

Project Description	Learning Targets
<p>In this project, students will use living and nonliving items to create a special self-portrait using found objects. They will analyze the parts of the portrait by discussing what makes something living and later take a gallery walk to observe others' portraits. Students will analyze and discuss the similarities and differences in students in their class. This is building upon a foundational skill of comparing and contrasting things which is key in both science and writing.</p>	<p>"I Can..."</p> <ul style="list-style-type: none"> ● Classify living organisms and nonliving materials ● Compare and contrast myself with my classmates ● Create a self-portrait that includes all of my features that make me special

ESSENTIAL QUESTIONS

<ul style="list-style-type: none"> ● What makes me the same and different from my classmates? ● Why is it important to be able to classify living and nonliving things?

STANDARDS

Curriculum Standards	Arts Standards
<p>SKL1 Students will sort living organisms and nonliving materials into groups by observable physical attributes. a. Recognize the difference between living organisms and nonliving materials.</p> <p>SKL2 Students will compare the similarities and differences in groups of organisms. e. Recognize that you are similar and different from other students.</p> <p>CCSS.Math.Content.K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</p> <p>CCSS.Math.Content.K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p>CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>VAKPR.1 Creates artworks based on personal experience and selected themes a. Combines materials in new and inventive ways to make a finished work of art.</p>

KEY VOCABULARY

Content Vocabulary
<ul style="list-style-type: none"> • Living • Nonliving • Sort/Classify • Compare/Contrast
Art Vocabulary
<ul style="list-style-type: none"> • Self Portrait: a picture or photograph that you make of or about yourself. • Shape: an enclosed space defined by other elements of art • Facial Features: distinguishing elements of a face, such as an eye, nose, or lips

TECHNOLOGY INTEGRATION

- <http://www.giuseppe-arcimboldo.org/>

ASSESSMENTS

Formative	Summative
<ul style="list-style-type: none"> • Teacher observation • Questioning 	<ul style="list-style-type: none"> • Create a self-portrait and artist statement • Count, tally, and compare objects

MATERIALS

- Found materials, living and nonliving (beads, small pieces of tissue paper, colored paper clips, etc.)
- Blocks
- Foam shapes
- Natural materials (leaves, sticks, acorns, flowers, berries, etc.)
- Manipulatives (any additional small items that could be used as found objects for the project)

Activating Strategy (5-10 min)

- Introduction to self-portraits: Teacher will show or model creating a simple self-portrait drawn of themselves.
- Students will identify the features that make up their face/the picture.
- Discuss the relationship between features using positional words. "My mouth is below my nose." "My eyebrows are above my eyes." Discuss the shapes of your features.
- Question students on what materials were used to create the picture and if they can think of other materials that could be used.

Main Activity**PART 1: Examples of Self Portraits**

- Teacher will introduce artists who use other materials to create self-portraits.
- Show **Portrait Gallery Walk** (See Downloads) for a variety of images from Vik Muniz, Arcimboldo and Vicki Rawlins.
- Ask students what materials were used to create each image.
- Question students on whether the materials are living or nonliving.
- Direct students to sketch a self-portrait using pencil and paper.

PART 2: Self Portrait and Artist Statement

- Place a variety of living and nonliving materials within reach of each student. (Students could also go on a nature walk to collect natural materials they would like to use for their portrait.) Encourage students to look at the materials and identify items that are similar in shape to the features that they are representing in their portrait. They may need to use several items to create each feature.
- Send students back to their seat to create their portrait. Direct them to refer to their sketch if they get stuck.
- Use sentence a starter to create an artist statement: In my composition, I used _____.

Part 3: Gallery Walk

- Photograph each student's portrait and display it around the room. Artist statements can be attached underneath or on the back.
- Allow enough time for students to view all portraits.
- As a group, ask students what was the same in all or some of the portraits. Follow up with what was different. Have students turn and talk to a partner about their compositions.
- Task students with picking two portraits and tallying the number of living and nonliving components in the portrait. Use a **T-Chart** (see Downloads) to take notes on the different living and nonliving features. Identify which was used more.

Classroom Tips:

- Hang a mirror somewhere in the classroom for students to observe their features before creating their portrait. Allow students to create their portrait at their seat and clean up their own materials after having their portrait photographed.

REFLECTION**Reflection Questions**

- *How can I use materials in new and different ways?*
- *Why did you choose the materials that you did?*
- *How were the living materials different/similar to the nonliving materials?*
- *How would the portraits change over time, based on the materials that were used? (Lead to a discussion about how the living materials would die, change color, etc., over time and the nonliving materials would stay the same)*

DIFFERENTIATION**Accelerated:**

- Advanced students could write a narrative based on the point of view of both/either a living or nonliving organism. The student could read it to another student and the partner could guess if it was living or nonliving.
- Advanced students could view self-portraits of Eric Carle, and base their self-portraits on the techniques of the artist.



Remedial/EL Students:

- Part 1: Illustrate animal only (no writing)
- Part 3: Verbal reminders for their animal
- Reflection:
 - Verbal responses
 - Allow gestures

ADDITIONAL RESOURCES

Portrait Artist Examples:

- <https://sistergolden.com/pages/vicki-rawlins-flower-art-statement>
- <http://www.smithsonianmag.com/arts-culture/arciboldos-feast-for-the-eyes-74732989/#odPy5XUYy7t3E0CC.99>
- https://www.ted.com/talks/vik_muniz_makes_art_with_wire_sugar

APPENDIX

- **Natural Self Portrait Rubric**
- **Portrait Gallery Walk**
- **T-Chart**

CREDITS

U.S. Department of Education

Arts in Education--Model Development and Dissemination Grants Program

Cherokee County (GA) School District, Clayton County (GA) School District and ArtsNow, Inc.

Ideas contributed and edited by:

Paige Butler, Heather Burgess, Cathy Roberts, Silka Simmons, Shannon Green, Jessica Espinoza