

The Artist & Autonomy | Portrait Project (4-5 classes)

Lesson Summary: This project will explore the history of self portraiture. Students will analyze different historic and contemporary examples of self portraits including “selfies”. Students will consider the background and personal life of the artist to inform their decisions to depict themselves. By using drawing materials, students will select at least one style of self portraiture and will create their own portraits with an awareness of their audience.

Lesson Objectives:

Students will analyze and discuss historic and contemporary examples of (self) portraiture.

Students will use pencils, mirrors, and paper to observe themselves to draw their portrait.

Students will select colors and other mixed media to develop their piece.

Students will choose or create personal symbols and will incorporate them in their work.

Learning Objectives:

Students will understand self portraiture.

Students will understand different styles of portraiture.

Students will understand how to use and manipulate materials to convey a mood and create an image.

Lesson Goal:

Students will understand the autonomy and decision process of the artist.

Students will understand the relationship between the audience and artist.

Art Making Problem:

Does my portrait have to include whole self?

How does my portrait represent myself?

Vocabulary:

Portrait- an artistic representation of a person. It’s intent is to display the likeness, personality, or mood of the person

Autonomy- self directed free and moral independence

Identity-

Hidden faces and optical illusions

Questions:

Why have less or more details?

How do you want people to see you?

Personality traits, colors, lines?

Does my portrait have to include my whole self? Part of myself?

How does my portrait represent myself?
Can I use something to represent myself?

Materials:

White paper
Ebony pencils
Colored construction paper
Watercolors
Facial proportion chart.

KEY ARTWORKS, ARTISTS, ARTIFACTS

- **Mickalene Thomas**- mixed media artist <http://mickalenethomas.com/>
- **Eugenia Loli**- collage artist <http://cargocollective.com/eugenialoli/Fabulous-Gentlemen>
- **Judith Geher**- <http://judithgeher.com/painting/2012/1>
- **Gustav Klimt**
- *King Menkaure (Mycerinus) and his Queen, Kha-merer-nebty II*, ca. 2548-2530 B.C. (Dynasty IV)
<https://artsy.net/artwork/king-menkaure-mycerinus-and-his-queen-kha-merer-nebty-ii>
- Ryuichi Sakamoto Album cover- <http://agunz.tumblr.com/post/88516143821>
- **Ruud Van Empel**- <http://web.ruudvanempel.nl/home.html>
- Justine Kurland <https://artsy.net/artwork/justine-kurland-rebuilt-engine>
<https://artsy.net/artwork/justine-kurland-wheels-and-rims>
<https://artsy.net/artwork/justine-kurland-traffic-enforcement-division>
- Kierra B. “Bathing in Gold”
<http://agunz.tumblr.com/post/93711950781/fyblackwomenart-bathing-in-gold-artist>
- <http://lildots.com/>

INTERDISCIPLINARY CONNECTIONS

- **Writers** only share as many details as they want. What happens in their work and how the audience receives and understands it is based on how many details they share. That doesn't necessarily mean that with more details comes more depth. Sometimes the work has so many parts to it, the work is exhaustive. Sometimes there's just the perfect balance of details that add to the work but don't overwhelm or take away from the objective.

- **Musicians** and **composers** have to create a balanced piece of work. They consider many factors when composing a piece (harmony, melody, rhythm, ...). The objective of the musician