

Lesson Plan: Self Portrait Collage
Art

OBJECTIVES

Four-Day Lesson (variable). Students will be creating self-portraits using collage techniques explored in earlier lessons. This lesson has been scaffolded by [two previous lessons](#): a collage color wheel, then “painting” an image from an image template using magazine pages.

Goals:

1. Creativity
2. Good use of color, form and texture
3. Good craftsmanship
4. Compositions demonstrating contrast, balance, proportion, and pattern
5. Critical analysis and aesthetic valuing

STANDARDS

California Standards for Visual Arts, Grades 6, 7, 8:

- 1.0 Artistic Perception: Develop Perceptual Skills and Visual Arts Vocabulary
- 1.0 Artistic Perception: Analyze Art Elements and Principles of Design
- 2.0 Creative Expression: Skills, Processes, Materials, and Tools
- 2.0 Creative Expression: Communication and Expression Through Original Works of Art
- 4.0 Aesthetic Valuing: Make Informed Judgments

ANTICIPATORY SET

1. Instructor will begin by asking students if they know what a self-portrait is, if they’ve ever created one, and if they’ve seen any self-portraits by famous artists.
2. Instructor then shows students several examples of self-portraits from the world’s great artists.
3. Then students are shown examples of portraits done with collage.
4. Students are reminded of what they’ve learned about “painting” with colored paper so far: how they have experimented with color, value, texture and imagery. They will also be reminded of how they create portraits of fellow students in a full range of values.
5. This is the next step: creating their own likeness using a mirror, then “painting” in the skin, hair and other values with printed and painted paper.

TEACHING

Input

1. Instructor will outline the requirements, tools and materials available. Students will be cautioned to be extremely careful with the mirrors, which are essentially sheets of glass.
2. Students will be instructed to draw a self-portrait on a sheet of plain white copier paper. The self-portrait is to be a line drawing, only the outlines of head, hair, neck, shoulders, collar, and facial features.
3. Students will then use collage techniques to fill the line drawing in with color and value. They are to match their skin tones as closely as they can manage with available magazine imagery.
4. Instructor will hold a class critique of the finished self-portraits, focusing on how effectively the students were able to use the elements of art and principles of design in their artworks (see Closure below).
5. Students write artists' statements (see Closure below).
6. Students will be given a prompt sheet for their statements which includes the Rubric on the back (see Assessment below).

Modeling

Instructor will display an example of her own self-portrait done in collage.

Check for Understanding

Instructor will ask if there are any questions after each step of the instructions.

GUIDED PRACTICE/MONITORING

Instructor will circulate around the room to verify that students understand the assignment, and to monitor respectful usage of the mirror and art supplies.

CLOSURE

Students turn in their work when they feel that the self-portrait is complete.

CRITIQUE

All students will participate in their first classroom critique. All artwork will be displayed on the white board. Sample questions to guide the critique are below (thanks to [The Art Teacher's Book of Lists](#) by Helen D. Hume):

1. Would someone be willing to talk about your own work?
2. Which of these artworks uses form most effectively? Shape? Space? Color?
3. Which of these meets the goals of the project best (creativity, use of color, craftsmanship)?

4. Which one of these shows the greatest differences in value...the most contrast?
5. Does this remind you of the work of any artist whose work you have seen?
6. If you could make one change in your own artwork, what would you do?
7. If you were a curator and could buy one of these artworks for the collection of your museum, which one would it be? Why?
8. In talking about your own artwork, what would you have done if you had had more time?
9. What were you trying to show about yourself?

ARTIST STATEMENT

After the critique, students have their artwork returned to them. They then complete written artists' statements that explain why they chose the images, objects, and colors they did to represent themselves. Students will be encouraged to include anything new they've come to understand about their work during the class critique. Students will be provided a prompt sheet which includes the rubric below. They will be given this on the first day so they know what is expected.

Statements and artwork are to be turned in together in each student's manila envelope. They will be given a choice whether to display their work on the gallery wall.

INDEPENDENT PRACTICE

Assigned independent practice is not appropriate for this lesson which requires a specific environment and set of materials. Students will be encouraged to try these techniques at home, however, if they have the materials available to them.

ASSESSMENT

Each student will be graded based on his or her finished artwork, his or her participation in the critique, and his or her written artist's statement:

RUBRIC

30	<p>The student completes a collage self-portrait and written artist's statement. The student designs an effective drawing that clearly reflects an understanding of all of the elements and principles of art in the lesson. The project reflects the student's best effort and effective craftsmanship. The student follows all directions and always asks questions when uncertain. The student is an active participant in the class critique, contributing remarks</p>
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	that reflect a clear understanding of the project.
25	<p>The student completes a collage self-portrait and written artist's statement. The student designs a somewhat effective drawing that reflects an understanding of most of the elements and principles of art in the lesson. The project reflects good effort and somewhat effective craftsmanship. The student follows most directions and usually asks questions when uncertain.</p> <p>The student is a fairly active participant in the class critique, contributing remarks that reflect a clear understanding of the project.</p>
20	<p>The student completes a collage self-portrait and written artist's statement. The student designs an acceptable drawing that reflects an understanding of some of the elements and principles of art in the lesson. The project reflects acceptable effort and craftsmanship. The student follows a few key directions and doesn't usually ask questions when uncertain.</p> <p>The student is an acceptable participant in the class critique when called upon, and his or her remarks reflect a general understanding of the project.</p>
15	<p>The student completes a collage self-portrait and written artist's statement. The student designs a drawing that reflects a minimal understanding of some of the elements and principles of art in the lesson. The project reflects minimal effort and craftsmanship. The student follows a few directions and doesn't usually ask questions when uncertain.</p> <p>The student is an inadequate participant in the class critique when called upon, and his or her remarks reflect a minimal understanding of the project.</p>
10	The student completes a collage self-portrait but doesn't complete a written artist's statement.
0	The student doesn't complete a collage self-portrait and written artist's statement.

PROJECT GOALS

1. Creativity
2. Good use of color, form and texture
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RUBRIC (30 points possible)

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