

**Name:** Alejandro Camacho

**Theme:** Multicultural

**Title:** Multicultural Self-Portraits

**Grade Level:** 12th grade



### **History/ Background:**

Before photography, in order for people to have a picture of themselves, family or friends they had to hire a portrait artist to recreate their subject on their preferred medium. Portraits have been drawn, painted, and sculpted for hundreds of years by many artists. Famous artists like Frida Kahlo, Vincent van Gogh, Egon Schiele, Diego Rivera, Gustave Courbet, Kehinde Wiley, Pablo Picasso, Berthe Morisot, and Andy Warhol have all made self-portraits. They are remembered for their great works and their unique self-portraits. Even though they all come from different time periods, societies, countries, and cultures they all shared some commonality, they all recognized the importance of self-portraits. Their ability to recreate their own image, not only made their visual appearance known forever by humanity, but they influenced thousands of other artists to create their own self-portraits. Whether self-portraits are made on paper with graphite, pastels, charcoal or watercolor, oil on canvas, or a sculpted bust carved from stone, all artists show a part of their culture through their self-portraits. Whether their culture is shown through their artistic style, the clothing they are wearing, the hairstyle or makeup of the artist, or clues in the background of the artwork itself, culture can be spread throughout a self-portrait. Culture in self-portraits can be utilized to educate the audience about the artist's society, lifestyle, and home life in obvious or subtle ways.

### **PA Standards:**

- 9.1.5.A: Know and use the elements and principles of each art form to create works in the arts and humanities. (Visual Arts: color, form/shape, line, space, texture, value)
- 9.1.5.B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles, to produce, review and revise original works in the arts. (Visual Arts: paint, draw, craft, sculpt, print, design for environment, communication, multimedia)
- 9.1.5.C: Recognize and use fundamental vocabulary within each of the arts forms.
- 9.1.5.D: Use knowledge of varied styles within each art form through a performance or exhibition of unique work.

**Goal/Activity:**

Students will create a self-portrait with their culture spread throughout their artwork.

**Objectives:**

1. **Knowledge:** (Cognitive) Students will be able to study historical and contemporary portrait artists in order to be aware of cultural influences in artwork.
2. **Skill:** (Psychomotor) Students will be able to use the schematics of the facial anatomy in order to draw the front-view, side-view, and 3/4-view of the human face.
3. **Attitude:** (Affective) Students will be able to share their cultural influences in artwork in order to educate their audiences about themselves.

**Teacher Preparation:**

Teacher will:

- Prepare a Powerpoint with history of self-portraits.
- Create a drawing packet on how to draw and render the human face.
- Bring examples of portrait artwork.
- Create step-by-step instructional paper on making schematics of the human face.
- Bring supplies/materials for students to draw or paint their self-portraits.
- Outline objectives for students.
- Write learning objectives on the board.

**Resources/Materials/Visual Aids:**

- Schematics of the human face (front-view, side-view, 3/4 view).
- Slideshow of historical to contemporary portrait artists.
- Examples of portrait drawings and paintings.
- Books on portrait artwork.
- Books on portrait artists.

**Prior Knowledge:**

- Drawing portraits or self-portraits in previous art classes.
- The history of some of the artists we will study for this project.
- Learning from instructional drawing packets
- Drawing with graphite, charcoal, pastel, crayon, chalk, and color pencil.
- Painting with acrylic paint and watercolor.

**Supplies/Material:**

- Graphite Pencils
- Charcoal Pencils
- Color Pencils
- Erasers
- Watercolor Paints
- Acrylic Paints
- Markers
- Drawing Paper
- Watercolor Paper
- Color Paper
- Canvas

**Teaching:**

**Motivation:**

Teacher: What is a portrait? Student: (response)

Teacher: Where have you seen portraits in real life? Student: (response)

Teacher: What are portraits made of? Student: (response)

Teacher: How are portraits made? Student: (response)

Teacher: What is a self-portrait? Student: (response)

Teacher: How do you think culture can be implemented in self-portraits? Student: (response)

**Directions/Demonstration:**

Intro:

- Students will observe a slideshow/videos on the history of portraits from historical and contemporary artists.
- Students will be shown an example made by the teacher of a self-portrait that expresses the teacher's culture.
- Students will be shown examples made by other artists' self-portraits that expresses their culture.
- Ask the class if they can point out characteristics in self-portraits that expresses culture.
- Teacher will explain to the class how culture was implemented into their self-portrait.

- Teacher will review the schematics of the human face (front-view, side-view, 3/4-view).

#### Sketch Self-Portrait:

- Students will write notes about their family, country, lifestyle, home life, hobbies, fashion style, and anything that they feel represents their culture.
- Students can study resources (slideshow, books, artwork) of self-portraits.
- They will think about ways to incorporate their culture into their self-portrait. How they dress themselves in the self-portrait, the style in which the self-portrait is made (surrealism, realism, impressionistic, etc.), or possibly how the background is illustrated in the drawing or painting can be used to illustrate their culture.
- Any personal choices like the use of color, no color, blacks and greys, creating patterns, using stippling, shading, line work, or anything design oriented is up to the student and should be strategically considered.
- Students will use their notes to draw a portrait sketch of themselves using 8.5 "x11" paper and pencil.

#### Final Self-Portrait:

- Students will use their portrait sketch to develop a final self-portrait that will be a final drawing or final painting that is 11" x 17".
- While the students are creating their self-portrait they should be thinking critically on how they are illustrating or designing aspects of their culture throughout their self-portrait.

#### **Conclusion:**

- Students will present their self-portrait to the class and discuss ways in which they implemented their culture into their artwork.  
Teacher: How have you implemented culture into your self portraits?  
Student: (response)
- After they all present, they will hang all of their portraits together to bring all of their cultures together into a single piece.

#### **Vocabulary:**

- **Portrait:** A painting, drawing, engraving, sculpture, etc. of a person, especially one depicting only the face or head and shoulders.
- **Self-Portrait:** A portrait of an artist produced or created by that artist.
- **Front-view:** A portrait depicting the face head-on where the subject is facing the audience.
- **Side-view:** A portrait of depicting the side of a subject's head.
- **3/4-view:** A portrait depicting the subject's head as it is turned slightly away from audience.
- **Line:** An element of art defined by a point moving in space. Line may be two-or-three-dimensional, descriptive, implied, or abstract.

- **Shape:** An element of art that is two-dimensional, flat, or limited to height and width.
- **Space:** An element of art by which positive and negative areas are defined or a sense of depth achieved in a work of art.
- **Balance:** A way of combining elements to add a feeling of equilibrium or stability to a work of art. Major types are symmetrical and asymmetrical.
- **Proportion:** A principle of design that refers to the relationship of certain elements to the whole and to each other.

### **Assessment Strategy:**

At the end of everyone's presentation students will be assessed according to the class rubric. Rubric grades the completion of their self-portrait, the implementation of culture in their artwork, class participation, and the presentation of their self-portrait. Classmates will respond to each student's presentation. Classmates will ask the presenter questions they have about their self-portrait. They can also respond, criticize, and evaluate each other's artwork.

### **Adaptations:**

- Presentation of lesson will be presented in a clear and concise manner.
- Students will have visual step-by-step instructions with pictures, if a student cannot read English.
- Extra time for students with motor skill deficiencies.
- Adaptive tools to help students with physical disabilities.
- Hand-over-hand assistance for students with motor skill deficiencies.
- Students can ask other classmates working at their table for assistance. For instance, if a student is having any trouble thinking of ideas for their self-portrait, they can ask a classmate.

### **Extensions:**

- Find ways to improve their self-portrait by taking more notes, making some sketches or looking at inspirational artwork.
- Students who finish early will clean up their work station.
- They can offer assistance to any students that need help developing their self-portrait.
- Read books on portrait artists they haven't examined yet.

### **Time Budget:**

Class Time: 4 Sessions, 45 min. each

Session 1:

Intro, Slideshow: 10 min.

Look at portrait books, artwork and sketch ideas for self-portrait: 30 min.

Clean-up: 5 min.

Session 2:

Review lesson: 5 min.

Finish sketches & start final sketch: 35 min

Clean-up: 5 min.

Session 3:

Review lesson: 5 min.

Finish final sketch: 35 min.

Clean-up: 5 min.

Session 4:

Review lesson: 5 min.

Presentations: 30 min.

Conclusion and discuss the next lesson:10 min.

### **Safety Concerns:**

Students must use scissors, glue, and paint carefully when they are creating their self-portrait.

### **Bibliography/References:**

<https://www.craftsy.com/art/article/the-history-of-portraiture/>

<http://www.visual-arts-cork.com/genres/portrait-art.htm>

<https://mymodernmet.com/famous-self-portraits/>

<https://www.youtube.com/watch?v=dbRMCgtcchw>

<https://www.youtube.com/watch?v=o3FKF9hp7-U>

<https://www.youtube.com/watch?v=1kHZA9sCH4>

<https://www.youtube.com/watch?v=FUJZUZRmNUE>

<https://www.youtube.com/watch?v=prO1IEWi7gg>