

Values Self-Portrait

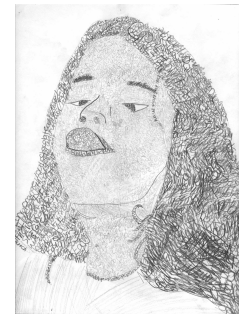
By Peggy Finnegan

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Generously adapted from Anne Blue Siegler’s Words Self-Portraits unit

Grade Level: 6th grade

Time: Six 36-minute class periods



Artmaking Process: Drawing

Art Elements/Principles of Design: Value

National Standards: (5-8)3b, 4b, 5b

IL State Standards: 25.A.3d, 25.B.3, 26.A.3e, 26.B.3d, 27.A.3b

Common Core ELA: W.CCR.3

Comprehensive Components: AH, AE, AP, AC

Objectives

As a result of this unit, students will

Visual Art Standards:

Artmaking: Draw one self-portrait using ebony pencil on 9x12” 80lb sulfite paper that expresses personal values and includes at least ten different values.

(5-8)3b, 26.B.3d,

Historical/Cultural Context: After viewing images of artworks created by Larry Roibal and Shepard Fairey, use pencil and sketchbooks to write two sentences comparing and contrasting how the arts function in communication and politics, and to write one sentence describing how these artworks have become part of our culture.

(5-8)4b, 27.A.3b

Criticism: Describe the word value in at least one written sentence, and compare and contrast the self-portraits of Henri Matisse, Larry Roibal, and Chuck Close by listing in writing at least two similarities and two differences among the values in the images shown. Describe in at least one written sentence how the use of different processes creates different effects among Chuck Close’s self-portraits. Describe in at least three written sentences how the use of values created a three-dimensional self-portrait in his or her drawing.

(5-8)2b, 25.A.3d, 25.B.3, 26.A.3e

Aesthetics: Analyze the meaning in images of artworks created by Shepard Fairey and Larry Roibal by orally giving one opinion as to whether politically based artworks can be as meaningful as traditional self-portraiture, and by orally giving one opinion whether photographs used in the media have as much artistic merit as Fairey and Roibal’s artworks.

(5-8)5b

Common Core English Language Arts:

Writing: Using pencil in your sketchbook, write at least one 10-sentence narrative that explains how at least one personal value has played a role in your life.

W.CCR.3

Vocabulary

Narrative, Values (art), Values (personal)

Materials

Student sketchbooks or journals for recording answers to discussion questions

9x12" 80lb sulfite paper (or any 9x12" white drawing paper)

Ebony drawing pencils (#2 pencils will work but ebony will produce darker value)

Digital camera (Do ahead: take portrait photographs of each student in black & white and print out one full page photograph for each student.)

Discussion Questions

Based on images used in the Notebook and PowerPoint lessons, listed in the reference section.

1. (Notebook lesson) How are the two self-portraits drawn by Henri Matisse similar and different?
2. (Notebook lesson) Why do some artists choose to incorporate values into works of art?
3. (PowerPoint Fairey and Roibal images) How do artists play a role in politics? How do artists play a role in communication? Do you feel that these images communicated a meaning or message effectively? How much does the text affect the meaning? Would you still understand the meaning without the text? Do these images differ from other images of President Obama that you have seen in the media? Which has more artistic merit – photographs of the president, or drawings and screen prints? Do these political images of artworks have as much meaning as traditional self-portraits that are not politically influenced?
4. (PowerPoint images) What are the similarities and differences in the use of values among the self-portraits of Matisse, Fairey, Roibal, and Close?
5. (Narrative writing) What are personal values in comparison to the element of art called value? Describe one personal value and how it has affected your life. Is there a time in your life when you experienced agreement or conflict with a friend at school because of your personal values? Have you ever been confused or unsure of what to believe about a personal value? Can you name a time when you realized you felt strongly about a personal value?

Artmaking Procedure

Based on images used in the Notebook and PowerPoint lessons, listed in the reference section.

1. Write ten sentence narratives. (This can be done as homework after discussion in class.)
2. Discuss contour lines. Tape sulfite paper over the top of the full page photograph and tape to the window. Use the windows on a sunny day to draw contour line drawing self-portraits – students will be able to see the photograph underneath the sulfite paper which will help guide their contour line drawing.
3. Demonstrate using words to create values within the contour line drawings. Students will use their narratives to create the values within the self-portrait. Words can be overlapped and/or split up to create the values necessary for completing the self-portrait.

Adaptations: Vision – Take a digital photo of each student and puff paint contour lines over the portrait. Students can Braille the narrative to fill in areas and use values over the Braille.

Enrichment: Pen & Ink, Larger paper, second drawing of a person exemplifying personal values similar to the student

Activities for Early Finishers: Use other drawing media (china markers, pen & ink, charcoal, markers, colored pencils, crayons, chalk and oil pastels) to create value scales and/or draw still life objects using values.

References

The Notebook lesson and PowerPoint with images of artworks can be downloaded here:
<http://tinyurl.com/3vjwyuf>