



# artsNOW

Integrated learning solutions

## SELF-PORTRAIT COLLAGE Grade Band: 4-5 Content Focus: Visual Arts & ELA



### LEARNING DESCRIPTION

In this lesson, students will learn more about themselves and others by integrating language arts and visual arts. By creating a symbolic self-portrait, writing about their self-portrait, and discussing both their portraits and those of others, they simultaneously enhance visual and aural communication skills, develop and practice the writing process, and develop further understanding of the expressive elements and structure of visual artwork.

### LEARNING TARGETS

Essential Questions	"I Can" Statements
How can non-human images symbolize aspects of our personality?	<p>I can identify and select symbols to represent characteristics about myself.</p> <p>I can create a self-portrait using symbols.</p> <p>I can write an informative essay/artist statement that identifies and explains the meaning of the</p>



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	symbols I used in my self portrait and explains my artistic process.
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**GEORGIA STANDARDS**

Curriculum Standards	Arts Standards
<p><b>Grade 4:</b> ELAGSE4W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases. (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p> <p><b>Grade 5:</b> ELAGSE5W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Georgia Department of Education April 29, 2015 Page 37 of 40 All Rights Reserved e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p><b>Grade 4:</b> VA4.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VA4.CR.2 Create works of art based on selected themes. VA4.CR.3 Understand and apply media, techniques, and processes of two-dimensional art. VA4.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.</p> <p><b>Grade 5:</b> VA5.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VA5.CR.2 Create works of art based on selected themes. VA5.CR.3 Understand and apply media, techniques, and processes of two-dimensional art. VA5.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.</p>



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## SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
<p><b>Grade 4:</b>            ELA.4.C.2.1 Write informative/explanatory texts to examine a topic and provide information. When writing:            a. introduce a topic clearly; b. develop the topic with facts, definitions, details, and/or quotes related to the topic; c. group related information into paragraphs and/or sections using transitional words and phrases 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(s); and f. provide a concluding statement or section.</p> <p><b>Grade 5:</b>            ELA.5.C.2.1 Write informative texts to examine a topic and convey ideas and information clearly. When writing:            a. introduce a topic and develop the topic with facts, definitions, details, and/or quotes related to the topic; b. group related information into paragraphs and/or sections using transitional words and phrases to link ideas and develop structure; c. use precise language and vocabulary to explain the topic; d. use and explain information from a provided source(s); and e. provide a concluding statement or section.</p>	<p><b>Anchor Standard 1:</b> I can use the elements and principles of art to create artwork.</p> <p><b>Anchor Standard 2:</b> I can use different materials, techniques, and processes to make art.</p> <p><b>Anchor Standard 5:</b> I can interpret and evaluate the meaning of an artwork.</p> <p><b>Anchor Standard 7:</b> I can relate visual arts ideas to other arts disciplines, content areas, and careers.</p>

## KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> <li>● <u>Descriptive/informative writing</u> - A type of writing that aims to educate or inform the reader about a specific topic</li> <li>● <u>Characteristics</u> - The distinguishing features or qualities that define a person</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Burnishing</u> - To rub with a tool to smooth or polish</li> <li>● <u>Collage</u> - To compose a work of art by pasting various materials on a surface</li> <li>● <u>Self-portrait</u> - An artist's depiction of themselves in visual form</li> <li>● <u>Symbolism</u> - An image that has meaning</li> </ul>



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## MATERIALS

- Magazines (student-friendly with primarily non-human images)
- Scissors (1 pair per student)
- Colored paper (for collage background on which to glue final composition)
- Scrap/photocopy paper (2 per student)
- Glue sticks (1 per student)
- Pencils (1 per student)
- Large black banner paper and tape for hanging

## INSTRUCTIONAL DESIGN

### Opening/Activating Strategy

- Project an image of a self-portrait, such as [Frida Kahlo's "The Frame"](#).
- Ask students to work collaboratively to engage in the [See, Think, Wonder](#) Artful Thinking Routine.
  - 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 that Frida Kahlo was a real person and this is one of her self-portraits. A self-portrait is a visual representation of oneself. It gives the viewer special insight into how a person sees themselves.

### Work Session

- Explain that students will create their own self-portrait using symbolism. They will use symbols to represent characteristics about themselves.
- Facilitate a discussion around examples of symbolism.
  - Draw or project symbols on the board such as a peace sign, a heart, a smiley face, a stop sign, etc. Ask students to tell you what each means. Then, explain that a symbol is an image that communicates meaning.
- Next, discuss what characteristics are. Differentiate between physical characteristics like hair or eye color and personality characteristics. Ask students to share examples of personality characteristics.
  - Each student will use symbolism by choosing objects and/or images that represent his/her likes, interests, talents, dreams, work and passions, but not pictures of actual body parts.
  - Ask students to generate a list of 5-7 characteristics they would like to include in their self-portrait. They will write them on scratch paper.
  - Have students brainstorm with a partner what types of images could represent these characteristics.



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- Explain that students will cut out images from magazines and glue them down on the shape of a body to make their self-portrait.
- Project an image on the board of the outline of a body for students to draw on their own blank paper (preferably 12x18).
- Tell students that once they find and cut out their images, they should plan their composition by laying them out on their outline of the body. This will allow students to move pieces around and change them before they glue, preventing tearing of images.
- To glue the images, lay them face down on a piece of scrap paper. Use a glue stick around the edges and back surface until the entire area is covered with a thin, even layer of glue. Take the glued image and lay it down onto their paper, glued side facing down.
- Have students carefully place a piece of clean scrap paper on top and smooth over the glued piece by rubbing with their hand to secure it in place. This is called burnishing and will give the collage a professional look.
- Have students fill in any negative space, or empty space, in the body with decorative paper so that the whole body is completely filled.
- Students will write an informative essay/artist statement that explains what a self-portrait is, how their self-portrait differs from a traditional self-portrait (symbolic versus representational), and the symbols that they used and why they used them. Students should explain their artistic process defining the terms collage and burnishing. Students' writing should be well-structured and organized and meet grade-level standards criteria.
- Students should engage in the peer review process if time permits.

### Closing/Reflection

- Display all collages on a piece of black banner paper without students knowing who created each collage.
- Have students guess the creator of each collage and explain their reasoning.
- Compare and contrast guesses with actual facts. This closing conversation can lead to discussions of perceptions, assumptions, similarities, and differences.

## ASSESSMENTS

### Formative

Teachers will assess students' understanding of the content throughout the lesson by observing students' participation in the activator, discussion of symbolism and characteristics, ability to identify personal characteristics and translate them into symbols, and conferencing with students during the writing process.

### Summative

#### CHECKLIST

- Students can identify and select symbols to represent characteristics about themselves.
- Students can create a self-portrait using symbols.
- Students can write an informative essay/artist statement that identifies and explains the meaning of the symbols they used in their self portraits and explains their artistic process.

## DIFFERENTIATION



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**Acceleration:**

- Students will choose a character from a class-read text. They will create a portrait collage to represent the character without sharing their choice with other classmates. All portraits will be displayed. Students will pick a collage created by another student to match to a character in the book and defend their choice in writing with support from the text. Finally, students will compose a writing sample comparing and contrasting their own self-portrait with the character portrait.
- Have students fill in the background of their self-portrait with external factors, such as experiences, that have shaped them into who they are.

**Remediation:** Provide a body template for each student. Discuss the parts of the template. Provide pictures for students to choose their favorites in the following categories:

- Stomach – food
- Hands – things to do
- Feet – places to go
- Head – academic topics

Invite students to choose pictures from each category and glue them to the appropriate body part of the template. Students can dictate words or sentences for each body part.

**ESOL Modifications and Adaptations:** Introduce vocabulary: Collage (show students examples of a collage) and burnishing (show students what burnishing is and have them try it with scrap paper). Teacher will create a prototype and use it as a demonstration model to scaffold process and product development. Students will label their own portraits including the head, body, arms, and legs. Students will also dictate descriptive words or write descriptive words (using inventive spelling according to language level).

**ADDITIONAL RESOURCES**

NA

*\*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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