Digital Self Portraits	Grade Level: 6, 7, 8	Subject Area: Visual Arts	Timeframe: 4-5 class periods

Rationale

Through the creation of self-portraits, students develop several important artistic skills. They practice the skill of portrait drawing, and they practice making aesthetic choices to communicate meaning.

Using digital drawing tools will give several advantages over traditional paper and pencil. **Affordances** of the iPad are that it may be less intimidating to some students than paper and pencil, so students are more willing to explore and investigate. Further, using digital drawing tools, students may:
- easily create multiple iterations of their self-portrait
- digitally manipulate the portrait, including tiling, rotating, or flipping it
- create multiple final versions of a drawing, including using different colors

Standards

ISTE Standards for Students
> **6b** Students create original works or responsibly repurpose or remix digital resources into new creations [using digital tools].

Michigan Standards, Benchmarks, and Grade Level Content Expectations for Visual Arts, Music, Dance, and Theater, Revised June, 2011
> **ART.VA.I.6.2** Develop the concept of proper use of art materials and using tools safely and responsibly.
> **ART.VA.I.6.4** Develop reflective thinking skills by observing, analyzing, and critically evaluating works of art for the purpose of improving technical quality.
> **ART.VA.II.6.6** Make knowledgeable choices about materials, techniques, media technology, organizational principles, and processes to articulate ideas and communicate intended meaning at a developing level.

Learning Objectives

- Students will be able to use digital tools and materials effectively to **create** artwork (21st C).
- Students will use **critical thinking** skills to evaluate artwork to improve technical quality (21st C).
- Students will be able to make choices about color and layout to **communicate** meaning (21st C).

Learning Goals

- Based on their observations and critical questioning, students will create two or more digital self-portraits.

Prior Knowledge

- Basic understanding of color theory
- Basic understanding of the proportions and features of human face
- Ability to use iPad and stylus
- Ability to use digital drawing software, such as Adobe Illustrator Draw or Autodesk SketchBook

Materials

iPad, stylus (if desired), digital drawing software, Internet access, mirror, copy of rubric, digital notetaking software or pencil and paper for notetaking

Assessment

- **Formative:** During work time, teacher will move around the room to check in with students. Teacher will give individual guidance, as necessary. If it appears that a few students have the same misunderstanding about any concepts, teacher will stop and reteach.
- **Summative:** Teacher will assess students' self-portraits using this rubric.

Procedure

The pedagogy for this lesson combines **modeling** for demonstration and **direct instruction** to scaffold the steps. As students explore the tool through **inquiry**-based learning, they construct their own learning.

1. Model for students: how to look in the mirror, examine my own features, and draw what I see using the digital drawing tool.
2. Distribute mirrors to students. Ask students to take three minutes to silently examine themselves in the mirror. They should notice their hair texture, the shape of their eyes, nose, face, and mouth. They should look for defining characteristics like freckles, moles, spaces between their teeth, or other details.
3. As students look in the mirror, instruct them to write down two or three sentences. They could begin with, "I see…" or "I am…" or "I feel…" These sentences will help inform the color choices that the student makes later on.
4. Remind students about the basic characteristics of the human face, and quickly review the proportions of the face.
5. Distribute iPads. Students should be familiar with the drawing app to be used, or should be given time to explore in the app before beginning.
6. Instruct students to draw a self-portrait by looking in the mirror and drawing what they see. As they draw, they should keep basic proportions in mind.
7. Remind students to step back and examine their work every few minutes. If they notice something they do not like, they can erase it. Or they can make a copy of their work, erase, and then keep going. Remind them that making mistakes can help them to learn.
8. When students finish their drawing, they should make a duplicate copy before coloring it.
9. Students should color each of the two self-portraits using a different color scheme. Students should be familiar with basic color theory before beginning, or should be taught a basic lesson on color theory before beginning.
10. Students can submit work through [Seesaw,](Seesaw) or an alternate LMS of the teacher's choosing.

Extension Activity

Students who finish (with good craftsmanship) before others may do this extension activity:

1. Research an artist who made portraits (self-portraits or portraits of others). Some examples are: Frida Kahlo, Vincent van Gogh, Pablo Picasso, Rembrandt van Rijn. This is not an exhaustive list. If you would like to choose an artist who is not on this list, please check with teacher first.
2. Examine at least two different portraits by your chosen artist, and make some notes about what you see. For example, what kind of color scheme does the artist use? Is the subject viewed from the front, at an angle, or from the side? What is the background like? Are there any objects or colors in the portrait that may be symbolic? What kinds of line does the artist use? Are the lines thin, thick, wavy, or straight?
3. Based on your analysis and your notes, make a portrait in the style of your chosen artist. It does not have to be a self-portrait. Try to incorporate characteristics from your chosen artist's style.