

6th GRADE SELF-PORTRAITS



| A. FOUNDATION | |
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| Teacher Name: Heidi Hernandez | |
| Grade Level: 6th Grade Visual Art/Social Studies | |
| <p>Standards:</p> <p>VA:Cr3.1.6a Reflect on whether personal artwork conveys the intended meaning and revise accordingly.</p> <p>VA:Cr1.2.6a Formulate an artistic investigation of personally relevant content for creating art.</p> <p>VA:Pr5.1.6a Individually or collaboratively develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.</p> <p>VA:Re8.1.6a Identify and interpret works of art or design that reveal how people live around the world and what they value.</p> <p>VA:Co11.1.6a Analyze how art reflects changing times, traditions, resources and cultural uses.</p> <p>SS.6.8 With guided practice, construct responses to compelling questions by reasoning and evidence.</p> <p>SS.6.13 Identify what makes up a culture and examine how people acquire their cultural beliefs and value systems.</p> | |
| <p><u>Art Form:</u></p> <p>Self-Portraits Painted/ Collage</p> | <p><u>Other Curriculum:</u></p> <p>Color Theory Proportion Symbolism Text</p> |
| Objectives | |
| <p><u>Art form:</u></p> <p>How do artists make discoveries about who they are through the act of creating self-portraits?</p> | <p><u>Other Curriculum:</u></p> <p>Connections Compare and Contrast Inference</p> |

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| <p>What are some clues you see in the work that give you evidence of the personality, or life, of the artist?</p> <p>Students will THINK ABOUT, OBSERVE, and have a DISCUSSION about a variety of self-portraits.</p> <p>Students will discuss similarities and difference amongst the visual images.</p> <p>Students, in small groups, will complete a 6-word story about an image of their choice.</p> <p>Students will construct a 6-word story about themselves.</p> | <p>Inquiry</p> <p>Self-Reflection</p> |
| <p>Materials Required</p> <p>Visual Self-Portrait Imagery Color Wheel Paper and Pencil Slideshow Presentation</p> | |
| <p>Room Set-up Required</p> <p>Set up chairs in a horseshoe shape with a large open area in the middle.</p> | |

B. LESSON TIMING

**What is a SELF-PORTRAIT?
 Why do artists create SELF-PORTRAITS?**

TIME: 40 min

LESSON TEMPLATE

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| <p>Observe-Look and See Think-Infer and Inquire Talk- discuss and share</p> <p>Pass the Portrait</p> | |
| <p>How do I read Portraits? 6 Word Story-Group and Individually</p> | <p>TIME: 30 min</p> |
| <p>REFLECT AND APPLY</p> | <p>TIME: 10 min</p> |
| | <p>TOTAL:80</p> |

C. INTRODUCTION

Min: 10

WHAT

The purpose of our lesson is for you to learn about SELF-PORTRAITS. Today we are going to LOOK at self-portraits, THINK about self-portraits, and TALK about self-portraits.

WHY

We are going to look at SELF-PORTRAITS to help us to better understand these three things:

1. WHAT are the benefits of creating a SELF-PORTRAIT?
2. WHY would an artist create a SELF-PORTRAIT?
3. WHAT clues can we observe in a work of art to help us better understand the life/personality of the artist, WHAT does it teach us about their culture?

HOW

These portraits were created by the artist of themselves. They are called SELF-PORTRAITS.

I am going to place the images in the middle of the group on the floor. Please stand up and choose the portrait in front of you.

On an index card, describe the work of art. You will have two minutes to describe what you see.

Now, I am going to place the images in the middle of the group on the floor. Your job is to stay in your seat, on your bottom, and use your eyes and brain to look at and think about these images. You may not see all the images clearly, try your best to look at all the images.

We will now look and think silently for one minute. Think about: what is the SAME and what is DIFFERENT. Consider also, FACIAL EXPRESSION, FOCAL POINT, GESTURE, CLOTHING, SETTING, OBJECT, QUANTITY, SIZE, COLOR
You will now partner up and LOOK, THINK, and TALK with them about your observations for 1 minute and then we will share our thoughts as a group.

It is important that we first look and think by ourselves so that we can prepare our thoughts about WHY an artist would paint a self-portrait and WHAT clues we see that help us learn about their lives and/or personalities.

I think _____ because I see _____: remember to site your evidence.

We will then play PASS THE PORTRAIT and work together to INQUIRE and SEARCH

LESSON TEMPLATE

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for EVIDENCE to support our IDEAS. Remember to always ask, “WHAT ELSE?”

As a class, we will compile a list of observations and questions that arise.

We will then write a few 6-word stories, together and individually.

You will write about the same image you did at the beginning of the lesson and compare and contrast your writing.

What was the same?

What was different?

Finally, you will write a 6-word story about yourself.

You know about the COLOR WHEEL and how color can have an effect on the MOOD of a piece of art work. Remember to consider this as well as color schemes as you view the art works. You also know about symbolism. Look closely at the objects in the paintings, they could have symbolic meanings.

I expect you to be respectful. We face the person talking and make eye contact. I will give you time limits and alert you of the last ten seconds remaining. Remember to wrap up all conversations by the time I reach 0.

| D. LEARNING ACTIVITY | | |
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| TITLE: | | |
| Step #1: Introduction | Min: | 10 min |
| Step #2: Choose a Portrait to Write About | Min: | 3 min |
| Step #3: Review: Ways to Look at Art | Min: | 3 min |
| Step #4: Observe on Your Own | Min: | 1 min |
| Step #5: Pass the Portrait (8 Portraits 2min Each) | Min: | 16 min |
| Step #6: Share Ideas as a Group | Min: | 10 min |
| Step #7: Review 6 Word Stories | Min: | 2 min |
| Step #8: Write (3 different works 2min each) | Min: | 6 min |
| Step #9: Share with group | Min: | 5 min |
| Step #10: Write about the Original Portrait | Min: | 2 min |
| Step #11: Compare and Contrast Original Writing | Min: | 2 min |
| Step #12: Share with Group | Min: | 10 min |
| Step #13: Write a 6 Word Story about YOU | Min: | 2 min |
| Step #14: Closure/ Next Time | Min: | 8 min |
| Step #15: | Min: | |
| Step #16: | Min: | |
| Step #17: | Min: | |
| Step #18: | Min: | |
| Step #19: | Min: | |
| Step #20: | Min: | |
| | Total: | 80 min |

E. CLOSURE

Min: 8 min

Today we learned how to LOOK, THINK, and TALK about SELF-
PORTRAITS.

We made OBSERVATIONS, ASKED QUESTIONS, and made
INFERENCEs based on evidence we observed in the work of art.

We wrote about works of art together and independently.

Finally, we wrote about ourselves to better understand who we are.

What did you learn through this process?

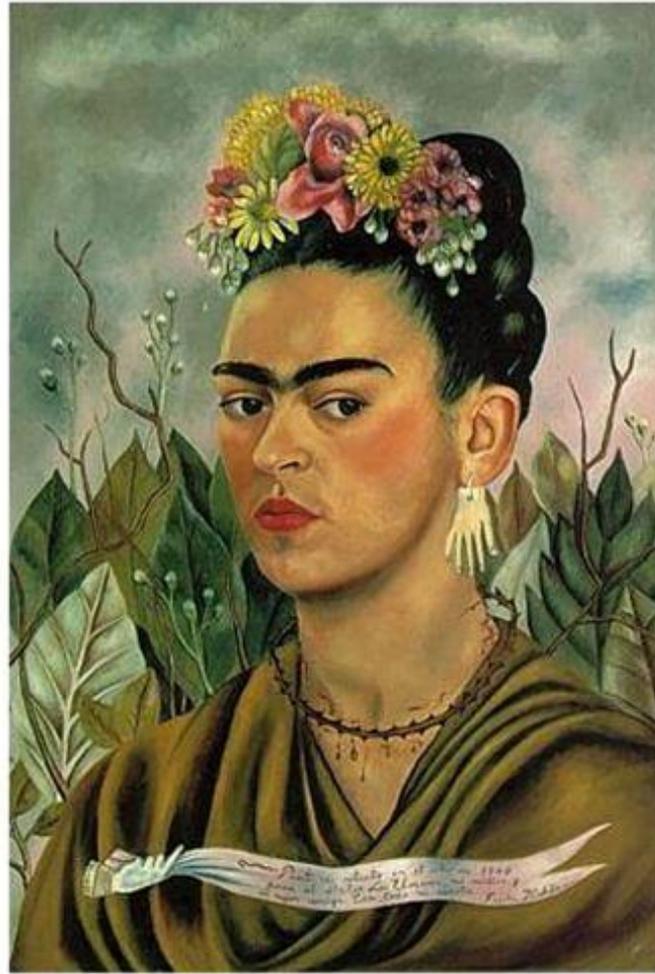
What did you notice that you may not have noticed, without looking
closely at the image and discussing them together as a group?

What do you think was challenging about LOOKING, THINKING, and
TALKING about SELF-PORTRAITS?

Next time we will begin to sketch/write ideas down in our sketchbooks
about what to include in our own self-portrait, based on your writing
(6-word story). What OBJECT(S) will you include and why? What
SETTING? CLOTHING? FACIAL EXPRESSION? FOCAL POINT?
COLOR(S)? GESTURE? SIZE? QUANTITY?

If you want to include a specific object, please come prepared and
bring it to our next meeting.

Quote:



"Self Portrait" by Frida Kahlo (1940)

"I paint self portraits because I am so often alone, because I am the person I know best."

~ Frida Kahlo