



Self-Portraits



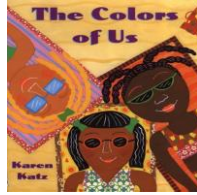
Writing &
Drawing



Art
Studio

Standards:

SED.SD.RSD.PS.1
CA.VA.PS.1, 3-5
SS.G.PS.4
ELA.W.TTP.PS.1-3
ELA.W.PD.PS.1



Materials:

- *The Colors of Us*
- images of portraits resource

Part 1:

- paint
- smocks
- mirrors
- tag board
- paintbrushes
- small containers for paint/ water
- paper towels/ sponges for drying

Part 2

- Beautiful Stuff
- adhesives

Part 3

- writing utensils
- sentence starters/frames
- paper

Vocabulary:

- (self-)portrait
- reflection
- skintone
- outline
- feature
- match

Preparation: Set up materials.

Intro to Centers:

Part 1: “In *The Colors Of Us*, Lena wanted to paint a **self-portrait**---an illustration of herself. What do you notice?”

“Here are other **portraits**. What do you notice?”

“Today, in the Art Studio, you can create a **self-portrait** with these materials. What do you notice?”

“Why did Lena’s mother tell her she needed ‘the right sort of brown’ ?”

“You can create a paint color that **matches**--is the same as-- your **skin tone** by mixing different colors together. Experiment with **tints** and **shades**.”

“Next, look at your face in the mirror and draw an **outline**--the shape-- of your face.”

“Then, paint your **skin tone** color inside the outline.”

Show illustrations. Children respond.

Show images. Children respond.

Show materials. Children respond.

Show illustrations. Children respond.

Model.

Model.

Model.

Part 2: “Here are the *outlines* of your *self-portraits*. What do you notice?”

“Today in the Art Studio, you can add your facial *features*-- your eyes, mouth, nose. You can add other details-- your hair and clothing- with these materials.”

Part 3: “Here are the *self-portraits* you created with facial *features* and details like your clothing. What do you notice?”

“In *The Colors Of Us*, Lena wrote words to describe her paintings. Today in Writing and Drawing, you can write words that describe your *self-portrait*.”

Show self-portraits. Children respond.

Show materials. Model.

Show self-portraits. Children respond.

*Show illustrations.
Model.*

During Centers:

Part 1: Support children in drawing the outline of their face. Encourage children to painting the entire area inside the outline. Facilitate collaboration with creating skin colors. Encourage children to use strategies from *Color Mixing* and *Tinting And Shading*. Compare and contrast creating paint that matches their skin tones to Lena’s process in *The Colors Of Us*.

Part 2: Encourage children to accurately represent facial features and other details such as clothing. Encourage children to collaborate, e.g., one child describes what they notice about his/her features, the other child chooses appropriate materials to depict those details.

Part 3: Provide sentence starters for children. Support children in sounding out letters/words. Compare and contrast children’s finished self-portrait to Lena’s finished paintings in *The Colors Of Us*.

Guiding Questions during Centers:

Part 1:

- How did you create the paint color to match your skin tone?
- How is the skin tone color you created similar to or different from your friend’s?
- What will you name the color that you created?

Part 2:

- How will you use these materials to depict your facial features/clothing?
- How are your facial features/clothing similar to or different from your friends’/Lena’s friends and neighbors?
- How is looking in a mirror helpful as you create your self-portrait?

Part 3:

- How is your self-portrait similar to or different from Lena’s paintings/your friends/images of portraits?
- How will you describe/write about your self-portrait?
- If someone wanted to create the same paint you did, what formula would you write?

Thinking & Feedback: Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation: Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation: Use children's self-portraits to create a class book, e.g., *The Colors of K1*. Compare and contrast children's self-portraits to photographs of children.

