



WEEK 5 Day 2

Art Easel: Self Portraits 1

At the easel, children use observation to create sketches of self portraits. Drawing from a photo helps them think critically about how they record their observations as they compare the two images.

<p>Big Ideas</p>	<p>Individuals, or citizens, come together to work, live, learn, and relate to each other in communities People in communities represent their experiences and traditions through artistic expression.</p>
<p>Guiding Questions</p>	<p>When is it important to work in a group or independently? How do you most effectively communicate your thoughts, ideas, feelings and traditions?</p>
<p>Vocabulary</p>	<p>notice: to see, to pay attention to something represent: to show proportion: the way a representation (such as a drawing or structure) compares to real life sketch: a quick drawing that gives an idea of a more finished picture trace: to copy by drawing over another picture self portrait: a picture of oneself cross hairs: lines on a sketch to help put a specific detail in place precise: accurate, exact, just right satisfied: pleased, happy with a result</p>
<p>Materials and Preparation</p>	<p>Take and print photos of the children; for this purpose, headshots from the shoulders up work best.</p> <ul style="list-style-type: none"> ● chart paper ● marker ● easel ● pencils ● erasers

	<ul style="list-style-type: none"> ● thin black markers ● photo of each child, printed ● paper <p>Provide paper in various sizes but with the same ratio as the photos.</p>
<p>Intro to Centers</p>	<p><i>This week you'll make self portraits at the art studio. A self portrait is a picture that a person makes of themselves. You can make a self portrait from memory, or by looking at a mirror or a picture of yourself.</i></p> <p><i>What details do you think are most important to include when you make a picture that looks just like yourself?</i></p> <p>As children respond, write down a list of important details to include in a self portrait. When Centers open, post this list at the Easel.</p> <p><i>With this advice [refer to the list], I'm going to start by drawing a picture of myself. I want to make sure that my face and my head fill up the page just like they do in this photograph. Since I can see my neck and shoulders in the photo, I'll make sure I include those in my drawing.</i></p> <p>Model using a photo for reference. Underscore the observation that the head fills up most of the space in the photo; point out how the shoulders fill out the bottom part of the page and that most of the body is not included. Draw a large head and connect it to the shoulders and neck.</p> <p><i>I want to make sure that I have enough space for all of the details you mentioned—eyes, nose, mouth, ears, and hair. I'm going to make some very light marks called cross hairs to help me plan where I'll place the details in my drawing. These marks aren't on my face in real life, and they won't show in my final self portrait. They are just to help me plan.</i></p> <p>To demonstrate planning where to place features: Use pointer finger and thumb to touch the top and bottom of one ear. Holding that spacing, move the hand across the face toward the other side, pausing in the center to point out how the nose and eyes line up in the same space as the ears. Help children see how the cross hairs drawn on the outline of the head can be used to place the ears, nose, and eyes in the drawing. Add other details such as eyebrows, eyelashes, a mouth, ears, and hair, referencing the list of details children created earlier.</p> <p><i>I'm drawing very lightly and quickly to make a sketch. A sketch is a way of drawing lightly and quickly that helps me plan parts of my drawing. Later I can go back over and trace the lines I like best. When I'm finished, I can erase my sketch lines and the cross hairs if I need to.</i></p>

	<p>Once the drawing is complete, model satisfaction with the result, and then use a fine line black marker to trace over the best lines and details. Make a decision about erasing.</p>
<p>During Centers</p>	<p>Children work from a photograph to create a self portrait on their own. Using photographs ensures that children are working off of a consistent image; later, peers can help point out details that artists may have missed. In Week 6, children will build from this experience when they use these sketches to create another piece of art.</p> <p>Support the children to fill the space on the page. Remind them that this attempt is a sketch and that they can correct, add, and remove lines as they go along, if they work lightly. Encourage them to include as many details as they can.</p> <p>Once they are satisfied with their sketches, children go over the lines with thin black marker to complete their self portrait drawings.</p>
<p>Guiding Questions</p>	<ul style="list-style-type: none"> ● What details will you include in your self portrait? ● How can you make sure you line up your ears, eyes, and nose? ● What kinds of marks can you make to show different kinds of hair? ● How does sketching (drawing lightly and quickly) with your pencil help you be more precise about the details in your self portrait? ● Are you satisfied with your work? Why or why not?
<p>Standards</p>	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>VA.K.1. (Boston) Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects</p>

Notes