



WEEK 6 Day 1

Art Easel: Self Portraits 2

Children learn to look critically at a drawing and provide feedback. They use the feedback to create accurate self portraits through painting or paper collage.

Big Ideas	<p>Individuals, or citizens, come together to work, live, learn, and relate to each other in communities.</p> <p>People in communities represent their experiences and traditions through artistic expression.</p>
Guiding Questions	<p>When is it important to work in a group or independently?</p> <p>How do you most effectively communicate your thoughts, ideas, feelings and traditions?</p>
Vocabulary	<p>notice: to see, to pay attention to something</p> <p>represent: to show</p> <p>proportion: the way a representation (such as a drawing or structure) compares to real life</p> <p>sketch: a quick drawing that gives an idea of a more finished picture</p> <p>trace: to copy by drawing over another picture</p> <p>self portrait: a picture of oneself</p> <p>cross hairs: lines on a sketch to help put a specific detail in place</p> <p>precise: accurate, exact, just right</p> <p>accurate: true to life</p> <p>collage: a picture made up of small pieces of paper or other materials</p> <p>feedback: comments or suggestions about work</p> <p>satisfied: pleased, happy with a result</p>
Materials and Preparation	<ul style="list-style-type: none"> ● easel ● children’s self portrait sketches, from Week 5 ● pencils ● erasers ● tempera paints ● paintbrushes in various thicknesses

- drawing/painting paper
 - construction or other colored paper, cut into smaller pieces
Include colors that children may use to represent their hair, skin, and other features.
Arrange the colored papers on trays or in baskets.
 - liquid glue or glue sticks
 - paint cups
 - pencils
 - thin black markers
 - water
 - spoons
 - mixing trays/palettes
 - photo of each child, printed, from Week 5
 - technology to project video
 - [Austin's Butterfly](#) video
 - chart paper
- Create the following Feedback chart.

Feedback is....	
kind	
specific	
helpful	

Create an example of a self portrait using paint and another one using collage.

Intro to Centers

*Last week you sketched self portraits. This week you'll continue to work on your self portraits, but first I'd like you to watch this video. It's the story of Austin, a first grader, who wanted to make a picture of a butterfly. He wanted his picture to look **accurate**, or true to life. Let's see how his friends helped him.*

Show [Austin's Butterfly](#).

*How did Austin's friends help him make an accurate picture of a butterfly?
Can you describe the kind of feedback they gave him? **Feedback** is comments or suggestions about work.
How do you think Austin might feel about his finished work?*

Facilitate the conversation to reinforce the idea that the feedback is kind, specific, and helpful. Refer to the Feedback chart.

	<p><i>I bet Austin felt really satisfied with his finished work—he was pleased because he got the kind of feedback that helped him make his work better and better.</i></p> <p><i>During Centers, let’s listen for feedback that people offer each other. Later, we can write down some examples of what feedback can sound like when it is kind, specific, and helpful.</i></p> <p><i>As you continue to work on your self portraits this week, you will use what you learned about sketching last week. Make a quick sketch with a pencil, and then decide whether you’d like to paint your self portrait using some of the colors you have been mixing, or if you’d like to use small pieces of colored paper to make a collage.</i></p> <p>Show examples of self portraits using each medium.</p>
<p>During Centers</p>	<p>Children start by looking at the line drawings they made last week and giving and receiving feedback. Children may choose to revise their work or create new sketches. Remind children to work quickly and lightly when sketching.</p> <p>Once satisfied with their sketches, children choose whether to use paint or collage to continue to finish their self portraits.</p> <p>For painting, children may work off their line drawings from Week 5 or create new sketches. Encourage them to try different brush sizes for more and less detailed parts of their paintings. Children may also choose to mix new paint colors for accurate representation in their self portraits. Children may also choose to represent themselves in fantastical colors.</p> <p>For collage, part of the children’s effort may be about matching skin and hair colors to papers available. Children may also choose to represent themselves in fantastical colors. Again, children may work off their line drawings from Week 5 or create new sketches. They can cut or tear paper to match the different sizes and shapes of spaces on their drawings. Details can be done in collage or can be drawn directly on the face.</p> <p>Demonstrate that sketches can be flipped to the blank side so that the final work doesn’t show the sketching lines.</p> <p>Encourage children to ask for feedback when they are ready for it and to respond to the feedback when they receive it. Support children’s use of language that is kind, specific, and helpful when offering feedback. As children provide feedback, write their words on the Feedback chart in the</p>

