



Teacher Pack



Collection: Visual Art Starters

Course: Portray Yourself

Year Level: 3-4

Lessons: 4 x 45 Minutes



Overview

Portray Yourself gives students a chance to critique and create portraits.

Specifically, students investigate image, identity and representation by exploring significant portraits from the National Gallery of Victoria. Through the lesson series students create self-portraits and work with partners to explore visual conventions such as proportion, tone and shade. At the end of the series, students can create an exhibition with their portraits.

ARTS:LIVE courses are supported by engaging videos, audio files, student activity sheets and home learning activities. Further information related to this course including teaching tips, pedagogical approaches, glossary terms and more can be accessed through the Portray Yourself Overview webpage.

Course: Portray Yourself

Lesson One: Face Talk

Learning Area: The Arts

Strands: Visual Arts

Time: 45 Minutes

Year Level: 3-4

Content Descriptor:

- Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110).
- 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:

- Students begin to understand the historical context of portraiture and how portraits not only capture the image of a person, but also convey feelings and emotions, identity, diversity, culture and community.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
5 minutes	Process Watch the Portray Yourself video with your class.	Relevant ARTS:LIVE resources - Portray Yourself video - Face Talk activity sheet - Portray Yourself images sheet. Additional resources required - pencils.
35 minutes	Investigating portraits Briefly discuss some of the examples of portraits shown in the video, asking open-ended questions such as: - What is portraiture? - Has anyone seen a portrait before? Where? - Who makes portraits? Hand out the Portray Yourself images sheet or project it onto a whiteboard or screen where everyone can see it. Choose a portrait to discuss. Use the 'See, think, wonder' outline to discuss the image, and write the responses on the board. - What can the students see? Prompt students to identify the elements of art such as line, colour and shape. - What do students think about when they look at the portrait: feelings, identity, culture? - What does it make students wonder about? (E.g. who is the person? What is their story?)	

5 minutes

Reflect on the answers as a group.

Hand out the Face Talk activity sheet. Ask students to choose two images from the Portray Yourself images sheet and write their own responses to the 'See, think, wonder' questions.

Ask students to take some time to look at the artwork. While they are looking, ask them to think about the following questions:

- What do your eyes first see when you look at the picture?
- Who is the person? Why did they have a portrait made?
- How does it make you feel?

They should record their responses on the Face Talk activity sheet under the headings:

- What do I see?
- What do I think?
- What do I wonder?

Together in partners or small groups, students should then think about the following questions for each portrait:

- What else do you see?
- Why was the artwork made?
- What are the colours in the artwork?
- How do the people feel? Are they happy, sad, excited?
- Does the picture show where the person was from? What is their culture?
- Which picture did you like best and why?

Discuss responses to the images as a class.

Extension

Students focus on colours in the portraits and what they represent:

- How do colours in the portrait depict the mood?
- Identify the emotions portrayed.
- What does the style of the artwork say about the person?

Explore different facial expressions and what they mean via dramatic play.

Course: Portray Yourself

Lesson Two: Proportions of the Face

Learning Area: The Arts

Strands: Visual Arts

Time: 45 Minutes

Year Level: 3-4

Content Descriptor:

- Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111).
- Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112).

Learning Focus:

- The aim of this activity is for students to learn about and understand the proportions of the face in order to draw a portrait.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
15 minutes	Getting started Explain to students that faces are generally the same size as hands and demonstrate this for them. Students can test the theory by putting their hands directly over their faces. Ask students to place a hand on the middle of their paper, putting a faint dot at the top of the middle finger and another at the wrist. Connect the dots by drawing an oval or egg shape. The dot at the top will be at the crown of the head and the dot at the bottom will be the point under the chin. Explain that people have different shaped faces: oval, round, heart-shaped or square. Talk about symmetry of the face and the midline. Students divide the oval shape into even thirds. Rule a faint line vertically down the middle, then one horizontally to divide the oval into quarters. Then rule a faint line above and below the horizontal line to divide it into thirds.	Relevant ARTS:LIVE resources • Proportions of the Face template (optional). Additional resources required • A4 or A3 paper • acrylic mirrors (one per student) • pencils • erasers • rulers.

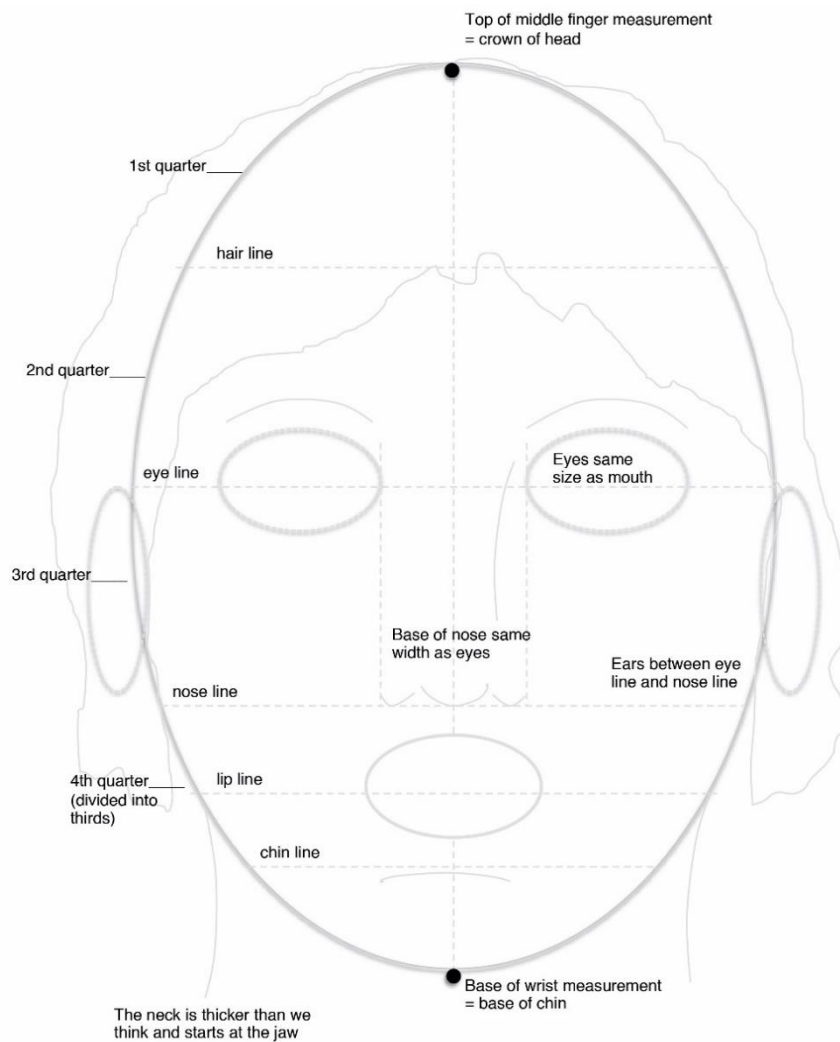


Figure 1: Proportions of the face template (teacher)

Safety

Use only acrylic safety mirrors. These can be purchased from an educational supplier.

20 minutes

Facial features

Ask students to identify all of the features of the face, including the chin and the ears. The image above can be used as a guide.

Explain that:

- the eyes and mouth are about the same size
- the nose and the eyes are usually the same width.

Students look in the mirror and study their facial features to identify proportions.

They identify:

- eye line – don't forget eyebrows, pupils, eyelids and lashes
- nose line
- lip line: students draw their lips
- chin line: students draw their chin
- ears (between the eye line and nose line)
- hair.

Have students draw each of these features on the oval.

10 minutes

Reflection

Students now evaluate their drawings and present them to the class. As a class, discuss the following:

- Drawing has a lot to do with getting the proportions right. Why is it important to understand the proportions of the face?
- Can students see a likeness in their drawing?
- Do students view faces differently now? What can they see?
- How can this knowledge be used to support students' drawing ability?
- How do students feel about their drawing? With a bit of practice, would they be confident to draw portraits?

Course: Portray Yourself

Lesson Three: Half-Half

Learning Area: The Arts

Strands: Visual Arts

Time: 45 Minutes

Year Level: 3-4

Content Descriptor:

- Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111).
- Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112).

Learning Focus:

- Students create a mixed media self-portrait and develop their understandings of symmetry and facial proportions.

Time:	Teaching and Learning Strategies:	Preparation and Resources:
5 minutes	Discussion and re-cap • What do students remember about the important features of the face? • Where is the line of the eyes? • What feature is the same size as the lips? • Where do the ears sit?	Relevant ARTS:LIVE resources • Proportions of the Face template (optional).
10 minutes	Personal Symmetry Hand out each student's photograph. Ask students to carefully cut out their picture, making sure they cut around their hair and neck. Ask students to carefully rule or fold their picture in half (longways) making sure the fold line goes exactly through the middle of their face. Students cut the picture in half along the fold line (one eye, half nose and half mouth) and choose which side of their face they want to keep. Students glue their picture onto a sheet of A4 paper (or onto the Proportions of the Face template), leaving room for their drawing. Remember that the right-hand side of the face is stuck on the right-hand side of the page, or the left-hand side of the face is stuck on the left-hand side of the page.	Additional resources required • scissors • rulers • pencil • A4 or A3 paper • glue. Preparation • Take and print an A4 photograph of each student's face. • Print a copy of the Proportions of the Face template for each student if you are using it.

30 minutes

Students draw the missing side of their face

Refer to the Proportions of the Face template and/or their drawing from the previous lesson.

Use the cut-off portion of their picture as a reference if needed.

Encourage students to share their drawings with the class and to participate in class discussion:

- Describe what it was like to draw only half of the face.
- Was it easier to identify the proportions of the face when looking at the half picture?
- How confident will they be when drawing a whole portrait now?

Extension possibilities

Students could do the same activity, this time using only a portion of their original photograph.

Students cut their photograph up into quarters, choose a quarter and draw the missing parts.

Students cut their photograph into strips or other shapes and draw the missing parts, e.g. using just a strip of the eyes or mouth.

Facilitate and encourage students to undertake the activity with their extended family or peers. Students can create a family portrait on a large piece of paper using photos of their family.

If students don't have access to photographs or a printer at home, they can use pictures out of a magazine instead.

Safety

- You must set a good example when demonstrating proper use of materials and supplies.
- Always include health and safety considerations when giving lesson presentations and during general classroom instruction.
- Establish classroom rules such as 'No running' and 'Close scissors when not in use'.

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.