

Self-Portrait Lesson

STANDARDS: <http://www.nationalartsstandards.org/>

High School:

Grades 9-12, VA:Cr1.1.HSI Use multiple approaches to begin creative endeavors.

Grades 9-12, VA:Cn10.1.HSI: Document the process of developing ideas from early stages to fully elaborated ideas.

Grades 9-12, VA:Re9.1.HSIII: Construct evaluations of a work of art or collection of works based on differing sets of criteria.

Middle School:

Grade 6, VA:Cr1.2.6: Formulate an artistic investigation of personally relevant content for creating art.

Grade 6, VA:Cr2.1.6: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

Grade 7, VA:Cr1.2.7: Develop criteria to guide making a work of art or design to meet an identified goal.

Grade 7, VA:Cr2.1.7: Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

Grade 8, VA:Cr1.2.8: Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

Grade 8, VA:Cr2.1.8: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.

BIG IDEA:

- To learn to draw a self-portrait using contour lines, value and proportion.

ESSENTIAL QUESTIONS:

- Why are you doing this?
 - To learn what contour lines are and how to draw them.
 - To learn about the proportions of the human face.
 - To learn how to grid a reference and use the grid as an aid for drawing.
 - To learn how to create value in art to create the illusion of 3-dimensions on a flat surface.

OBJECTIVES:

Students will:

- Explore proportions of the human face.
- Explore the grid method of drawing using worksheets of varying difficulty
- Explore the element of value and how it creates 3-dimensions on a flat surface
- Explore the element of line and how to identify a contour line from reference
- Complete a student self-evaluation and participate in critique of work

STUDENT MATERIALS:

- Drawing Pencils
- Eraser
- Plain White Drawing Paper

INSTRUCTIONAL MATERIALS:

- Facial Structure Worksheets
- Gridded Drawing Worksheets
 - <http://www.free-for-kids.com/rainforest-animals-drawing-pages.shtml>
- Student Self-Evaluation

FINAL OUTCOMES:

- Completed four grid worksheets
- Completed a pre-instruction and facial proportion portrait
- Accurately gridded a copy of reference photo
- Contour line drawing of self-portrait was accurately drawn according to gridded reference.
- A minimum of 6 values were used in your portrait drawing successfully creating the illusion of three dimensions on a two dimensional surface.
- Completed Student Self-Evaluation sheet

Week 1: Grid Drawings

- The first week you will pick 4 examples from the grid method worksheets to complete.
 - With the grid drawing you need to remember that each square MUST match the example exactly.

VOCABULARY:

Line: An Element of Art. It is literally the extension of a dot. However, when the line intersects itself, it becomes a shape.

Contour Line: in art it is a line that defines an edge or form. Contour Line Drawing: the artist only draws the lines that follow the visible edges of a shape as well as those along the important interior shapes.

Shape: A closed line. Shapes can be geometric, like squares and rectangles, or organic, like free-formed shapes or natural shapes. Shapes are flat and can express length and width.

Form: Three-dimensional shapes, expressing length, width, depth. Balls, Cylinders and Boxes are examples of forms.

Value: The relationship between light and dark. Change of value can be seen in high, low and medium contrast areas.

Texture: The surface quality that can be seen or felt. Actual texture can be felt, implied texture is seen.

Essential Documents (Click link for worksheet).

[Grid Method Worksheets.pdf](#)