**Watercolor Self-Portraits with Texture & Collage**

**By Suzanne Hughes**

**Grade Level: Painting II & III; grades 9-12**

**20, 60 minute class periods**

**Enduring Understandings:**

**Painting Level II:** Identity & Personality/Mood

**Painting Level III:** Ancestry (Identity/Family History)

Artists shape artistic investigations, following or breaking from traditions in pursuit of creative art making goals.

Artists experiment with materials, media, and art making approaches.

Artists reflect on and refine their work over time to develop excellence

Artists consider a variety of factors and methods (including technology) when preparing and refining artwork for display.

Visual imagery influences understanding of and responses to the world.

People evaluate art based on different criteria.

Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

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| **Cross Curricular Connections** |
| Health - Exploration of self through art as a way to make peace with who you are and where you come from and embrace your self rather than fight against whom you are.  Art making as a means of personal wellbeing.  English –Interviewing and Researching  Using art as a means of communication  Effective reflection and application of criteria  Math – Investigating a problem, constructing a solution, and perseverance in solving the problem  Effective reflection and evaluation while working to determine if the solution is working  Reading - Comparing works in different media  Analyzing and interpreting images and illustrations  Analysis and effective implementation of written feedback |

**Rationale/Narrative Summary:**

Identity is both who we are and what we look like. It is still changeable/shapeable. Exploration of our identity will cause us to look inward and explore how we feel and what we believe. Exploring our identity will case us to look at our image and ourselves in the mirror or through a camera lens. Exploring our identity connects us to our now and to whom we want to become. We alter our perception of identity through packaging in social media outlets.

Ancestry is where we come from (and our family), it is our history and unchangeable. Our history gives us our context and culture. Our ancestry causes us to look back for connections and can sometimes be unclear, full of stories, or mysterious.

We can explore both Identity and Ancestry through use of visual imagery and color. Exploring our stories and family identity can help us have a greater sense of personal history and culture.

Exploring who we are and where we come from is one of the most enduring art concepts. Modern students have an unusual relationship with their own image and visual imagery through use of social media outlets. Students will combine social media imagery along with color, texture, researched imagery, and symbols to create a unique watercolor painting exploring identity, personality, mood, ancestry, and personal history while also exploring unique combinations of watercolor texture techniques and collage.

**Lesson #1 Introduction to Identity**

**Time:** 1 class period

**Supplies:** Art21 episode on [Identity](http://www.art21.org/videos/episode-identity), journals/sketchbooks

**Activities:** Video, discussion, brainstorm journal activity/homework

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| **National Art Standards** | **Vocabulary** |
| VA:Cr1.2.IIa – Artists shape artistic investigations, following or breaking from traditions in pursuit of creative goals. Students will choose from a range of both traditional and modern materials, methods, and techniques to plan and create a portrait. | Identity  Ancestry  Symbol  Brainstorm |

Students will watch an Art21 episode about Identity (http://www.art21.org/videos/episode-identity) to get them thinking about the different ways artists can use the concept of identity in their work.

Students will be tasked with recording in their journal how each artist uses identity.

We will have a brief discussion at the end of the period (10 minutes) recapping the video and how the artists used identity to create or inform their work using their notes.

Student will then be assigned reflection questions and a brainstorm prompt to begin to get them exploring their own identity.

**Learned Concepts and Skills:**

The manyways artists explore identity in their work through use of symbols and materials.

Why do artists follow or break established traditions?

How can we explore identity/ancestry through images?

How does making art enrich our lives and the lives of people around us?

**Assessment:**

Active engagement in discussion (formative assessment based on attention/participation in questions)

Brainstorm in Journal (assessed formative/feedback) as students are working in class the next day

**Journal Prompts for Lesson #1**

From the Art21 video, list the four artists names and describe how they each use the concept of identity in their work.

How could you use your identity/ancestry in artwork of your own?

What interests or excites you about using your identity/ancestry? What scares/worries you?

Brainstorm a list of words that belong to your identity and describe you as a person

**Lesson #2 Analysis of Criteria**

**Time:** 1 class period

**Supplies:** printouts of art examples from Identity inspiration [Pinterest Board](https://www.pinterest.com/suzannescanvas/exploring-identity-ancestry/) for each table group, white board to record discussion response about criteria, copies of student reflection form for journals

**Activities:** Table discussion activity

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| **National Art Standards** | **Vocabulary** |
| VA:Re8.1.Ia - Interpret an artwork or collection of works,  supported by relevant and sufficient evidence found in the work and its various contexts  VA:Re9.1.Ia - Establish relevant criteria in order to evaluate a work of art or collection of works.  VA:Re9.1.IIa – Apply criteria to evaluate artistic work  Students will have a class discussion about the different between preference and evaluation criteria. Students will then collaboratively create a set of criteria to evaluate their own and their peers work as they create, allowing for self-monitoring of understanding and an ongoing revision loop while working. | Preference  Evaluation  Criteria |

Students will have printed copies of artwork from the Pinterest board and a list of questions to analyze the works based on how they explore the concept of identity/family history, color, and texture.

Class group will then discuss their findings from the table discussion and work to develop criteria for project based on art skills needed to create the work and personal information that will need to be included in the work to explore identity and ancestry.

**Learned Concepts and Skills:**

How does knowing the context and history of art forms help us to create art?

How is personal preference different from evaluation?

How can we create a set of criteria to evaluate artwork?

Examination and Comparison of different works to build an idea or concept for your own work

**Assessment:**

Formative assessment of student engagement as they discuss and participate in the group discussion to create criteria.

Student discussion reflection form

**Personal Reflections on the Pinterest Board Art Collection for Journal**

1. What is the purpose of the Pinterest collection we looked at today?
2. What did the collection tell you about the project we are going to be making in class?
3. What was the most memorable thing from the collection?
4. What do you want to remember to use in your own work?
5. Was it helpful to you to build criteria as a group?

**Pinterest Board Discussion Questions**

Do these pieces share a common theme?

What do you think that theme might be?

What elements in the work make you think of that theme?

List four common elements that this work shares

List four differences in the work

If you were making work like this, what techniques, skills, and resources would you need?

If we were going to identify assessment criteria for this group of work, what 4-8 things would you say we are looking for?

**Discussion Rating Scale**

Please circle the number that best indicates your judgment of each discussion-related item.

How do you feel about today’s discussion?

1 2 3 4 5

(superficial) (thorough and deep)

Helpfulness of the discussion to your own understanding

1 2 3 4 5

(low) (high)

Your own level of participation

1 2 3 4 5

(low) (high)

The class’s overall level of participation

1 2 3 4 5

(low) (high)

Quality of your own spoken remarks

1 2 3 4 5

(poor) (excellent)

Quantity of your own spoken remarks relative to things you thought about but did not share

1 2 3 4 5

(everyone said my stuff) (so much to say, not sure about talking)

Degree of your understanding of the topic

1 2 3 4 5

(lost) (get it!)

**Lesson #3 Watercolor Techniques, Color Schemes & Value Key**

**Time:** 2 class periods

**Supplies:** Journals, watercolors, brushes, water, plastic wrap, alcohol, plastic wrap, assorted printable textures, stencils, oil pastels/crayons, color wheels, copies of student checklist

**Activities:** Journal/Sketchbook exploration, experimentation

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| **National Art Standards** | **Vocabulary** |
| VA:Cr2.1.IIa – Organize and develop artistic ideas and work.  Students will explore and experiment with various texture techniques in watercolor  VA:Pr5.1.IIa – Develop and refine artistic techniques and work for presentation  Students will document their process and explorations | Color Scheme  Value Key  High Key, Low Key, Medium (regular) Key  Texture  Glazing  Resist  Print  Stencil  Lift  Wet into Wet  Dry Brush  Transparent |

Lesson on color schemes and value keys along with a demonstration on watercolor techniques. Students will learn, explore, and practice watercolor texture techniques including, salt, plastic wrap, prints, alcohol, wet into wet, lift off, etc. The additional concept of using a color scheme and value key will be explored with students needing to use several different schemes and value ranges in their practices.

Glazing one layer over another will also be explored on the second day.

**Learned Concepts and Skills:**

What watercolor techniques are

How to create a series of different watercolor techniques

What a color scheme is and how to choose colors that align with a specific scheme

How color can express mood or feeling and that a high, medium, or low key can add to that effect

How to document their process and work

The importance of experimentation and play in finding a technique that works

**Assessment**

Checklist (to ensure all textures tried, along with dark, medium, and light value keys and at least three color schemes) with self-assessment on which techniques and colors worked best/were personal favorites.

Teacher will also assess that students completed all explorations and tried a variety of color schemes and value keys as formative practice.

**Watercolor Techniques Checklist**

* Wet into wet What three color schemes did you explore?
* Glazing
* Dry Brush \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Print with textured item
* Print with stencil
* Lift off with towel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Alcohol
* Salt
* Plastic Wrap \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Resist with crayon/oil pastel

Did you explore each color scheme using a High Key Medium Key Low Key

**Techniques Self assessment**

Please circle the number that best indicates your judgment of each discussion-related item.

How do you feel about your texture experiments?

1 2 3 4 5

(frustrated/bad) (Excited/Great!)

Helpfulness of the practice activity to your own understanding of color and texture

1 2 3 4 5

(low) (high)

Your own level of participation and exploration

1 2 3 4 5

(low) (high)

Quality of your own technique experiments

1 2 3 4 5

(poor) (excellent)

Degree of your understanding of the topic

1 2 3 4 5

(lost) (get it!)

What do you still need to learn?

What was your favorite (explain)?

**Lesson #4 Research – Images, Symbols, Family History**

**Time:** 2 class periods

**Supplies:** Computers for student use, journals, personal and family information, [Color Information Resource #1](http://www.color-wheel-pro.com/color-meaning.html), [Color and Culture Introduction](https://www.shutterstock.com/blog/color-symbolism-and-meanings-around-the-world)

**Activities:** Family questionnaire (student generated),Journal/Sketchbook activity, Internet Research (Chromebook cart needed)

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| **National Art Standards** | **Vocabulary** |
| VA:Re.7.2.IIa – Visual Imagery influences understanding and response to the world.  VA:Cn10.1.Ia – Synthesize and relate knowledge and personal experiences to create art.  Students will explore their own identity or ancestry to create a unique painting. | Symbol  Image  Research  Interview |

Lesson and information on symbols, ephemera, and imagery, and the emotions or meanings associated with colors. Looking back at their brainstorming from lesson one in their journals, students will identify images and elements they want to include in their work. They will also create a list of questions to ask family members to research family history and cultural aspects for the project. Students will need to upload photos that they need for collage purposes into the Google classroom.

**Learned Concepts and Skills:**

How can we contribute to awareness and understanding of our own lives and histories through art making?

How to use stories and conversations to explore family history

How can we explore our own identity/personality or personal history/ancestry through art making?

How do artists use resources and criteria to engage in artistic investigations?

What a symbol is – both personal and cultural or historical

How to research for images that they may use in their artwork (copyright and use of imagery)

**Assessment**

Formative assessment to check whether or not students uploaded imagery to the Google Classroom.

**Lesson #5 Use of Images and Symbols through Collage & Image Transfer**

**Time:** 1 class period

**Supplies:** printed black and white images to be used for practice, mat medium, scissors, ephemera, magazines, Citrasolv, Chartpak markers, watercolor, brushes, texture tools selection, copies of student checklist and reflection

**Activities:** Journal/Sketchbook exploration, experimentation

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| **National Art Standards** | **Vocabulary** |
| VA:Cr2.1.IIa – Organize and develop artistic ideas and work.  Students will explore and experiment with collaging, and image compositing  VA:Pr5.1.IIa – Develop and refine artistic techniques and work for presentation  Students will document their process and explorations | Transfer  Collage  Ephemera  Symbol |

Demonstration of collage and Chartpak marker transfer using text and imagery to build background texture, lesson on choosing a color scheme and working in that scheme and altering value key to change the feeling will be discussed as well.

Students will have access to practice images, glue, and Chartpak markers to practice collage and transfer techniques in their journal. They will then identify a color scheme they want to work in and also practice watercolor techniques over their practice collage/transfers.

**Learned Concepts and Skills:**

Different techniques for utilizing images and symbols in artwork

How to incorporatecollage and transfers into a painting

The importance of experimentation and play in finding a technique that works

How to document their process and work

**Assessment**

Checklist with self-assessment, along with formative teacher feedback to guide process and techniques and ensure all techniques explored

**Collage Techniques Checklist**

* Collage with mat medium
* Chartpak Marker Transfer
* Altered collage materials with Citrasolv

What color scheme are you planning on exploring for you project?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Did you explore each value key? High Key Medium Key Low Key

What value key are you using in your project?

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What process or technique worked best for you? (explain why)

Thinking ahead to making a project using these techniques, explain how you could layer and use more than one to create an interesting effect and add layers of meaning to your work. (reflect back on art examples we looked at to build our project criteria for reference and ideas)

**Lesson #6 Portrait Alteration in PicMonkey**

**Time:** 1 class period

**Supplies:** Computers for student use with Photoshop or free online editor [PicMonkey](https://www.picmonkey.com/), portrait photos that students want to use for their project

**Activities:** Explore photo-editing program to simplify and alter portrait(s) to be used in final project.

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| **National Art Standards** | **Vocabulary** |
| VA:Cr3.1.IIa – Refine and complete artistic work  VA:Cr1.2.IIa – Artists shape artistic investigations, following or breaking from traditions in pursuit of creative goals. Students will decide how to alter their photo for use in their work | Simplification  Abstraction |

Using the portrait photo(s) needed for their final project students will be introduced to PicMonkey as a photo-editing tool. Lesson will explore ways to edit and simplify photos. Photos can also be edited to show color scheme desired for final painting.

**Learned Concepts and Skills:**

How can we use images to influence the viewer’s response to our work?

How we can use simplified images of a human face/figure

Portraits do not have to be realistic to be effective at communicating an idea

How to edit photos to be used in a painting

**Assessment**

Formative check in on whether or not students uploaded altered photo(s) to the Google classroom

**Lesson #7 Pulling it All Together – Brainstorming Compositions**

**Time:** 2 class period**s**

**Supplies:** copies of brainstorming grid instructions, journals, images, notes/brainstorming,

**Activities:** Journal/Sketchbook planning activity 9 grid of thumbnails on compositions

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| **National Art Standards** | **Vocabulary** |
| VA:Cr2.1.IIa – Organize and develop artistic ideas and work.  Students will explore the results from their experiments to create a composition that explores their identity/ancestry  VA:Pr5.1.IIa – Develop and refine artistic techniques and work for presentation  Students will document their process and planning VA:Re9.1.IIa – Apply criteria to evaluate artistic work  Students will evaluate the planning work of a peer and give them feedback on which idea is most successful considering the project | Composition  Brainstorming  Thumbnail sketch  Planning Process  Critique |

After a brief lesson on compositions and how to create simple three value thumbnail sketches, students will look at all of their experiments and planning and begin to combine elements into a series of different combinations. Students will complete a brainstorming/composition grid in their journal by making a series of nine thumbnail sketches with darks, mediums, and lights identified, and with notes color, texture, and collage information. Students will then look at the completed grids of two of their peers giving feedback to their peers. Students will then use the feedback gained to create a final plan for their completed project in their journal.

**Learned Concepts and Skills:**

How we can change our work by using elements differently

How artists brainstorm, plan, and explore choices before creating final work

Compositing multiple images into an interesting composition

How can we be persistent while we revise and refine our work?

How do collaboration and critique help us create better artwork?

**Assessment**

Grid/Checklist & Peer critique, along with formative check in and guidance to ensure students are on track and giving each other feedback.

Teacher will also leave a feedback post-it on each planning page, in a different color than student post-its.

**Planning Grid Critique Instructions**

On a post it note,

**T** Tell which composition sketch you feel works best or that you like best

**A** ask a question

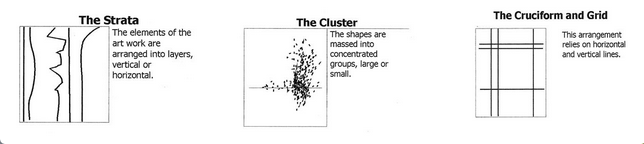
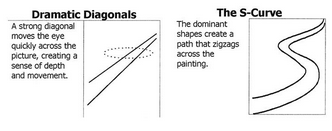
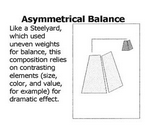
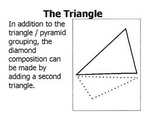
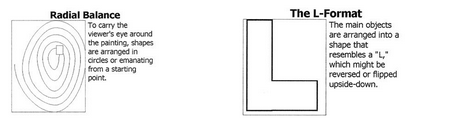
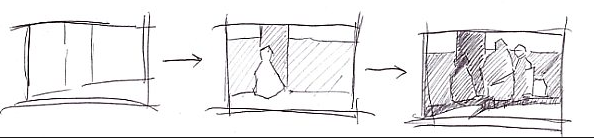
**G** give a suggestion for improving or changing that composition

Every student will get two post-its; every sketchbook in the classroom needs two post-it responses. Do not add an extra feedback post-it. Try to leave new/additional feedback, rather then repeating what is already there.

**Thumbnail Sketches and Planning**

Using each of the compositional ideas as a guide, sketch a three value planning thumbnail for your project, identify/draw focal images simply, and include notes under each sketch about color, value key, and collage or texture elements that will be featured. If you have time you may include light color washes over your pencil sketches.

Sketching process reminder:



**Lesson #8 Building a Background**

**Time:** 1 class period

**Supplies:** Watercolor paper in desired size, watercolors, brushes, water, plastic wrap, alcohol, plastic wrap, assorted printable textures, stencils, oil pastels/crayons, color wheels, Chartpak markers, mat medium, scissors, Citrasolv, magazines, ephemera, copies, of student generated collage elements printed out for use, student journals with practice and brainstorming notes with feedback for reference

**Activities:** Collage, image transfer, and watercolor background

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| **National Art Standards** | **Vocabulary** |
| VA:Cr3.1.IIa – Refine and complete artistic work  VA:Cr1.2.IIa – Artists shape artistic investigations, following or breaking from traditions in pursuit of creative goals. Students will begin to combine methods to build up back ground for their work | Informed by practice  Creative Problem solving |

Lesson and Demonstration of using prepared collage/transfer elements and exploration of watercolor techniques and color schemes to create a non-white paper background for use in the project.

**Learned Concepts and Skills:**

How to use their completed experiments, explorations, plan, and feedback from their journal to begin creating artwork.

How artists look back on their practice work to inform their actual artwork

How to synthesize and combine multiple steps and techniques into a single whole

How to construct their own solution to a creative problem and persevere to solve the problem

**Assessment**

Formative feedback while working

**2 work days on Background imagery**

**Lesson #9 Adding Portrait/Figure Focal Point**

**Time:** 1 class period

**Supplies:** printed copies of student portraits, graphite transfer sheets or overhead projector, completed background

**Activities:** Transfer in portrait to created background

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| **National Art Standards** | **Vocabulary** |
| VA:Cr3.1.IIa – Refine and complete artistic work VA:Cr1.2.IIa – Artists shape artistic investigations, following or breaking from traditions in pursuit of creative goals. Students will decide how to ad in their figure/portrait and create a finished product.  VA:Cn10.1.Ia – Synthesize and relate knowledge and personal experiences to create art. | Focal point  Composition  Transfer  Contour |

Lesson with reminders on composition and Demonstration of techniques to add portrait(s) into completed background without having to free hand draw contours needed.

**Learned Concepts and Skills:**

Process of adding portrait imagery into work

Compositing multiple images into an interesting composition

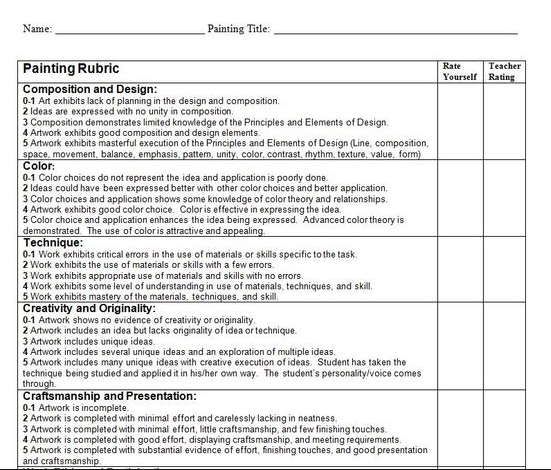
Rendering the human face in watercolor (use of value to inform plains of face)

Persevere and adjust project while working to solve problems and effectively communicate the visual idea they had in mind

**Assessment**

Formative assessment and feedback while working

Project Rubric for completed work (summative Assessment)

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**5 work days on Portrait/Project completion**

As students complete painting they will mat their work and complete a self-evaluation questionnaire in their journal.

Based on the quality of the description and completeness of answers, students will be given a feedback score of: /+ (great!) / (ok) /- (needs work) – (little or no attempt made)

**Final Project Self-Assessment Questions**

In your journal, explore and reflect on making your work. Be sure to explain fully and give specific examples.

Your work will be graded based on the completeness of your responses. /+ (great!) / (alright) /- (ok but needs more) -- (missing many elements/little attempt made)

1. Is the idea I wanted to show easy to see or understand?
2. Did I need more information/research about my idea/subject/figures and what they mean or are doing?
3. Can I think of another way to show similar subject matter?
4. Did I show enough details to express what I had in mind?
5. Did I use my art materials in a new or different way?
6. Did I use color and value to give my work the right feeling?
7. Would using more value contrast or a different value key make my subject more important or interesting?
8. Did I discover any new ways to make textures or use colors?
9. Did I fill my space well?
10. Could I make some part more interesting? How would I do it?
11. Am I satisfied with my work?
12. Did I enjoy making my work?
13. Do I feel like I used my time wisely while working?

**Lesson #10 Gallery Walk and Reflection**

**Time:** 1 class period

**Supplies:** post-it notes, completed artwork, copies of writing assignment and feedback instructions

**Activities:** Critique everyone’s finished work, complete self-reflection writing assignment

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| **National Art Standards** | **Vocabulary** |
| VA:Re9.1.IIa – Apply criteria to evaluate artistic work  VA:Pr5.1.IIa – Develop and refine artistic techniques and work for presentation  Students will prepare their work for display in the school, city hall, or community coffee shop | Reflection  Critique  Gallery  Assessment  Compare/Contrast |

Student artwork will be matted (already done) and hung (library, classroom, or hallway) as a group so that students can view everyone’s project. Students will give a final critique and feedback form to one other student’s work. Students will then complete a final project assessment with a writing assignment exploring and comparing how different students used the same techniques to explore their own unique identity and history.

**Learned Concepts and Skills:**

How does engaging in creating artwork enrich our lives?

How do different people explore the same art concept in unique ways?

How to analyze and interpret different images for meaning

**Assessment**

Formative check in that all students got a feedback form

Checklist/rubric on writing assignment

**Final Critique Instructions**

On a post it note,

**T** tell the artist about your favorite part of their work/something you like

**A** ask the artist a question

**G** give the artist a suggestion

Every student will get one post-it; every painting in the classroom needs a post-it response.

Do not add an extra feedback post-it but find a work that needs feedback.

**Final Assessment Questions**

In your journal, explore and reflect on the work created and viewed today. Be sure to explain fully and give specific examples.

Your work will be graded based on the completeness of your responses. /+ (great!) / (alright) /- (ok but needs more) -- (missing many elements/little attempt made)

1. What was your favorite part about seeing everyone’s completed project?
2. What surprised you today?
3. Compare and contrast at least three examples of how different student artists used color, texture, and the background collage elements.
4. What have you learned by both making this work and looking at everyone’s work?