

WEEK 3 Day

Art Easel: Self Portraits 1

Choosing from a wide array of materials, children make a plan for and begin their self portrait projects.

Big Ideas	Construction can be defined as the creation of products, including physical structures and works of art such as stories, dances, theatrical performances, and songs. The construction process can be similar across domains.
Guiding Questions	What processes help people construct structures, ideas, and works of art? Where do people find inspiration for building, creating, and composing?
Vocabulary	notice: to see, to pay attention to something features: a part of something that makes it different from something else represent: to show sketch: a quick drawing that gives an idea of a more finished picture self portrait: a picture of oneself perspective: A perspective is a way to see or think about things. Different people have different perspectives .
Materials and Preparation	<ul style="list-style-type: none">● easel● mirrors, at least 3● a wide variety of materials to support different forms of expression, such as:<ul style="list-style-type: none">● pencils or thin black markers● tempera paints (ensure there is enough variety to create accurate skin colors)● paint cups● paintbrushes in various thicknesses● painting paper or heavy paper● liquid glue or glue sticks● water● spoons● mixing trays/palettes

	<ul style="list-style-type: none"> ● Beautiful Stuff Arrange the Beautiful Stuff in several small baskets. ● clay ● crayons ● colored pencils ● pastels ● markers ● 2-3 children’s self portraits, from Unit 1 (if possible) ● Self portrait images (provided) ● Self Portrait Planning sheet, 1 copy per child <p>Display the materials in the Art Studio so that children can easily select their own material. s</p> <p>For the Intro to Centers, bring a basket of samples to show of the following: mirror, paint cup with paint, mixing tray, Beautiful Stuff, small ball of clay</p>
<p>Intro to Centers</p>	<p><i>A long time ago, during Unit 1 Our Community, you created self portraits. Do you remember what self- portraits are?</i></p> <p>Show children’s self portraits from Unit 1. Then show examples of self portraits. Facilitate a conversation about what children notice in the artwork. Be sure to make distinctions between more abstract self-portraits and more accurate depictions.</p> <p><i>Self portraits communicate to others how you see yourself and important features or characteristics you want other people to know about you. We all have important features that are unique.</i></p> <p>Model looking into the mirror and naming features such as skin color or eye color.</p> <p><i>Turn and talk. Share some important details that you want others to know about you.</i></p> <p><i>At the Art Easel this week, you will begin to think about how you would like to construct your self-portrait project using different kinds of materials. When you make a self-portrait, you are sharing your perspective, or your own ideas, about who you are.</i></p> <p><i>When you arrive at the Art Studio, look in the mirror and take note of your unique features. Then carefully look at all of the available materials and think about your plan. What materials might you use to represent yourself?</i></p> <p>Show some of the available materials.</p> <p>Show the Self Portrait Planning sheet. Model how to complete the sheet. Children will complete only the first top half of the sheet (up to the bold</p>

	<p>line).</p> <p><i>Gather materials to create your portrait. You could make a portrait on paper, adhering other materials to the paper to make a collage portrait, or you might want to make a sculpture portrait using clay or Beautiful Stuff.</i></p> <p><i>You will work on your self-portrait over several days. As you are working, think about a title that suits your work. The title could be your name, or "Self Portrait," or you might think of another name completely.</i></p>
<p>During Centers</p>	<p>Children construct self-portraits using a range of self-selected materials. Encourage children to first take a look at the available materials, think about their plan, and support their completion of the Self Portrait Planning sheet. Children will complete only the first top half of the sheet (up to the bold line).</p> <p>There are many ways the project can unfold for each child. Some possible pathways:</p> <ul style="list-style-type: none"> ● Children might first sketch themselves on paper, while looking in a mirror. Once satisfied with their sketches, might children choose from the different materials to depict themselves. ● If painting, encourage children to try different brush sizes and to mix new paint colors for accurate representation in their self portraits. Children might want to mix paint to create an accurate skin color, or children may also choose to represent themselves in fantastical colors. Children may need to work over the course of several days. For instance, they may paint their face on the first day and then add features the following days. ● With Beautiful Stuff, children might first experiment with different materials, textures, and colors before they glue it down on paper. Ask children about additional materials they may need. ● With clay, children may construct directly on their papers or build a 3 dimensional representation. Again, if working with clay, the process of sculpting, drying, then painting may take the course of several days. ● Children may very likely mix media together. <p>Remind children that their work can span several days.</p>
<p>Facilitation</p>	<ul style="list-style-type: none"> ● Tell me about your plan. ● What is your inspiration? ● What are important details you would like to include in your self-portrait? ● How did you choose these materials/media? What else might you need?

	<ul style="list-style-type: none">• What do you want others to know about you when they look at your self-portrait?
Standards	<p>SL.1.K.a Participate in collaborative conversations about kindergarten topics and texts with peers, and adults in small and larger groups.</p> <p>SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SEL. Decision Making. Reflecting (Boston)</p>

Notes