discussion of the pros and cons of using a drawing app versus hand drawing methods and the differences in proportion Using the camera on the iPad, take individual portrait photos of each student and print it. Have students compare photos to original sketches and app-generated drawings. How does each differ from the other?

Closing/Reflection

- Have students celebrate their self-portraits by conducting a gallery walk, in which students walk around the room and take a closer look at all the artwork.
- Facilitate a discussion around how we see ourselves and appreciating what each person brings to the class community.

ASSESSMENTS

Formative
Teachers will assess students' understanding of the content throughout the lesson by observing students' participation and contributions to the activator, ability to use informal measurement methods to create their self-portraits, discussion of personality characteristics and adjectives, and conferencing with students during the writing process.
Summative
CHECKLIST • Students can create a self-portrait that correctly estimates the placement of facial features using informal measurement methods. • Students can describe their personality characteristics using adjectives.

DIFFERENTIATION

Acceleration:

- Have students engage in the same art and writing process about a character from a text being studied in class.
- Have students use a ruler to study the spatial relationships in Renaissance portraits by having students place tracing paper over a printed copy of a portrait and tracing the major lines with pencil. Then, students will use a ruler to measure the spatial relationships between facial features. For an extra challenge, students can then apply these spatial relationships to create their own self-portraits rather than following the guided lesson.

Remediation:

- As a class, create a word bank of adjectives for students to choose from when describing themselves.
- Provide a printed oval outline on cardstock paper for students rather than having them draw their own.

ADDITIONAL RESOURCES

- Renaissance art

**This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

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