

Identity & Influences: Self-Portraits Day Two

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Grade Level: 7th/8th Grade
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Influenced Self
ZiKang, 2009

Aim/Goal of the 5-Week Curriculum:

- Students will come to understand the way in which identity is shaped and influenced by everyday experiences. [Influence is defined as the verb; the act of impacting/influencing on the student's self identity. Experience is defined as the noun; an experience is everything from a relationship the student has with a person to an activity they participate in/enjoy. It is the source of what "influences".]
- Students will begin to conceptualize their definition of identity. In this concept, students will come to understand that identity isn't a fixed part of their selves, but rather a part of themselves that is shaped, constructed, and influenced from the experiences (interactions with people, relationships with family and friends, activities they engage in, etc.) in their world.
- Students will start to think more abstractly at how they interpret their lives/worlds. Their awareness to the effects/influence of their experiences will become more refined through the expressive discovery and in depth observation of their evolving selves.
- Students will explore deeper into these cultural, social, and environmental experiences that influence the development of their identity.
- Students will examine a variety of visual examples from historic and contemporary art, commercial art and design, media arts, and images from popular culture.

Fine Arts Goals Met by the Objectives:

- **25.A.5** Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas, and/or meaning.
- **26.A.1e** Visual Arts: Identify media and tools and how to use them in a safe and responsible manner when painting, drawing, and constructing.
- **26.B.1d** Visual Arts: Demonstrate knowledge and skills to create visual works of art using manipulation, eye hand coordination, building and imagination.
- **26.B.2d** Visual Arts: Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching, and constructing.

Objectives: Students will...

- Students will begin class with continuing previous lesson in completing work on their realistic self-portraits.
- Students will be reflecting on the previous class discussion about the concept of identity and discuss what an "experience" means and the roles it plays on influencing their/a person's identity.
- Students will partake in a Powerpoint presentation/discussion of influences found in self-portrait examples. (Especially looking at artist Frida Kahlo).
- Students will be creating/finishing the second portrait in the Comparative Diptych Project. The second piece will focus on the changes that shape/affect the student's identity influenced/caused by the experiences in their lives they relate to.
- The two portraits will then be juxtaposed to show the changes from the first view; to the second "influenced" view, meaning to express the major influence/impact an experience can bring to one's identity.
 - Measurable criteria: Students will create their experience-influenced self-portrait on 15"x18" drawing paper gaining ideas from group discussion plus handout activity, reflection of their personal lives, and classroom observance of images. Students will be encouraged to alter the

drawing paper and experiment with materials to enhance the expressive and representational aspect of their self portraits

- Timeframe (180 minutes): Students will start class with a ten-minute sketchbook activity asking them to really start to thinking of an experience they relate to in their day-to-day life. Next the class will partake in a 25 minute discussion reflecting and analyzing new self-portrait images. Following the discussion, students will return to their desks to engage in “About Me” worksheet to gain more inspiration to what they could include in their influenced self-portrait. A small exploitative demonstration will follow the handout to get students used to/learn more about the materials. (About 10 mins.) Students will have the remainder of class time (115 minutes) to work on and complete second self-portrait. Class will end again with a five-minute clean up and ten-minute closing discussion.

Vocabulary:

- Self-Portrait: a pictorial portrait of oneself, done by oneself.
- Symbol: something used to mean or represent another thing. It stands for something else.
- Proportion: proper relation between things or parts; relative size or extent.
- Identity: The collective aspect of the set of characteristics by which a thing is definitively recognizable or known.
- Identify: To recognize or establish as being a particular person or thing; verify the identity of.
- Express: to set forth the opinions, feelings, etc., of (oneself), as in speaking, writing, or painting
- Represent: To serve to express, designate, stand for, or denote, as a word, symbol, or the like does; symbolize.
- Influence: The action or process of producing effects on the actions, behaviors, opinions, etc. of oneself.
- Juxtaposition: An act or instance of placing close together or side by side, esp. for comparison or contrast.

Teacher Materials Teacher plus (10) students:

- Media Cart
- Teacher generated PowerPoint presentation containing discussion prompters and repeated images alone with new portrait images.
- Demo Materials:
 - Markers
 - Craypa crayons
 - Sheets of Sketch/Newsprint Paper
 - Colored pencils
 - Oil pastels
 - Watercolors
 - Brushes
 - Water Containers
 - Blending stumps
- For Student:
 - Student’s Sketchbooks
 - 15” x 18” sheet of drawing paper
 - Sheet of Sketching paper
 - Assorted Drawing Pencils (6B, 2B, HB, 3H, Ebony)
 - Watercolors
 - Craypa crayons
 - Blending Stumps
 - Technical Pens
 - Assorted sizes of watercolor brushes
 - Cups for Water (to use with watercolors)
 - Markers
 - Kneaded Erasers

- (1) Sketchbook Activity Handout
- (1) “About Me” Handout
- Teacher made exemplar:
 - (1) Completed Self-Portraits
 - (1) Completed ‘Influenced’ Self-Portraits
- Multicultural/Historical exemplars:
 - Resource Poster – *Self-Portrait* Andy Warhol. 1988. (Example of different types of portrait)
 - Resource Poster – *The Pleasure Principle* Magritte. 1937. (Example way to approach representation of self/image of human)
 - Printed Images – Collection of examples shown in Powerpoint
 - Book – *The Self-Portrait in Art*. Lerner, Sharon. Minneapolis: Lerner Publications Company, 1965.
 - Book - *The Encyclopedia of Drawing Techniques*. Hanzel Harrison. (Pg. 136-137 about Portrait Studies)
 - Book - *Leonardo DaVinci: Art for Children*. Ernot Rabott. (Good images of faces also sketched DaVinci Self-Portrait)
 - Book - *Van Gogh*. Bruce Bernard. (Pg. 46-47 “A heroic Self-Portrait”)
 - Book - *Frida Kahlo*. Salomon Grimberg.
 - Book - *Dynamic Anatomy*. Burne Hogarth

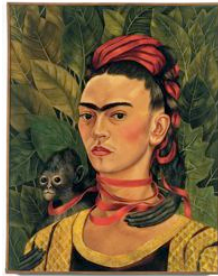
Learner Materials:

- (10) Student’s Sketchbooks
- (40) Drawing Pencils
- Box of Markers
- (25) Sharpies
- Technical Pens
- (20) Boxes of Colored Pencils
- (20) Sets of Oil/Chalk Pastels
- (20) Sets of Craypa crayons
- (30) Assorted Blending stumps
- (15) Watercolors
- (30) Assorted Sized Brushes
- (15) Water containers
- Erasers
- Glue Sticks
- (20) 11”x17” sheets of Sketching Paper
- (20) 15”x18” sheets of thick drawing paper

Motivation/Activities and Prompts:

- Teacher created PowerPoint presentation to start discussion and thinking process of influences and how to express them in the student’s second self-portrait piece.
- Discussion questions from Powerpoint.
- Historical/Multicultural exemplars (Included in Powerpoint):
 - *Self-Portrait with Monkey*. Frida Kahlo. 1940.
 - *Self-Portrait as Tehuana (Diego on my Mind)* Frida Kahlo
 - *The Little Deer*. Frida Kahlo.
 - *Self-Portrait* Francis Bacon. 1973
 - *Self-Portrait* Francis Bacon.
 - (3) Works by Mike Mitchell. Unnamed.
 - *The Long Winter*. Audrey Pongracz.
 - *Self-Portrait*. Audrey Pongracz.
- Historical/Multicultural exemplars (Hung In Classroom)
 - *Self-Portrait* Max Beckman

- *Woman with Hat* Picasso. 1881.
- *Portrait of the Artist* Van Gogh. 1889.
- *A Boy with a Lute*. Franz Hals
- *Self-Portrait* Durer
- *The Artist's Studio* Corot. 1796.
- *Woman with Mango*. Gauguin. 1848.
- *Vendadora de Alcatraces*. Diego Rivera 1840.
- Printed Images from Powerpoint Presentation.



Classroom Layout/Physical Set-Up:

- WALL POSTINGS:
 - Generated Classroom Rules on back wall.
 - Posters (stated in “Multicultural Exemplars” to be hung in back wall)
 - Teacher Made Exemplars hung on the back wall for demo and discussion
- TABLE FORMATION:
 - Student Work Tables put in (4) large squares, in the back of the room. Basic materials such as drawing pencils, marker, erasers, scissors, glue sticks and pens will be kept in individual cups for each student at their table.
 - For discussion and PowerPoint students will bring chairs to the front of the room and line up and face the presentation screen.
 - Tables (“Supply Table” in diagram) will be arranged along the wall opposite the classroom door where the additional art materials necessary for the lesson will be placed. Student sketchbooks, nametags and handout will also be located on these tables.
 - A demonstration table will be placed in the front of the room.



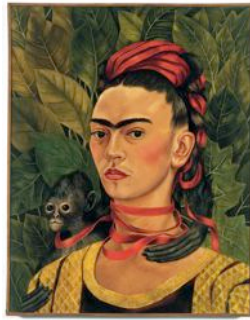
- MATERIALS DISTRIBUTION AREA:
 - Student sketchbooks, nametags, additional supplies, and handouts will be located on the supply tables arranged along the opposite wall of the classroom.
 - Materials distributed to each students: (1) sheet of 15”x18” drawing paper.
 - (1) Sheet of 15”x18” drawing paper.
 - Colored Pencils
 - Markers
 - Oil/Chalk Pastels

- DEMONSTRATION AREA:
 - Media Cart
 - Back Bulletin to hang works
 - Back Bulletin to hang examples
- CLEAN UP AREA:
 - Garbage Cans placed around the room
 - Students will be asked to return materials, sketchbooks, and nametags to the appropriate locations.

Procedures:

- SKETCHBOOK ACTIVITY: (10 minutes)
 - Sketchbook Prompt/Handout – “What is something that you do everyday that relates to who you are? Do you pay attention to how the things you enjoy impacting your identity/how you yourself and how others see you? Make a list of those “experiences” you do everyday. How do they impact who you are as a person?”
- INTRODUCTION: (5 minutes)
 - **Give a clear explanation of the procedure for the day. Don’t go to fast!**
 - *“Hey Guys, so like we discussed last week, we are going to be continuing our thoughts on identity but working towards the second self-portrait in our diptych project. We are going to start off the day by looking at some more self-portrait images and really digging deep into more meanings and symbols we can find in the artists’ work. Then afterwards I have a really quick, fun, and interactive demo of materials before we can start working, where you’ll be finishing up your realistic self-portraits from last Saturday and beginning the second “influenced” portraits. So if you’re ready to rock, why don’t we all quietly and swiftly bring our chairs up to the front of the room for a Powerpoint . . . “*
- DISCUSSION: (30 minutes/includes handout)
 - First, lead into Powerpoint by talking about the previous class and the realistic self-portrait they created. Give definition of *identity*; then ask, **In our self-portraits we created last week, what/how do you think it shows your identity?**
 - *What about self-portraits show a person’s identity/who they are as a person?*
 - Propose the question, **So do you think you are born with your identity? Or do you think something changes and impacts it?** Followed with *Do you act the same/like the same things that you did when you were in kindergarten? What changed to make that different?*
 - Next, lead into experiences, “So we’ve definitely changed/formed into who we are because we have lived our lives. What happens to us, the people we meet, the things we do, the music we enjoy, are all “experiences” we’ve had that are a part of what goes into making who we are.”
 - EXPERIENCE – something in a person’s life that they engage/take part in. This can be who they are friends with, an important family member in their life, a place they love visiting, their religious and cultural background, to even a sport they feel passionate about playing. **What is an experience you have everyday/what relates to you? (You should have one of these written in your sketchbook . . .)**
 - INFLUENCE – Ok, so you have this experience, now what does that necessarily do to impact you? Give definition of influence and example of influencing happens.
Example: Like I talked about last class, about my involvement in playing basketball for so many years, that experience I engaged in while playing *influenced* me to become a more athletic and physically driven person. That impact “influence” has shown itself through what makes me who I am.
 - FRIDA KAHLO DESCRIPTION/ARTWORK ANALYSIS (slides six & seven)

- First Images – *Self-Portrait as a Tehuana (Diego on my Mind)* and *Self-Portrait with Monkey*.
- **What do you think Frida Kahlo was like, by just looking at her self-portrait?** (if no reply) **Ok, so what do you see in these images?** What about what you see can help you figure out who she is as a person (her identity)?
- **What does her facial expression just suggest?**
- **Anything strange or unusual happening?** *What do you think that is supposed to mean? What do you think she's trying to communicate with that image?*
- Explain how the image of the man is her husband Diego Rivera, and he is supposed to be “on her mind”, that’s why he is on her forehead. Also she is in a Mexican wedding dress. The image to the right, with the monkeys, she liked to include the monkeys as a symbol of nature.
- **Symbol** – it’s an important vocab word. **Does anyone know what it means?** Answer: A symbol is an image that is meant to stand or suggest something else. Usually it is a simple image that really means something bigger and more complex.
- **Second Image** – *The Little Deer (Self-Portrait)*
- **What kind of symbols do you see in this painting? So, what do you see this other self-portrait Frida created?** Symbols – blood = pain. Green leaves = growth and life.
- **What do you feel when you see this picture?**
- Explain how this image is about Kahlo’s accident when she was younger, and how she lived her life in great pain almost all the time. *How does this experience of her accident impact/influence her identity?* How she represents herself “trapped in this wounded body”.
- FRANCIS BACON images – Point out that expression can show an identity and the face doesn’t necessarily have to look realistic for the viewer to get a good feeling of the artist’s identity.
- AUDREY PONGRACZ IMAGES
 - **First Image** – *Self-Portrait*
 - **So just tell me what you think this image is of?** *What do you think the artist is meaning by putting her head in this position?*
 - **How has she used materials and technique in her work to stress a part of her identity?** *The way this looks, the ‘cartoony’ almost computer like image, what can that mean?*
 - **Second Image** – *The Long Winter*
 - **How do you feel when you look at this picture?**
 - **Why do you feel that way?**
 - **Give me an example of a symbol in this picture?** *What do you think that says about the artist?*
- MIKE MITCHELL IMAGES
 - **What can you say about this image?** This doesn’t even have the artist’s face in it at all, so how can you tell something about who he is?
 - **What kinds of symbols are in this picture?** *What does the halo mean? What can you make out of the girl’s eye being black?*



- After looking at Powerpoint and Discussion in the front of the room, students will return to their desks and be handed the “About Me” worksheet to fill out.

“So who here has a Myspace? Ok, so on your Myspace there is an “About Me” section isn’t there. What do you write in that; is it like “my name is Andrea, and I like to play basketball, go boating, and draw.” It’s those things you enjoy, those experiences we’ve been talking about that you write about to let others know who you are isn’t it? So think about what you’ve written or what would write, and fill out this handout to maybe think of some experiences you are going to use to create your image today.”
- Teacher Made Exemplars – For Discussion reference and used to talk about how we incorporated our influences
- DEMONSTRATION (10 minutes)
 - Have students leave their seats and come sit in the front of the room in a circle on the floor for an exploration of their materials.
 - Pass out/have the students take from the center a variety of materials that are available for the project (markers, colored pencils, crayons, colored pastels, watercolors with brushes and water, and blending stumps).
 - **Ask what materials the class is familiar with?**
 - Ask students to first pick up a crayon. Demonstrate how to hold the crayon in hand and the different marks you get from pressing down, being light with the material, on its side, on its tip, etc. Demonstrate with the blending stump how to blend the mark on the paper. Also ask students to see what happens when you draw over it with another color of crayon. **How does this material feel when using it? How do you feel/think it expresses when you use it?**
 - Next, grab an oil pastel. Like the crayon ask the students to see what different kind of marks you can create with the material. **How is this different from the crayon? How does this material make you feel/How does it feel? Would Frida Kahlo have wanted to use a bright colored pastel?** Have students layer the pastels over pastels, what does this do? What happens when you put it over the crayon mark?
 - Have students next find their colored pencil. **How is the mark of a colored pencil different from the mark of the other materials? What do you think using a colored pencil can symbolize/represent?**
 - Following the pencils, have students get their watercolor out. Have them experiment with holding the brush differently to achieve different washes and line thickness. **What happens when you add more/less water to the paint? Paint over the crayon mark you have, what happens now?**
 - Continue to have students make marks on the sketch paper so their confidence becomes greater with the material.
 - Before the students are dismissed, Clearly State the Project Over! “So now, after looking at all these other artists and worked with all these materials, we are ready to begin our work for the day. We are going to be using the 15”x18” sheet of paper like last time to create another self-portraits using our experiences as ways of expressing who we are. You should use whatever

and however many materials you need and the size of the paper can be altered. At least three experiences should be including in your image for it to be successful. So if we all are ok with what we are doing you can grab the paper *point to the paper on table and what materials you want *point to supply table and get started.

- DESIGN/WORK SESSION: (120 minutes)
 - Once students are heading back to their seats, they will be asked if they needed more time to look over and finish their self-portrait from last week. If they want that time, they may collect their realistic self-portraits and work on them for no more than ten minutes.
 - When students complete the first self-portrait, or if they are already finished, they will be instructed to gather/sketch out more ideas to plan what they will be doing for their second self-portrait. This sketching time will be limited, so they will move onto completing their project.
 - **What can you use from your “About Me” worksheet to help you with ideas?**
 - **What kind of experiences did you come up with in the handout that you are expressing in your portrait?**
 - **How is the medium you are using adding to how you want to express yourself? What does a marker mark suggest? What kind of colors are you using?**
 - **Look at the images on the back wall and also the books if you still want more help in deciding what to do.**
 - *Students will be notified at halfway point of work session.
 - *Give breaks during work session time to walk around and look at others work and just to step back from their works.

Students Working on Second Self-Portraits



- CLEAN UP: (5 minutes)
 - Students will be alerted when they have fifteen minutes left to work.
 - Students will return materials, sketchbooks, and nametags to the appropriate places.
 - Completed work will stay with the student's at their tables.
- CLOSURE: (10 minutes)
 - Questions for Project Closure:
 - **Which portrait of the two you created, do you believe is a more accurate representation of your identity? Why?**
 - **What have you learned about yourself as a result of doing this drawing? Have you paid more attention to your experiences and what affects they have on your identity?**
 - **What have you learned about art making that can really help someone find out who they are, as a result of making a self-portrait?**
 - **Does anyone have anything they'd like to share about what they created today?** (Have them stand up and explain to the class their images)