

**Instructors:** Conway, Swanson & Williams

**High School:** A.C. Flora

**Art 1:** Day 10, 11, 12 and 13

**Lesson: Observation Portrait Drawing**

<b>Standard(s)</b>	<p>Anchor Standard 1: I can use the elements and principles of art to create artwork.</p> <p>Anchor Standard 2: I can use different materials, techniques, and processes to make art.</p> <p>Anchor Standard 3: I can improve and complete an artistic artwork using the elements and principles.</p> <p>Anchor Standard 4: I can organize work for presentation and documentation to reflect specific content, ideas, skills, or media.</p> <p>Anchor Standard 5: I can interpret and evaluate the meaning of an artwork.</p> <p>Anchor Standard 6: I can identify and examine the role of the visual arts through history and world cultures.</p>
<b>Learning Targets/ I Can Statements</b>	<p>VA.CR.IH.1: I can analyze art through a critique and refine my artwork based on given criteria.</p> <p>VA.CR.IH.1.2: I can make revisions based on suggestions given.</p> <p>VA.CR.IH.2: I can select, and use a variety of art materials, techniques and processes to solve an artistic problem.</p> <p>VA.CR. IH. 2.2: I can explore art making techniques to solve and identify problems.</p> <p>VA.P.IH. 3: I can use the artistic process of planning, reflecting, and revising to develop my artwork.</p> <p>VA.P.IH.3.2: I can make revisions based on given criteria using elements and principles of art.</p> <p>VA.R.IH.5: I can analyze the intention of the artist and explore how the artwork relates to other ideas.</p> <p>VA.R.IH.5.1: I can analyze and describe Symbols, Styles, or techniques in an artwork to suggest possible messages from a culture or group.</p> <p>VA.R.IH.5.2: I can interpret the artist's intent in the organization of an artwork using the elements and principles of art.</p>

	<p>VA.C.IH.6: I can research and revise my work by applying visual arts concepts and characteristics from a cultural and historical time period.</p> <p>VA.C.IH.6.1 I can make changes to my artwork using characteristics from a culture or time period.</p>
<p><b>Essential Question(s)</b></p>	<p>The goal of this major project(s), is for students to understand the difference between drawing from life and drawing from a photograph.</p> <p>Students will use LINE, SHAPE, VALUE, FORM, TEXTURE, and various measuring skills to create two proportional and realistic self-portraits. When finished, students will compare and contrast their two drawings.</p> <p>I can use the elements and principles of art to draw my self-portrait in proper proportion from life through direct observation.</p> <p>I can use the elements and principles of art to draw my self-portrait from a photograph in proper proportion and better understand the difference between drawing from a photo and life.</p> <ul style="list-style-type: none"> <li>• What are the proper techniques and procedures for drawing a proportioned face?</li> </ul>
<p><b>Resources</b></p>	<p>Face Patterns Handout.</p> <p>General Proportions Handout.</p> <p>Drawing the Face Handout.</p> <p>Classical Proportions of Face Handout.</p> <p>Inspiration of Kehinde Wiley Handout.</p> <p>The reference of classical artwork and photo you created of yourself from previous assignment <b>Day 6 - Portraiture and the Creative Process.</b></p> <p style="text-align: center;"><b>Vocabulary</b></p> <p><b>Value:</b> lightness and darkness. Objects that have dimensions show a range of value steps from light to dark.</p> <p><b>Shading:</b> Using a pencil, adding light and dark areas, adding more pencil for the darks and less for the lights.</p> <p><b>Proportion:</b> Size relationships from one part to another.</p> <p><b>Texture:</b> Visual and tactile qualities of a surface.</p> <p><b>Contrast:</b> the large difference between elements within a composition.</p> <p><b>Chiaroscuro:</b> an effect of contrasted light and shadow created by light falling unevenly or from a particular direction on something.</p> <p><b>Portrait:</b> Artwork involving the face of someone.</p> <p><b>Side-view portrait:</b> Portrait showing the side of a head.</p>

	<p><b>Frontal-view portrait:</b> Portrait showing the front of the head, so that it is completely symmetrical.</p> <p><b>Subtractive:</b> Art method where material is removed from the surface.</p> <p><b>Additive:</b> Art method where material is added to the surface.</p> <p><b>Byzantine:</b> The name for the artistic products of the Eastern Roman (Byzantine) Empire, as well as the nations and states that inherited culturally from the empire</p> <p><b>Background:</b> The area of an artwork that is furthest from the viewer.</p> <p><b>Foreground:</b> The area of an artwork that is closest to the viewer.</p>
<p><b>Learning Activities or Experiences</b></p>	<p><b>Connection –</b> Through this lesson, students explore how artists are able to translate realistic proportions using two-dimensional media. Through the time and effort put forth in this lesson, students gain confidence in their abilities and further develop their skills of drawing portraits from observation and media techniques that show them they can make realistic portraits successfully.</p> <p>Students will draw themselves from observation looking in a mirror, and from photographs, they created from a historical perspective, and compare and contrast the two methods. They will learn how to self-analyze (critique) their own works for accuracy and use of Elements/Principles of Art to communicate their intent.</p> <p><b>Review –</b> Students will review the previous online assignments handouts in preparation for this lesson, especially the proper proportions of the face, so they can use this knowledge as they draw from observation from life and working from the photo.</p> <p><b>Application of Assignment</b></p> <p>This Lesson is in <b>TWO PARTS</b>. The first part is drawing from life doing your own frontal self-portrait while looking in the mirror.</p> <p>The <b>SECOND PART</b> is drawing from the photograph you created from the previous assignment.</p> <p><b>IMPORTANT: You are being graded for completing each day's work. You MUST upload your work while it is in progress for feedback, failure to do so will severely affect your score.</b></p> <p><b>Each day</b>, Scan or take a picture of the finished drawing and/or answers to questions. Make sure the drawing is photographed from the front in good light and it is in focus. <b>Upload to the Assignments section on Microsoft Teams and turn in the assignment.</b></p> <ol style="list-style-type: none"> <li>1. This means today (<b>4/21/20</b>) you are uploading your work in progress for feedback.</li> <li>2. By the end of next class (<b>4/23/20</b>), you are uploading the finished Self-portrait drawn from life while looking in the mirror.</li> </ol>

3. By the third class (**4/27/20**), you are uploading answers to review/reflection questions (***Inspiration of Kehinde Wiley Handout***) and your work in progress working from a photo.
4. And then on (**4/29/20**) you are uploading your finished drawing and the answers to your conclusion questions.

**PART 1 - DRAWING FROM LIFE:** Students will need:

- Drawing paper
- Drawing pencils
- Eraser(s)
- A Mirror

Students will draw in graphite pencil a frontal view self-portrait from life by observing themselves looking into a mirror. The drawing should take up a majority of their 8.5"x11" drawing paper and closely follow the principles of proportions students have learned in the previous lessons and detailed instructions in handouts.

Students have to simply look from direct observation in the mirror and draw what they see. Remember to catch yourselves if you start drawing your "symbols" of an eye, nose, or mouth. Try not to label what you are drawing, just see what you are looking at for what they are –The ELEMENTS of ART – The Lines, Shapes, Forms, Textures, and Values that you see in the mirror. When you combine these ELEMENTS of ART you see in proper relationship to each other they will make YOUR FACE.

Be sure to build up your drawing gradually, starting lightly as you place your guidelines (under drawing/block-in), then using your understanding of the movement of light (chiaroscuro) on an object that students have previously learned, describe accurate values in accord to the value scale and the forms as they are in space.

**PART 2 - DRAWING FROM PHOTO:** Students will need:

- Drawing paper
- Drawing pencils
- Eraser(s)
- Photo they created from the previous lesson (See Above)
- Classical artwork they used as inspiration for their photo

Students will draw in graphite pencil a self-portrait from the photograph they created, and refine their concept through further reflection and creative choices.

**Review/Reflection** – Students will view the Handout: INSPIRATION OF KEHINDE WILEY, of the various examples of portraits by a classical artist in history and contemporary artist Kehinde Wiley’s “re-interpretation” of these historical works.

Students will compare and contrast the images – The historical aspects of the artwork, and the symbolic significance of both works by answering the questions for each image focusing on Composition, Posing, Backgrounds, Elements edited out or added, use of Contrast, Texture, and other Element/Principles of Art.

**Students will Upload and Turn into Microsoft TEAMS their answers to these compare and contrast questions.**

Students will then reflect on their initial choices related to the photo they previously created as to their intent, and how they can modify and refine these initial ideas to improve on how to communicate these thoughts to their audience in their finished drawing. Students will:

- Determine how Caravaggio and Wiley used chiaroscuro in their artworks.
- Analyze and evaluate student’s own works for accuracy and use of chiaroscuro.
- Determine how a background can add interest and meaning to a portrait composition, and reflect on this in their own art-making.
- Determine how bringing the background into the foreground can impact an artwork.
- Demonstrate the process of preparing artwork for an exhibition.

Using this reflection of intent, Students will draw their final drawing on paper in graphite from their photograph. Students will develop and refine this drawing based on their artistic goals for the work.

As working from life, gradually build up your drawing, working lightly to start (Block-in), and slowly building the whole drawing.

As you work - Think about your previous experience drawing from the grid and measuring techniques (relationships), principles of perspective (space), Movement of Light (Form), Contrast (Values).

Students are now bringing all their previous Art 1 experiences together to understand the importance of using the Elements of Art – Line, Shape, Form, Value, etc., during the creative process and how the Elements of Art and Principles of Art work together to communicate the artist’s intent to their audience.

**Closure** – Upon completion of both drawings, students will look at both of their drawings and compare and contrast the two drawing methods. They will self-critique their work by answering the following questions:

1. Did you meet the assignment requirements? Why or why not?
2. How did you work on developing your skills of observation?
3. Do you feel your skills of observation improved during the project(s)? Why or why not?
4. How did you work on developing your technique (craft) in this assignment?
5. What struggles did you have and how did you work to overcome them?
6. Do you feel you could do better if you focus more and persist when faced with challenges in the assignment?
7. Compare and contrast the two drawing methods. How were they the same? How were they different? Did you enjoy one more than the other? Why?