Title/Description of Lesson
Silhouette Self Portrait

Grade Level:
5th Grade

Lesson Links
Objectives/Outcomes  Materials and Resources  Vocabulary  Procedures  Criteria for Assessing Student Learning  California Standards in Visual & Performing Arts  California Standards for Integrated Subject  Other Resources

Objectives/Outcomes  (Return to Links)
Students will get a basic understanding of collage and self portraits. Students will have their silhouettes drawn by the teacher then paste a variety of images, words, clippings etc. that represent “who” they are at this time in their lives. The collage should reveal some information about the time and place the student lives.

Materials and Resources  (Return to Links)
- 12x18 drawing paper
- A variety of magazines, movie tickets, paper clippings etc.
- Glue sticks
- scissors
- colored chalk
• A variety of art samples including student artwork and famous works by Romare Bearden, Pablo Picasso, Georges Braque and Henri Matisse.

**Vocabulary** *(Return to Links)*

**Collage** - is both an artwork made from objects that are glued down onto a surface, such as a piece of paper, canvas, or board, and the technique of making such an artwork.

**Balance** - An art and design principle concerned with the arrangement of one or more elements in a work of art so that they appear symmetrical (even) or asymmetrical (uneven) in design and proportion.

**Visual Harmony** - Agreement; accord of the visual elements in a work of art. A union or blend of aesthetically compatible components. A composition is harmonious when the interrelationships between its parts fulfill aesthetic requisites or are mutually beneficial.

**Shape** - is an element of art. Specifically, it is an enclosed space, the boundaries of which are defined by other elements of art (i.e.: lines, colors, values, textures, etc.).

**Movement** - is the path our eyes follow when we look at a work of art.

**Variety** - is the quality or state of having different forms or types. The differences which give a design visual and conceptual interest: notably use of contrast, emphasis, difference in size and color.

**Self Portrait** – is a picture/portrait that is a depiction of the artist him/herself.

**Symbolism** - The practice of representing things by means of symbols or of attributing symbolic meanings or significance to objects, events, or relationships.

**Surrealism** - A 20th-century literary and artistic movement that attempts to express the workings of the subconscious and is characterized by fantastic imagery and incongruous juxtaposition of subject matter.

**Procedures** *(Return to Links)*

3-5 40 minute classes
Prior to beginning the project students will have their self portrait drawn by the teacher.

**Day 1**

Students will learn about a variety of collage artists such as Romare Bearden, Pablo Picasso, Georges Braque and Henri Matisse. Please also refer to the end of the lesson for additional definitions of vocabulary to be discussed.
Motivation (post traditional self portraits on board)

Write on the board: "A picture is worth a thousand words." Discuss meaning of this famous saying. Ask: How much do you know about these artists by looking at their self portraits? Not very much about their lives or personalities etc. How might we successfully create self portrait so that others can really get to know us?

1. Students will cut out images from magazines and newspapers that depict their life. They must include at least 1 image of the following: Time and place, current events, age, pop culture, something from childhood.
2. Students will also need to find large images for the background. For example sky, jungle, hills, trees etc. This will cover all the white space and make it easier for placement of smaller images.

Day 2

1. Distribute portfolios.
2. Teacher will explain the gluing process and expectations for cutting.
3. After the teacher has given the “okay” to individual students in making sure they have cut their images properly, students will begin gluing.
4. Students will glue the background first then cut all edges of to reveal the silhouette.
5. Students will begin thoughtfully gluing images onto background.

Day 3-5

1. Students will finish gluing images onto background. When complete, students will glue the self-portrait on 12 x 18 drawing paper and finish with a chalk technique around the edges.

Criteria for Assessing Student Learning (Return to Links)

1. Are the individual images cut neatly creating a surreal effect in the collage?
2. Does the self portrait include required images? Time and place, current events, age, pop culture, something from childhood.

Students will examine their own self portrait and share with a partner

- **Describe:** Point to the images and tell what variety of shapes, colors and textures you chose.

- **Analyze:** Tell what principles you used to organize the elements into an interesting artwork.

- **Interpret:** Tell what the images you chose reveal about your life in America today. Point to images that show: Time and place, current events, age, pop culture, something from childhood.

- **Judge:** Tell whether you feel your work succeeds. Explain your answer.
California Standards in Visual & Performing Arts (Return to Links)

Grade Five

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts.

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Communication and Expression Through Original Works of Art
2.4 Create an expressive abstract composition based on real objects.
2.7 Communicate values, opinions, or personal insights through an original work of art.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Diversity of the Visual Arts
3.3 Identify and compare works of art from various regions of the United States.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.
Derive Meaning
4.1 Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art.

Make Informed Judgments
4.3 Develop and use specific criteria as individuals and in groups to assess works of art.
4.4 Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Visual Literacy
5.2 Identify and design icons, logos, and other graphic devices as symbols for ideas and information.

California Standards for Integrated Subject (Return to Links)
N/A

Other Resources (Return to Links)

Collage - (From the French: coller, to glue) is a work of formal art, primarily in the visual arts, made from an assemblage of different forms, thus creating a new whole. A collage may include newspaper clippings, ribbons, bits of colored or hand-made papers, portions of other artwork, photographs and other found objects, glued to a piece of paper or canvas. The origins of collage can be traced back hundreds of years, but this technique made a dramatic reappearance in the early 20th century as an art form of novelty.

The term collage derives from the French "coller" meaning "glue". [1] This term was coined by both Georges Braque and Pablo Picasso in the beginning of the 20th century when collage became a distinctive part of modern art.[2] http://en.wikipedia.org/wiki/Collage

Self-portrait - traditionally defined as a portrait of oneself by oneself. However, the sole purpose of a self-portrait is not always to depict one’s own image. In contemporary art, the definition of the self-portrait goes beyond the actual physical representation of an
artist. A self-portrait can be any picture in which the artists’ presence can be detected.  
http://www.ocma.net  

**Surreal** [səˈrɛəl]  
adj  
(Fine Arts & Visual Arts / Art Terms) suggestive of surrealism; dreamlike

n  
(Fine Arts & Visual Arts / Art Terms) the. the atmosphere or qualities evoked by surrealism

I also like to mention to students that surrealism can be placing images in an unusual or unexpected environment.