**Lesson #2: *Transformed Self Portraits***

*Literacy - Where students demonstrate and utilize literacy in the classroom*

*Numeracy - Where students demonstrate and utilize numeracy in the classroom*

*Technology - Where students demonstrate and utilize technology in the classroom*

**Essential Understanding**:

Art involves the transformation of subject, form, and material.

Artists use multiple media to express intended meaning.

Art involves growth of concept.

* Visual arts connect to multiple characteristics of art
	+ *- explain, demonstrate, and interpret a range of purposes of art and design recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives*
* The critique process informs judgments about artistic and aesthetic merits in works of art
	+ *- recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information*
* The processes and philosophies of art and design inform interpretations in works of art
	+ *- identify, compare, and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas*
* Artists, viewers, and patrons respond to art from familiar and unfamiliar cultures and - *- assign intended meaning to works of art.*
	+ *recognize, demonstrate, and debate philosophic arguments about the nature of* art and beauty (aesthetics)
* Historical time periods and cultural settings are interpreted in works of art
	+ *- identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and Ideas*
* Use artistic and technological media and expression to communicate personal and objective points of view
	+ *- Develop and build appropriate mastery in art-making skills, using traditional and new technologies and an understanding of the characteristics and expressive features of art and design*
* Apply an understanding of art processes and creative thinking to plan and create art in traditional, unique, and inventive ways.
	+ *- recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information.*

**Objectives/Outcomes/Concepts/Standards:**

1. 1) Students will be able to relate animalistic attributes to aspects of their personality. (*Evaluating; Reflect: Artists, viewers, and patrons respond to art from familiar and unfamiliar cultures and assign intended meaning to works of art*)
2. 2) Students will be able to create two, 2-Dimensional mixed media images which utilize a printed black-and-white photograph, mylar, vellum, acrylic paint, oil pastels, and colored pencils. (*Applying/Creating; Create: Use artistic and technological media and expression to communicate personal and objective points of view)*
3. 3) Students will be able to describe their personal human characteristics they chose and relate them to the colors, patterns and characteristics they used within their self-portrait. (*Understanding; Reflect: The critique process informs judgments about artistic and aesthetic merits in works of art)*
4. 4) Students will be able to develop a list of four personal characteristics in their sketchbooks and clearly describe how they can be expressed in their portraits through pattern, color and animal features. (*Creating; Create: The critique process informs judgments about artistic and aesthetic merits in works of art)*

**Pre-Assessment:**

1. Can students relate animalistic attributes to aspects of their personality?

2. Can students create a 2-Dimensional mixed media image which utilizes a printed photograph, acrylic paint, oil pastels, and colored pencils?

3. Can students describe their personal human characteristics they chose and relate them to the colors, patterns and characteristics they used within their self-portrait?

4. Can students develop a list of four personal characteristics in their sketchbooks and clearly describe how they can be expressed in their portraits through pattern, color and animal features?

**Accommodations and modifications:**

- Aaron will be able to work on the same project that everyone else will be, we will need to constantly help him refocus on the project that we are teaching. We will make sure to check up on him throughout the different parts of the lesson, asking him lots of prompting questions.

- With Davis we will have to help him stay focused, especially when we are having class discussions. By saying his name he is able to paying attention better and participate more. Keeping him from distracting and touching other students, and making sure that the class doesn’t get too loud really helps keep him under control.

- Kayah will be arriving late (in the last 10 minutes of class) so she will have to work on her projects at home like the last project. If we are critiquing the marionettes we will allow her to work in her sketchbook or on her marionette if she brought it.

**Materials:**

**2-D**

- vellum paper (opaque)

- mylar paper (clear)

- black and white photos of students

- acrylic paint

- colored pencils

- glue

- oil pastels

- scissors

**Resources:**

Powerpoint:

Pattern images:

<http://ridgesandfurrows.homestead.com/fingerprint_patterns.html>

<http://stuffpoint.com/patterns/image/44871/14-picture/>

<http://www.behance.net/gallery/Patterns-in-Repeat-Stock-Vector-Art/137574>

<http://photography.nationalgeographic.com/photography/photos/patterns-animals/#/boa-scales_9323_600x450.jpg>

<http://www.istockphoto.com/stock-illustration-9411300-animal-patterns.php>

<http://abstract.desktopnexus.com/wallpaper/86985/>

<http://www.bandshe.net/collage.html>

<http://www.etsy.com/listing/59694754/animal-insect-skin-textures-patterns>

<http://www.123rf.com/photo_12364083_human-face-with-animal-patterns.html>

**Preparation:**

- create our own self portraits with four layers of vellum to use as demonstrations

- gather materials

- vellum / mylar

- paint

- pastels

- colored pencils

- permanent markers

- printed black and white photographs of the students

- set up classroom supplies

- prepare powerpoint

- tape up white butcher paper to the smartboard

- get butcher paper to put down on tables

-make example of enlarged mixed media self-portrait

**Safety:**

There are no safety features to go over with the students in this lesson.

**Action to** **Motivation/Anticipatory set:**

*Day 1* -

*- Powerpoint (10 minutes) (Technology)*

- We will start out by discussing why animals have patterns (Literacy)

- “Why do they have patterns?”

- “What are bright colors used for?”

- “What kinds of animal patterns can you think of?”

-We will show examples of animals hiding with their camouflage patterns, attracting other animals or giving them a warning with bright colors

- We will also give them a chance to come up to the board and put their faces against the patterns to see how it changes their face!

- We will also have them choose with animal patterns and colors represent “happy” and “sad”, or “calm” or “crazy.” There will be two images they have to choose from for each example.

- We also will review some animal characteristics from the weeks before, and have time discuss what different animal features could mean (I.E. Horns, cat eyes, gills, scales, claws, fur ect.)

- We will explain that this is our next project. We will be altering our faces with different animal elements and patterns!

- Because we explained how certain colors and patterns could represent  emotions, and how certain animal features could do the same, the students should be able to come up with some in their sketchbooks for some of their own emotions and characteristics

*Day 2* -

- We will do the *“amazing transformation machine”* activity and transform Janice into a living 3-D animal-like self-portrait (15 minutes)

-  We will have Janis sit in a chair in front of the class.

- “Welcome class, to our amazing transformation machine! Janis is our first volunteer for this awesome activity. We will be transforming Janis into a living piece of art! She is going to become a 3-D personal self-portrait. We get to alter her face today in this machine!”

- “Do you remember last week how we started talking about how color and animal patterns and characteristics can be personal to us? Remember how we picked the colors and patterns for the emotions “happy” and “sad?” “Crazy” and “calm?” What did those look like? Thats what we will be doing with Janis’ special characteristics. What do you all think of when you think of Janis? I know her pretty well, so I have come up with OUTDOORIST, ENERGETIC, JOYFUL and GENEROUS.”

- I will have these written down on a big sheet of paper taped to the smart board (Literacy) (Numeracy)

- “Now we are going to transform her face! We have to think of ways to represent these five characteristics. OUTDOORIST....Janis lives in the mountains! She loves being outdoors and enjoying nature. What kinds of animals could show this? What animals really love being outdoors too? (Let students volunteer some animals and I will write them on the paper on the the smartboard).”

- “What about JOYFUL? What are some colors that come to mind when you think of a person who is really joyful and happy? What are some animals that could show this? (Write down the animals that students suggest on list on the board).”

-  “ What type of animal features cause animals to be ENERGETIC? Long flexible legs? Animals that need to be constantly aware? Animals that need energy to survive? Animals that can run really fast? (List on the paper examples from students)”

- “Finally, we have GENEROUS. This is kind of a tough one. What animals could be generous or giving? What animals really give back? What kinds of emotions do these animals give you? (List student examples on the paper).”

- “So now we get to use our transformation machine! It is time to transform Janis’ face!

- Go through each list, and help the students choose elements, or patterns, or colors from the lists.

- I will paint on the paper on the board the type of thing we want to put on Janis’ face.

- Have some calm students who have been volunteering and paying attention, come up and paint the color or pattern or animal element we decided on together on Janis’ face.

- “Now, lets look at this awesome living self-portrait! Do u think it represents personal parts of Janis with color, pattern, and animal features? What are the major colors you see here? Really dark blue, purples, or greens and blacks? Or do you see oranges, yellows, and reds? Why does Janis have these colors and not the darker ones? Because they are warm colors! The others are cool. (Hold up the colors that are normally cool, and normally warm) I want you all to think about how your warm or cool colors can show your emotions and characteristics. Now I want you all to do this! We are not going to paint our faces, but we are going to alter them on paper. I have all of your pictures here, and we are going to used what we just learned to represent our traits in these self portraits. I have this material called vellum and mylar here, which we are going to be layering it on top of our photographs to change our faces with animal features and colors and patterns! So right now I want you to go back to your desks and brainstorm silently four different characteristics about yourself that you think represent you. Then, with someone at your desk, pair up and help each other come up with animals and patterns and colors that could represent these personal characteristics. We are going to do this for ten minutes, and then we will start our projects!”

(Literacy) (Numeracy)

**Ideation/Inquiry:**

After doing the amazing transformation machine, we will have the students go back to their desks and brainstorm silently four different characteristics about yourself that they think represent them. Then, with someone at their desks, they will pair up and help each other come up with animals and patterns and colors that could represent these personal characteristics. We will do to do this for ten minutes, and then we will start the projects. We will walk around and assist them with their ideas.

**(Literacy)**

**Procedures:**

*Day 1:*

- Janis, Becca, and I will set up the marionette stations the same as last week and plug in the hot glue guns right away at the two different stations.

- We will have the marionettes on their desks, so they are ready to work on them once class starts.

- We will also also tape a big piece of white butcher paper up outside of the building for taking photographs later in the lesson

- We will have the kids on the couches and Janis will explain the plan for the day (3 mins)

- “We are going to work on our marionettes for fifteen minutes, and then we are going to put them away and clean up. If you are done early you can begin to write a reflection with their creature in their sketchbooks. You will talk about what the creatures name is, where it lives, what it eats, and any other information about the creature you want us to know.

At the end of working on the marionettes we will clean up and then we are going to talk about our next project! At the end of the lesson we will critique and talk about your

marionettes!”

- When the kids are working on their marionettes we will mostly help with their wooden dowel and string attachments. Most of them are finished with their marionette bodies, so we will focus on getting them attached to the dowel rods (20 mins).

- If students finish early, or are already finished with their marionettes they will answer questions in their sketch books about their animals at their desks.

- After working for 20 minutes (on marionettes), we will ring the bell to get their attention, and tell them all to put their names on their work somewhere so we can read it. Then, we will clean up and have them leave their marionettes at their desk for the critique later in the lesson (10 minutes).

- We will have the students gather on the couches and we will introduce our next lesson on self-portraits by showing a powerpoint, brainstorming in the sketchbooks, and taking photographs of their faces. (Technology) (Literacy)

1.) Powerpoint (10 minutes)

- We will start out by discussing why animals have patterns

- “Why do they have patterns?”

- “What are bright colors used for?”

- “What kinds of animal patterns can you think of?”

-We will show examples of animals hiding with their camouflage patterns, attracting other animals or giving them a warning with bright colors

- We will also give them a chance to come up to the board and put their faces against the patterns to see how it changes their face!

- We will also have them choose with animal patterns and colors represent “happy” and “sad”, or “calm” or “crazy.” There will be two images they have to choose from for each example.

- We also will review some animal characteristics from the weeks before, and have time discuss what different animal features could mean (I.E. Horns, cat eyes, gills, scales, claws, fur ect.)

 - We will explain that this is our next project. We will be altering our faces with different animal elements and patterns!

- Because we explained how certain colors and patterns could represent  emotions, and how certain animal features could do the same, the students should be able to come up with some in their sketchbooks for some of their own emotions and characteristics

 3.) Brainstorming in the sketchbook (20mins) (Literacy)

- While we take students outside (one desk at a time) to take their photos we will have students write and draw in their sketchbooks to plan for their next assignment

- Students will brainstorm and write down characteristics and qualities about themselves in their sketchbooks.

- They will list at least five characteristics about themselves that they want to include in their self-portraits

- Students will reflect and draw how their characteristics relate to animal patterns, colors, and characteristics

- They will focus on using animal patterns, animal features, and color to represent themselves within their self-portraits

 4.) Photography (during brainstorming) (Technology)

- One of us will take one table at a time of students outside to take their photographs for the next week project

- Becca and Janis will walk around with and help the students with their sketchbook brainstorming (if they are done brainstorming about their self descriptive words they can finish (or start) their reflection of their marionettes)

- Brooke will be taking pictures of the student’s faces with the white butcher paper as the background.

- We will have a critique as a “zoo walk” of the marionettes if we finish the powerpoint, brainstorming, and photographing students. It will be very important for us to get all the pictures taken so we can have them printed for the next class.

- The critique “zoo walk” will be around ten minutes if we have the time, but we can carry it over to the next lesson if we need to. (10 minutes)

- We will have the students put their marionette creatures on their desk and open their sketchbooks and answer 6 questions:

1)  What is the creatures name? 2) What is its scientific name? 3) What habitat does it live in?  4) What does it eat? 5) why does it have these certain traits that you gave it? and  6) Any other information about the creature the students feel that they want us to know.

we will take a short “zoo walk” around the classroom and observe their peer’s marionettes and original sketches. as well as the questions they answered about their animals. (2-5 minutes)

- At the end of the zoo walk we will ask “which creature shows the most transformation?” Have the students ask questions about other people’s marionettes. Creating a class discussion about transformation, attributes and attachments and the creation process.

- Janis will finish the zoo walk and then collect the marionettes.

*Day 2:*

1.) We will prepare the classroom for the lesson before the students arrive (20 minutes)

- Put one glue gun and the dowel rods and string in the back corner for finishing the marionettes with Janice during work time

- We will set up the front of the room for the face-painting activity

- I will have a washcloth by the sink for Janice, and a large smock in the front of the room for her to use while students are painting her face

- I will have the acrylic paint, and small brush, a cup of water, and a paper towel on the front table

- We will also have large piece of butcher paper taped on the board so we can brainstorm ideas for Janice’s transformation, with her four qualities already written on the paper

- We will have the oil pastels, colored pencils, mylar, vellum, and photographs on the front table as well, for the students to grab later in the lesson.

- We will also have a drying rack in the room for the students to put their work on at the end of the class

- We will put down butcher paper on each table, and have their sketchbooks at their tables

2.) We will do the “amazing transformation machine” activity and transform Janice into a living 3-D animal-like self-portrait (15 minutes)

-  We will have Janis sit in a chair in front of the class.

- “Welcome class, to our amazing transformation machine! Janis is our first volunteer for this awesome activity. We will be transforming Janis into a living piece of art! She is going to become a 3-D personal self-portrait. We get to alter her face today in this machine!”

- “Do you remember last week how we started talking about how color and animal patterns and characteristics can be personal to us? Remember how we picked the colors and patterns for the emotions “happy” and “sad?” “Crazy” and “calm?” What did those look like? Thats what we will be doing with Janis’ special characteristics. What do you all think of when you think of Janis? I know her pretty well, so I have come up with OUTDOORIST, ENERGETIC, JOYFUL and GENEROUS.”

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- “ What type of animal features cause animals to be ENERGETIC? Long flexible legs? Animals that need to be constantly aware? Animals that need energy to survive? Animals that can run really fast? (List on the paper examples from students)”

- “Finally, we have GENEROUS. This is kind of a tough one. What animals could be generous or giving? What animals really give back? What kinds of emotions do these animals give you? (List student examples on the paper).”

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- Go through each list, and help the students choose elements, or patterns, or colors from the lists.

- I will paint on the paper on the board the type of thing we want to put on Janis’ face.

- Have some calm students who have been volunteering and paying attention, come up and paint the color or pattern or animal element we decided on together on Janis’ face.

- “Now, lets look at this awesome living self-portrait! Do u think it represents personal parts of Janis with color, pattern, and animal features? What are the major colors you see here? Really dark blue, purples, or greens and blacks? Or do you see oranges, yellows, and reds? Why does Janis have these colors and not the darker ones? Because they are warm colors! The others are cool. (Hold up the colors that are normally cool, and normally warm) I want you all to think about how your warm or cool colors can show your emotions and characteristics. Now I want you all to do this! We are not going to paint our faces, but we are going to alter them on paper. I have all of your pictures here, and we are going to used what we just learned to represent our traits in these self portraits. I have this material called vellum and mylar here, which we are going to be layering it on top of our photographs to change our faces with animal features and colors and patterns! So right now I want you to go back to your desks and brainstorm silently four different characteristics about yourself that you think represent you. Then, with someone at your desk, pair up and help each other come up with animals and patterns and colors that could represent these personal characteristics. We are going to do this for ten minutes, and then we will start our projects!”

-  Students will then pair up with the people they sit next to in class and they will brainstorm some characteristics about themselves and relate the characteristics to colors, patterns, and animal features at their desks. We will walk around and help the students stay on task and come up with ideas (10 minutes)

3.) Once students have finished brainstorming, we will have them come back to the couches. I will then talk more about vellum and mylar and how we will be layering this material to create a transformed self portrait.

- I will explain that we will have our black-and-white photos on the bottom of the layers, to provide support for the other layers. I will layer up three pieces of mylar and a piece of more opaque vellum, on a portrait of Janis, and show them how it becomes more opaque as you go, and how if you add more or less you can see the picture more or less.  I will explain that that is why we are going to just use four layers of material. I will have a finished example of a portrait, and tell them how you can see certain layers more clearly than others. I will ask which ones could be more easily discerned, and how this could put more importance on certain traits than others.

- I also will explain that they could use all of the pieces of transparent paper or just one if they wanted, as long as they show their characteristics (they are allowed to have four total). You could display them all seperately or all put together! It will will be up to them.

3. Then I will explain that we will be using paint, and you have to use it on at least one layer, but could use it on more than one. I will then show them how to trace their heads so you know where to paint on the vellum. I will use Janis’ image of her head that I traced and painted and show them how I used the paint. I will remind them which colors are warm and cool, and mention how the colors that I am using are representative of Janis’ characteristics. I will tell them that the paint, cups for water, plates and brushes are on the back counter. I will tell them to only take a QUARTER SIZED SQUIRT OF PAINT AND NO MORE! I will tell them if they water down the paint it goes on the vellum nicely.

- Then, I will show them the other materials we have for them to use on their vellum layers. I will show them how oil pastels, and colored pencils all work on the vellum. I will show them how combining the different materials could be interesting as well. I will explain where all of the materials are, and that they should grab only what they need for the first layer of vellum and take it back to their seats. They should only have one box of colored pencils and pastels at their desks.

- Then we will have the students go back to their desks to work on their self-portraits. We will then pass out the faces and let them grab (at the most) three pieces of vellum, and one piece of mylar.

4.) While students are working on their first layer of vellum, Janis will take students aside one by one and help the students who are not finished with their marionette attachments.

- There are only a few students who are not finished with their attachments to the marionette stick, so we will leave the finished ones behind and bring only the ones that are unfinished.

- Janis will have a station set up with one hot glue gun and the wooden dowels and string for the marionette handles.

5.) We will let the students work on their self-portraits until the end of class, and with 8 minutes left we will clean up.

- We will ring the bell, and talk about paint clean up. We want them to dump their water down the sink and rinse out their cups and stack them on the towel, along with their brushes and they can throw away their plates. Want everyone to put their materials back where they got them, and if they used paint, they need to put their vellum on the drying rack.

***Day 3:***

1.) We will set up the classroom

- We will cover the tables with butcher paper

- We will put the sketchbooks with the layered self-portraits inside of them on their desks

- We will put down a towel at the painting station and set up the painting supplies (paint, brushes, cups)

- We will put the oil pastels and colored pencils on front desk

- We will grab the drying rack from the supply classroom and put it near the back door

2.) We will introduce the lesson for the day (5 minutes)

- We will say that we will finish our self-portraits from the last class period, and will start another self-portrait today as well.

- I will ask what the requirements were from last class. The students will volunteer that they needed to list four different personal characteristics in their sketchbooks, and that they needed to relate them to animals and animal features. They should also talk about how they were supposed to use color, pattern and line to represent their characteristic in their different layers. (Literacy)

- Then I will say that we have the same materials to finish them as last week. We have colored pencils and oil pastels on the front table and paint and paintbrushes by the sink.

- Then, I will talk about what they will be doing after they finished with their layered self-portrait.

 - “Once you finish your layered self-portrait, you can put it up on the front table and grab a paper clip to keep all of the layers together. Make sure to put your name on the back and put them in a pile! As you are finishing them again, remember you do not have to present them with the photo behind the layers! You can choose to show it with just the layers of vellum and mylar. Put the layers in the order you want to have it presented as!”

- “Once you finished your layered self-portrait, we are going to do another, bigger one! This is the paper you will come and grab, and you will also grab your second picture. You have the option of cutting your face out and putting it onto your paper, or free-handing it. You can simply copy your first self portrait and make it bigger if you want, but I want you to really make it personal! I want you to really represent your characteristics in this! Because it is bigger this time you can also think about a body for yourself, and a landscape or scene around you, that represents your personal characteristics as well. It is up to you to show yourself within their portrait!”

- “For the first portrait I let you choose what materials you used, and this time I want you to try them all in this one! We are going to be using lots of different materials because this is going to be a mixed-media self-portrait. What does mixed-media mean?? It means using lots of different media! We are using the mediums of photography, oil pastels, acrylic paint, and colored pencils.”

- “I also really want you to keep in mind the colors that you are using and how certain colors, patterns, and line can have emotions. Look at your first self-portrait and see if the colors and lines you chose are the best ones to represent the characteristics you picked. If they are not, you get this self-portrait to change it and make it better!”

- “So you can work on your first portraits, and when you are done, where do you put them? (front table) And how do you keep all the layers together? (paperclip) Then you can grab your second printed portrait and a piece of paper and start on your second one!”

- I will ask remind them to take the pastels and colored pencils from the front table, and to get a pallet of paint from by the sink. I tell them to only take a DIME sized amount of paint. They have to squeeze the bottles very slowly or else it come out fast. I will tell them if I see people purposefully wasting paint, they will not get to work on their portraits for the rest of class.

2.) We will Finish the transformed Self-Portraits and move onto larger self-portraits (1 hour)

- We will let the students work until 9:30

- Becca and Janis will document

- I will walk around and answer questions and help with the self-portraits

3.) We will clean up (7-10 minutes).

- We will let the students work on both of their self-portraits until the end of class, and around 9:30 we will clean up. We will ring the bell, and talk about paint clean up. We want them to dump their water down the sink and rinse out their cups and stack them on the towel, along with their brushes and they can throw away their plates. Want everyone to put their materials back where they got them, and if they used paint, they need to put their self-portraits on the drying rack.

- We will also tell them to put their other materials back where they got them and to gather on the couches when they are finished with their cleanup.

4.) Becca will introduce her next lesson (5 minutes).

 - Becca will briefly talk to the students about our project for next week

 - She will talk about how we will be making plaster masks

- She will just get the kids interested in the next assignment so that they are starting to think about it over the coming weeks

**Student reflective/inquiry activity:**

**Day 1:** *End of Janis’ marionette lesson*

- If we have time for a Zoo Walk (walking around looking at everyone’s marionette) we will discuss the following questions that will be on the board.

- If we do not have time for the Zoo Walk we will do this at the end of the unit during a large critique.

1) What is the creatures name? 2) What is its scientific name? 3) What habitat does it live in?  4) What does it eat? 5) why does it have these certain traits that you gave it? and  6) Any other information about the creature the students feel that they want us to know.

**Day 2:** *Beginning of Transformed Self-Portrait Project*

At the end of class we will discuss what went well and what did not. I will also ask what students want to do next, because they will really like the face painting, and will want to do something like that next time. We will discuss a different 3-D option, like masks, or a larger portrait painting.  By asking the students and having a discussing with them about what they want to do next time or later on in the unit, they will be more interested and engaged in the project.

**Day 3:** *End of Transformed Self-Portrait Project*

- Students will reflect upon their previous self-portrait and the choices they made in representing their characteristics. By re-creating a self-portrait with the same characteristics they will be reflecting upon what they did well and what they need to change to make it more clear.

- Also, Becca will introduce the next assignment so they can begin to reflect and think about some ideas they may have

**Post-Assessment (teacher-centered):**

- We will probably not have time for students to do this during “day three” but we will have a critique day on the last day or couple day of the unit where we will utilize this activity.

- We want to give the students as much work time during “day three” as possible, so we will critique all the projects as a whole near the end of the unit.

- Students will pair off with one other student and they will practice answering the following questions. They will each write the questions down in their sketchbooks, and will each answer them.

  1. What elements does a transformed self-portrait have?

  2. What personal characteristics did you use in your self-portrait?

  3. What materials did you use in this self-portrait and why?

  4. How do these colors and animal patterns relate to your characteristics you listed in your      sketchbook?

- Once they have practiced answering these questions, the class will reconvene as a group. Each pair will get a chance to “run” the “Amazing Transformation Machine” that we used at the beginning of the lesson.

- They get to choose who gets to be the interviewer, and who gets to be the contestant, and they will interview each other in front of the group and talk about the questions and how they utilized transformation just like the Amazing Transformation Machine at the beginning of class.

- Give the interviewer a “microphone” and encourage them to be dramatic like we were when we ran the machine. Everyone will clap for the contestants when they are finished!

**Self-Reflection:**

**Transformed Layered Self-Portraits:**

I thought that this lesson went very well for the first day of a new topic. We started out the lesson by having the students participate in “The Amazing Transformation Machine.” I told them that they were very lucky because we brought an amazing machine with us today, and Janis was going to get to be transformed within it! We clapped for her as she sat down in the chair and I told them we were going to be painting her face to transform it. Then, we all brainstormed different animals that could represent Janice’s four characteristics I had listed on the board. From that list, we picked one animal from each one and talked about its colors, textures, patterns, and features. We picked an element from each characteristic, and a well-behaved student got to come up and paint it onto Janice’s face! We all clapped for the artist’s who came up to participate, and who mixed colors in front of everyone. As they mixed colors, we all discussed what they could add to make it more brown or pink or orange. It was a somewhat casual color-mixing lesson. We also talked about warm verses cool colors and the emotions that could be related to both. Once we transformed Janice, we let the students go back to their seats and brainstorm their own personal four characteristics in their sketchbooks. Then they had to come up with an animal for each one, with a partner at their desks. When they were done with that, I showed them the material we were going to be using and the media they had the option of using. Then, they got to work at their desks, and they nearly finished their portraits!

I think that the reason I felt so good about the lesson, and in control, was because of the student’s engagement. I am so glad I am finally figuring out what it takes to get them engaged. Now that I have experienced this, as well as some better classroom management skills, I feel like I can start asking if they are actually learning something. Up until this point I feel as if I have been trying to get over some of the basic classroom struggles, in order to get to the bigger picture stuff. I now find myself asking when I can include an assessment piece to see if what I think I taught them actually worked and sunk in. I hope that because they were engaged, and although they did not spend much time on their self-portraits, they still were able to learn the objectives I created for them.

I was very excited that this lesson worked so well. I was pleased with how engaged the students were with the opening of the lesson. I could actually sense their excitement and understanding, so it was definitely an “ah-ha” moment for me. I was also pleased with how well the portraits turned out. Although they only took about 40 minutes to work on, they still turned out really well. I was concerned during the lesson however, that I had planned for spending two days on the lesson and they obviously only needed one. I guess after teaching for a while I would know more of what type of lessons students take longer on. I think that because they were so interested in seeing all four of their layers on top of the face, they rushed through the designs on them so they could be put together. I can understand this, and perhaps next time I will only give them one layer at a time. I was also happy with how well they represented their characteristics in their portraits. Last class period we started to brainstorm traits in their sketchbooks, and they were really confused and did know what they were supposed to be doing. This class, they understood completely though, and most of them represented all of their traits very well in their self-portraits.

If I repeated this lesson, I would definitely only give my student one layer at a time. I could also give them the layers but tell them we are doing our one paint layer today, and will finish the rest during the next class period. I considered doing this, but I did not know if that would have been too constricting on their creative freedom. I also could have increased the size of the portraits. During my next lesson I am going to give them their photograph and have them cut their faces out, and put them on a much bigger sheet of paper. This way, they will have more space to work, and hopefully will spend a longer amount of time on their work. I also wish I would have been able to give the students much larger images of themselves and larger sheets of mylar so they could have more room to create their images. I also wish that I would have had the kids take their own photographs, and they could have chosen whether or not to have their whole bodies in the images or just their portraits.

**Day 2/Painted Self-Portraits in an Environment:**

The students went right to work on their portraits and did a good job of representing their personality traits within their work. At the beginning of class we talked about how artists are constantly “practicing” art like sports, and that is how they get better. We told them we were going to make another self-portrait so they could make their first one better. Most of them did a good job of making positive changes to their original image and there were interesting transitions happening within the portraits. I am glad we did the paintings of themselves, because it was a similar subject but different enough for them to still be engaged in them. I also really like how different all of the paintings turned out. If I had more time with this lesson, like in a future classroom, I would have more lessons related to this subject. I would have them do a 3-D representation of their environment perhaps, or have them do more writing about their work in a book or poem, to share with the class.

In the future I need to think about how to make 2-D assignments last longer in the classroom. The students nearly finished two 2-D creations in two class periods. When they worked on their 3-D marionettes they spend almost four class periods on them! I need to think of more ways to challenge them and encourage them to continue working on them, and to not finish so quickly. Perhaps they were just more engaged in the 3-D work, and I just needed more engagement in the 2-D self-portraits lesson. Does 2-D always goes faster, especially with smaller work? I will be interested to see how fast they work on our next assignment.