

# COLORS OF ME: EXPLORING SELF-PORTRAITS AND SKIN TONE

TOPIC : ELEMENTS OF  
ART : LINE

GRADE : 1ST & 2ND

DURATION : 3 WEEKS



## OBJECTIVES:

EXPLORE SELF-IDENTITY: ENCOURAGE STUDENTS TO EXPRESS THEIR UNIQUE FEATURES, EMOTIONS, AND PERSONALITIES THROUGH THEIR SELF-PORTRAITS.

DEVELOP OBSERVATION SKILLS: HELP STUDENTS OBSERVE AND CAPTURE DETAILS BY CLOSELY STUDYING THEIR OWN FACES AND FEATURES.

FOSTER CREATIVITY: ENCOURAGE STUDENTS TO THINK OUTSIDE THE BOX AND EXPERIMENT WITH DIFFERENT ARTISTIC TECHNIQUES AND MATERIALS.

PROMOTE SELF-CONFIDENCE: PROVIDE A PLATFORM FOR STUDENTS TO SHOWCASE THEIR INDIVIDUALITY AND APPRECIATE THEIR OWN UNIQUE QUALITIES.

CULTIVATE EMPATHY AND INCLUSIVITY: DISCUSS THE IMPORTANCE OF EMBRACING DIVERSITY AND CELEBRATING DIFFERENT SKIN TONES AND FEATURES.

# LESSON ACTIVITIES

## DAY 1: SELF-PORTRAITS WITH SIMPLE SHAPES AND LINES

### **MATERIALS:**

- PENCILS
- 11X14 DRAWING PAPER
- FACE TEMPLATE IN A "U" SHAPE
- DIFFERENT SIZE NOSE TEMPLATES  
EX. RECTANGLE, TRIANGLE, CIRCLE
- BLACK CRAYON

### **VOCABULARY:**

- SELF-PORTRAIT/PORTRAIT
- SHAPE
- LINE
- FACIAL FEATURES
- OBSERVATION

### **INTRODUCTION:**

INTRODUCE THE CONCEPT OF SELF-PORTRAITS AND HOW ARTISTS USE SIMPLE SHAPES AND LINES TO CREATE THEM. SHOW EXAMPLES OF SELF-PORTRAITS FROM ARTIST NATE WILLIAMS

### **DEMONSTRATION/MODELING:**

MODEL THE STEP-BY-STEP CONSTRUCTION OF FACIAL FEATURES, EMPHASIZING THE USE OF LINES AND SHAPES TO REPRESENT EACH PART OF THE FACE. THEN ONCE FINISHED WITH THE PENCIL DRAWING, STUDENTS WILL RE-OUTLINE WITH BLACK CRAYON TO VISUALLY SEE BETTER WHEN PAINTING.

### **INDEPENDENT PRACTICE:**

STUDENTS START CREATING SELF-PORTRAITS, FOLLOWING THE STEP-BY-STEP PROCESS. AFTER THE INITIAL MODELING, THEY WORK INDEPENDENTLY TO DRAW THEIR OWN FACIAL FEATURES WITH AN EMPHASIS ON LINES AND SHAPES. STUDENTS CAN USE THE PROVIDED CARDBOARD TEMPLATES FOR ASSISTANCE.

### **REVIEW/CLOSE:**

DISCUSS PROGRESS AND ASK STUDENTS TO SHARE THEIR EXPERIENCES AND THE FACIAL FEATURES THEY'VE CREATED. ENCOURAGE REFLECTION ON THE USE OF LINES AND SHAPES IN SELF-PORTRAITS.

## DAY 2: ADDING COLOR AND UNDERSTANDING DIVERSITY

### **MATERIALS:**

- TEMPERA CAKE PAINTS
- PAINT BRUSHES
- MIXING PALETTES
- MIRRORS
- WATER
- BOOK THE COLORS OF US BY KAREN KATZ

### **VOCABULARY:**

- COLOR
- DIVERSITY
- SKIN TONES
- HAIR COLOR
- EYE COLOR
- TEMPERA PAINT

### **INTRODUCTION:**

INTRODUCE THE USE OF TEMPERA CAKE PAINT AND THE IDEA THAT EVERYONE HAS DIFFERENT SKIN, HAIR, AND EYE COLORS. EMPHASIZE DIVERSITY BY LISTENING TO THE COLORS OF US

### **DEMONSTRATION/MODELING:**

SHOW HOW TO MIX COLORS AND APPLY THEM TO SELF-PORTRAITS. DISCUSS HOW TO REPRESENT THE DIVERSITY OF SKIN, HAIR, AND EYE COLORS.

### **INDEPENDENT PRACTICE:**

STUDENTS PAINT THEIR SELF-PORTRAITS, USING TEMPERA CAKE PAINTS TO DEPICT THEIR UNIQUE FEATURES, FOCUSING ON SKIN TONES, HAIR, AND EYE COLORS. THEY WORK INDEPENDENTLY BUT WITH GUIDANCE AND SUGGESTIONS.

### **REVIEW/CLOSE:**

DISCUSS THE IMPORTANCE OF DIVERSITY AND HOW IT'S REFLECTED IN THEIR SELF-PORTRAITS. ENCOURAGE STUDENTS TO SHARE THEIR THOUGHTS AND THE CHOICES THEY MADE IN REPRESENTING THEMSELVES

## DAY 3: ADDING DETAILS - MAKING AN INDEPENDANT PORTRAIT

### MATERIALS:

- OIL PASTELS
- PORTRAIT SUPPLIES
  - 9 X 12 DRAWING PAPER
  - PENCILS
  - BLACK CRAYONS
  - STEP BY STEP PORTRAIT DRAWING
- ONE - TWO TABLES SET UP AS INDEPENDENT PORTRAIT DRAWING STATIONS

### VOCABULARY:

- DETAILS - EMBELLISHING
- OIL PASTEL
- INDEPENDANT DRAWING

### INTRODUCTION:

INTRODUCE WHAT ADDING DETAILS IS TO STUDENTS. ADDING, A DESIGN ON THEIR SHIRT, BLUSH ON THEIR CHEEKS, CURLS IN THEIR HAIR. INTRODUCE OIL PASTELS AND HOW THEY LOOK ON PAPER.

ONCE STUDENTS ARE FINISHED THEY ARE THEN INSTRUCTED TO GO TO THE INDEPENDENT SELF PORTRAIT DRAWING STATION AND TO MAKE A PORTRAIT OF SOMEONE THEY KNOW WHO THEY LOVE / CARE ABOUT.

### DEMONSTRATION/MODELING:

DEMONSTRATE HOW OIL PASTELS ARE DIFFERENT FROM A CRAYON. HOW OIL PASTELS LOOK OVER TEMPERA PAINT AND WAYS TO BLEND AND LAYER COLORS.

### INDEPENDENT PRACTICE:

STUDENTS WILL ADD AT LEAST ONE DETAIL TO THEIR PORTRAIT IN OIL PASTEL.

ONCE FINISHED THEY ARE TO MAKE ONE OR MORE INDEPENDENT PORTRAIT. AT THE STATIONS THERE WILL BE PROVIDED A STEP BY STEP HANDOUT OF HOW TO MAKE THE PORTRAITS.

### REVIEW/CLOSE:

DISCUSS THE INDEPENDENCE THEY HAD WHILE MAKING THEIR OWN PORTRAIT. WHO THEY MADE THEIRS OF AND ANY ARTISTIC TOUCHES THEY ADDED TO POSSIBLY MAKE THEIRS DIFFERENT!

## **ASSESSMENT :**

### **CREATING:**

MONITOR STUDENTS' PROGRESS ON THEIR SELF-PORTRAITS TO ENSURE THEY ARE USING THE LEARNED SHAPES AND LINES EFFECTIVELY IN REPRESENTING THEIR FACES. PROVIDE FEEDBACK AND GUIDANCE AS NEEDED.

### **RESPONDING:**

CLASS DISCUSSION: ENGAGE STUDENTS IN A DISCUSSION ABOUT HOW THEY RESPOND TO DIFFERENT ARTWORKS, INCLUDING THOSE BY NATE WILLIAMS. ENCOURAGE THEM TO EXPRESS THEIR FEELINGS, INTERPRETATIONS, AND THE IMPACT OF LINE AND STYLE ON THEIR RESPONSES.

### **PRESENTING:**

SELF-PORTRAIT PRESENTATION: HAVE STUDENTS PRESENT THEIR SELF-PORTRAITS TO THE CLASS, EXPLAINING THE SHAPES, LINES, AND COLORS THEY USED TO REPRESENT THEMSELVES. ASSESS THEIR ABILITY TO COMMUNICATE THEIR UNIQUE FEATURES AND ARTISTIC CHOICES. DISCUSS THE CHOICES STUDENTS MADE.

### **CONNECTING:**

ARTIST INFLUENCE DISCUSSION: CLASS DISCUSSION ON THE INDEPENDENT SELF PORTRAIT DRAWINGS THEY MADE, THE SHAPES THEY USED AND WHO THEY MADE THEIR PORTRAIT OF.

## **STANDARDS:**

### **CREATING:**

NCAS GRADE LEVEL STANDARD: 1.CR1.1: GENERATE AND EXPLORE IDEAS FOR ART THAT INVOLVE CREATING WORKS THAT REPRESENT PERSONAL EXPERIENCES, INTERESTS, AND OBSERVATIONS.

### **RESPONDING:**

NCAS GRADE LEVEL STANDARD: 1.RE7.1: EXPLAIN HOW PEOPLE'S EXPERIENCES AND CULTURE INFLUENCE THE WAYS THEY RESPOND TO WORKS OF ART.

### **PRESENTING:**

NCAS GRADE LEVEL STANDARD: 1.PR4.2: CREATE WORKS OF ART INSPIRED BY PERSONAL EXPERIENCES, IMAGINATION, AND OBSERVATION.

### **CONNECTING:**

NCAS GRADE LEVEL STANDARD: 1.CN10.1: IDENTIFY HOW ARTISTS' CHOICES ARE INFLUENCED BY PERSONAL EXPERIENCES AND THE WORLD AROUND THEM.

# HOW TO DRAW A PORTRAIT







