

## Proportional Self-Portraits with Google Art and Culture

**Instructor:** Carly Burton

**Lesson Title:** Proportional Self-Portraits

**Grade Level:** 5<sup>th</sup>-6<sup>th</sup> grade

**Time Allotment:** 3-45 min classes

### **Lesson Description:**

Students will explore Google Art & Culture, and the National Portrait Gallery to research proportion and stylistic choices in portraits. Students will create a self-portrait, and will choose a style and medium to create their portrait.

### **Background:**

Google Art & Culture is a website to explore art through time and culture. Students may search by portraits and research different mediums and art movements in portraits. The National Portrait Gallery allows students to take virtual tours of the museum. It also provides search options to view specific styles or time periods of portraits. Each site provides informative information about the portrait (i.e. size, medium, artist, year). Both websites provide the viewer with the ability to zoom in on the artwork to examine detail.

### **Objectives:**

At the end of this lesson, students will be able to:

- Explore Google Art and Culture and the National Portrait Gallery responsibly
- Create a self portrait
- Demonstrate the understanding and ability to use proportions
- Evaluate self-portrait based on teachings and online exploration

### **PA State Standards:**

Arts & Humanities:

- **9.1.5.A**-Know and use the elements and principles of each art form to create works in the arts and humanities
- **9.1.5.H**-Use and maintain materials, equipment and tools safely at work and performance spaces
- **9.1.5.J**-Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts of the works of others
- **9.4.5.D**- Explain choices made regarding media, technique form, subject matter and themes that communicate the artist's philosophy within a work in the arts and humanities

### **ISTE Standards:**

- **2b**-Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
- **3a**- Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- **5b**-Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
- **6b**-Students create original works or responsibly repurpose or remix digital resources into new creations.

**Vocabulary:**

**Selfie-** is a self-portrait photograph, typically taken with a digital camera or camera phone held in the hand or supported by a selfie stick.

**Portrait-** a painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders

**Self-portrait** is a representation of an artist that is drawn, painted, photographed, or sculpted by that artist.

**Bust-**a person's head, shoulders, and chest (commonly a sculpture)

**Proportion-** a part, share, or number considered in comparative relation to a whole.

**Scale-** the ratio of the linear dimension of the model to the same dimension of the original

**Resources:**

- <https://www.google.com/culturalinstitute/beta/u/0/search?q=portraits>
- <http://npg.si.edu/portraits>
- PowerPoint on Portraits
- Vocabulary and portrait proportion handout
- Internet Access

**Supplies / Materials:**

Laptops or tablets, drawing pencils, erasers, drawing paper/painting paper, watercolor paint, tempera paint, pastels, markers, colored pencils, paint brushes, mirrors

**Procedures:****Class 1:**

1. Show PowerPoint on Portraits, in all mediums and art movements
2. Demonstration on how to use Google Art and Culture and the National Gallery of Portraits
3. Students will use the remaining of class to explore portraits online
4. Students will hand in exit ticket at the end of first class with type of medium and style they will use to create their self portrait

**Class 2:**

5. Portrait demo using proportions
6. Distribute handout on self-portraits and proportions
7. Students will practice drawing portraits on handout
8. Sketch self portrait

**Class 3:**

9. Complete self portrait
10. Fill out self-evaluation
11. Set-up class portrait gallery

**Evaluation / Assessment / Critique:**

- Informal: Students will be observed in the classroom on their proper use of the internet, their behavior with materials, and their time management.
- Formal assessment: Students will fill out a self-observation/rubric. Teacher will also fill out a rubric for the student.

- Class Critique: As a class, we will set up a “portrait gallery” each student must give a “like” and a “wish” for a peer’s portrait of their choice

**Enrichment / Adaptations:**

**Enrichment:**

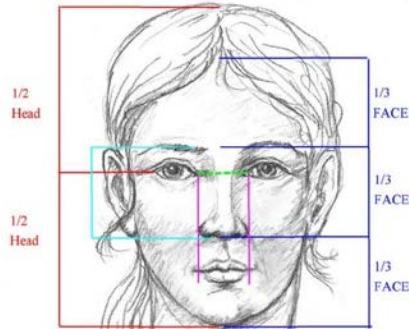
- Students will look at museum descriptions of paintings on Google Art & Culture and the National portrait gallery
- Student will write a museum description to accompany their painting
- Students will do thumbnail sketches in sketch books of eyes, lips, nose

**Adaptation:**

Student may trace an image of themselves to help with the proportions. If they decide they would like to create their portrait without tracing they will not be assessed on using proportions properly. Students may also choose to collage over an image of themselves in place of drawing a self-portrait.

**Exemplar:**

**BASIC FULL FACE PROPORTIONS**



The eyes are half way between the top of the head and the bottom of the chin. The FACE is divided into 3 parts: from hairline to eyebrow, from eyebrow to bottom of nose, from nose to chin. The distance between the eyes (In green) is approximately the width of one eye. This is the same width of the nose (and to some extent, the mouth at rest). The ear length is from the eyebrow to the bottom of the nose. (In light blue)

