Objectives

• Students will be able to create a self-portrait using simple lines and textures.
• Students will Sort, classify, and chart objects by observable properties, e.g., size, shape, color, and texture.

Introduction

Have the students come to the rug and read the book *Hi, My Name is Bob*. Talk about how Bob and Jack have different personalities. Ask the following questions:

• What are their personalities like?
• Are you more like Bob or Jack?
• Is it okay to be different?

Then show the students the different self-portraits. Have students talk about the mood in each painting. What colors did the author use and how does that affect the mood of the paintings? How does each painting make you feel? What kind of textures can you see in the paintings?

Tell the students to take a quick minute and describe their personality to a partner. Are you shy and quiet? Are you always happy? Do you like to be crazy and loud?

Learning Activity Part One:

Have all the students go to their desks and get out a pencil. DO NOT TELL THEM WHAT THEY ARE GOING TO DO. Pass out a large white construction paper and place it on their desk in vertical position. Using your own paper to model, draw a large U about 3/4ths of the paper. Make sure your U is at the top and leave a little empty space at the bottom (you will need to leave a little space for the body). It’s important that you don’t tell them what they are drawing because some students will be bothered that the head is really big and the body is really small. An example is shown below:

Check to make sure that everyone has it correct. Then model a little body at the bottom. They can make theirs however they want. Add some eyes, mouth and a nose. Then add your hair. MAKE SURE YOU TELL THEM TO JUST DO THE OUTLINE OF THEIR HAIR AND NOT TO COLOR IT IN.

Materials

• Images of Portraits (See Images from the Museum)
• Children’s Book: *Hi My Name is Bob* by Linus Alsenus
• Pencils
• Thick and Thin Black Permanent Markers
• Large White Construction Paper (bigger is better)
• Items to use for making different textures - cardboard, cement, a window screen (optional)
• Pastels or Colored Chalk
• Kleenexes for smearing pastels

Images from the Museum

• Stephanie Deer, *Sometimes less is more...but not today*
• Theodore Milton Wassmer, *Portrait of Judy Lund-Wassmer*
• Howard Lasalle Kears, *Self-portrait*
• George Martin Ottinger, *Self-Portrait of the Artist*
• Lee Udall Bennion, *Self in Studio*
• Glen Lyman Edwards, *Self-Portrait*

Utah Core Standards

Integrated Core
Standard I
Students will develop a sense of self

Integrated Core
Standard I Objective 3b.
Express how colors, values and sizes have been controlled in artworks to create mood, tell stories or celebrate events.

Science
Standard 3. Objective 2
Sort, classify, and chart objects by observable properties, e.g., size, shape, color, and texture.
Springville Museum of Art

Science and Visual Art

Pastel Portraits

Learning Activity cont.

At this point, they can do it however they want. Don’t model too much because it will take away from their creativity. Students can add their own things like eyelashes and ears. In the end, everyone’s will turn out different.

You can choose to make this lesson go 2 days. If so, this is where I would stop. Make sure that everyone has their name on the back before you collect them.

Learning Activity Part Two:

Pass out the papers and give everyone a black sharpie. Make sure you have something underneath or the sharpie will leak onto the desks. Tell the students to trace over their pencil with their sharpie. They need to trace over every line and make sure they don’t leave any pencil showing. Then I tell them to erase any pencil marks that might be showing.

When they finish, model how to use the textures under their paper. (this is optional). Because the pastels can get really messy, we took our papers outside on the sidewalk. Some students like to use the sidewalk as their texture and some like to bring a folder or something smooth to put under their paper. Model to the students how to use the pastels on their side and not like a pencil. Show them how to mix a lot of different colors and use the Kleenex to smear them together.

Make sure you remind them how different colors can create different moods. What kind of colors would describe your personality? (I always take out the dark colors like black and brown because the sharpie can’t be seen well).

When they are finished and the pastels are all smeared and blown off the page, have students go back inside the classroom and use a thick black permanent marker. This is the last step. They will trace over their sharpie, making their lines thicker and more noticeable.

Learning Activity Part Three:

As a class, try to categorize their self-portraits by the dominant colors. Which ones are mostly blue? Which ones are mostly yellow? How many in each group? What was the most common color used? What was the least common color used? You can choose to make this into a graph.

Assessment

When everyone is finished, return to the rug. Review the artwork previously shown. Ask students to try to describe the personalities of the self-portraits. Ask students if their own self-portraits resemble a certain artwork. Give a chance for students to describe their own personalities and why they chose certain colors (this can be done in groups as well).
Stephanie Deer, *Sometimes less is more... but not today*, 2010, oil on canvas
George Martin Ottinger, *Self-Portrait of the Artist, Oval*, 1869, oil on canvas
Theodore Milton Wassmer, Portrait of Judy Lund-Wassmer, 1960, oil on canvas
Howard Lasalle Kearns, *Self-Portrait* 1930, oil on canvas
Glen Lyman Edwards, *Self-Portrait* 1986, oil on canvas
Lee Udall Bennion, *Self in Studio*, 1985, oil on canvas