

Course: Portray Yourself

Lesson Four Self-Portrait and Partner Portrait

Learning Area: The Arts

Strands: Visual Arts

Time: 45 Minutes

Year Level: 3-4

Content Descriptor:

- Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112).
- Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander peoples (ACAVAR113).

Learning Focus:

- Student draw portraits of themselves and others and practice applying correct facial proportions.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
15 minutes	Self Ask students to mark out the size of their face using the hand-measuring method shown in the Proportions of the Face activity (or use the Proportions of the Face template). Using the mirrors provided, students create a self-portrait. Refer to the Proportions of the Face activity and step-by-step instructions to support students' drawing process. Make sure students are taking time to really look at their own faces and features to draw accurate representations of themselves. Students should be looking in the mirror more than looking at their paper so they are actually drawing what they are seeing not what they remember. Further support students' drawing and exploration by asking questions such as: • How do you feel? Have you captured that feeling? • What does this drawing say about you? • Have you noticed all of the small details in your face: eyebrows, pupils, lashes, etc.?	Relevant ARTS:LIVE resources • Proportions of the Face template (optional). Additional resources required • mirrors • pencils and coloured pencils • eraser • paper • sharpener • pins for displaying work.

15 minutes

Pair

When students have finished drawing their own portraits, ask them to pair up with the person sitting opposite them.

Students begin the drawing by measuring out their own face using the hand-measuring method shown in the Proportions of the Face activity (or use the Proportions of the Face template).

Once each student has measured their hand and indicated the length of their face by drawing dots on their paper, they pass it to their partner to begin the drawing.

Students begin by carefully drawing the shape of the face using the dots indicated.

Ask them to take time to really look at each other's faces and features and not be shy. Make sure the subjects sit up straight and are still. Ask students to be patient and persevere.

Once students have finished using pencil, they can colour and shade their drawings with coloured pencils.

When the work is complete, student pairs display their portraits side by side.

Students compare their own self-portraits with the portrait their partner drew of them.

15 minutes

Share

Choose the artwork of a few student pairs to discuss as a class.

- What are the differences and similarities?
- Identify the different colours and techniques used.
- What are the identifying features and face shapes?
- What is viewer perception?

Preparation

Print the Proportions of the Face template (if you are using it) and place two copies on each student's desk along with:

- a mirror
- a pencil
- an eraser
- coloured pencils (to share).

Extension activities

Ask a family or community member to visit the class and sit for a portrait. Have a pair of students interview the guest. Do they have a story to tell? Write up the story and post it along with the portraits on your class blog or display it as part of an exhibition.

Put on an exhibition of finished portraits to celebrate the school community.

Celebrate the 'community of the classroom'.

Ask students to write a narrative about what they learned through the process.

- What did they learn about themselves and others (sameness and difference)?
- Do you have a class blog?
- Students upload photos of themselves and their self-portrait.