

Expressionistic Self-Portrait Painting



Target Group: Grades 9-12

Goal (Terminal Objective): Working from direct observation, students will create an expressive self-portrait.

Objective: Thinking about their individual personalities and immediate mood, students will create an expressive self-portrait painting from direct observation. Use of color is a key element in visually depicting their inner self.

National Standards:

Visual Arts Grades 9-12 Content Standard 1: Understanding and applying media techniques, and processes

Visual Arts Grades 9-12 Content Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Visual Arts Grades 9-12 Content Standard 4: Understanding the visual arts in relation to history and cultures

Visual Arts Grades 9-12 Content Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Purpose: Students will use aesthetic scanning to view and discuss examples of expressive portraiture. Students will understand how to visually depict mood and feeling – sensory qualities in a work or art. Students will gain technical proficiency in using acrylic paint. Students will apply creative problem solving through the unique personality expressed in their final portrait painting.

New Vocabulary: sensory, self-portrait

Materials: white drawing paper, Bristol, and the following Sargent Art supplies:



#24-2499 Acrylic Paint



#22-1106 Metallic Acrylic Paint



#56-6012 Natural Hair Rainbow Brush Assortment



#22-7244 144 ct. Graphite Pencils



#90-3000 Canvas Panels

Time: approximately 4-5 class periods

Instruction and Motivation (Set): Begin by showing students examples of expressive portraits and other examples of self-portraits. Picasso, Modigliani, Frida Kahlo, and Vincent Van Gogh all offer good examples of portraiture and self-portraiture. Discuss with students why artists choose to make self-portraits. What types of things about oneself can be expressed through self-portraiture? Discuss with students the aesthetics of color and how it affects mood and feeling expressed through a painting.

Instruction:

1) Using direct observation, students do a pencil drawing of their self portrait; changing and abstracting along the way to express their expressive final visual intentions.



working from direct observation



pencil drawing with supplies ready to begin the project

2) Students choose expressive colors and begin painting their portrait. Encourage wet on wet blending directly on the painted surface.



wet on wet blending directly on the painted surface

3) Once areas are blocked in with color, students can build up details and patterns in areas. Suggest students try using other objects dipped in paint to create patterns and textures



detail being added with paint brush



detail being added with clothespin dipped in liquid metal paint

4) Upon completion, students may choose words to accompany the mood and feeling (sensory aspects) they are visually depicting in their portrait.



serenity, peace, playfulness, free spirit, warm, dreamy
expressive words used to describe completed self-portrait

Activities:

(1) Guided Practice:

- Students use aesthetic scanning to view fine art examples of expressive portraits and self-portraits.
- Students visually analyze and discuss artists' choices of colors to depict mood and feeling in a painting (sensory aspects).

- c. Students use direct observation to draw a self-portrait, altered to become abstracted and expressive.
- d. Students make individual creative choices of color to express sensory aspects in their paintings.
- e. Students demonstrate overall creative problem solving throughout the completion of their expressive self-portraits.

(2) Independent Practice and Check for Understanding:

- a. Teacher circulates and helps students with drawing.
- b. Teacher offers individual help with color choices and questions about sensory qualities in a work of art.
- c. Teacher asks students questions as they work, such as – “What mood do you hope to convey in your portrait?” or “What type of colors will help express the tone of the portrait?”

(3) Closure:

- a. Students can create a nicely lettered label with their choice of expressive words to accompany their completed paintings.
- b. It’s fun to have students choose expressive words for one another’s paintings before the individual artist reveals their personal choices.

Evaluation:

Level One -- The finished self-portrait very successfully demonstrates the student’s understanding of personal expression and objective abstraction. The initial drawing is executed very well. The student has shown strong technical skills in using the medium of acrylic paint. The student has shown a high level of creativity in completing the portrait with individual personality. Craftsmanship is outstanding.

Level Two -- The finished self-portrait demonstrates the student’s understanding of personal expression and objective abstraction. The student has shown good technical skills in using the medium of acrylic paint. The student has shown creativity in completing the portrait with individual personality. Craftsmanship is good.

Level Three -- The finished self-portrait shows limited understanding of personal expression and objective abstraction. The student has limited technical success with using the acrylic paint medium. Creativity and craftsmanship is minimal.

Level Four – The finished self-portrait shows no understanding of personal expression and objective abstraction. The initial drawing is done poorly. The technical skill shown through the use of acrylic paint is weak. Creativity, effort, and craftsmanship are poor.

Extension: Teacher could instruct students to include symbolic representation of themselves in the portrait, and discuss iconography with the class.

Resources:

<http://www.abcgallery.com/P/picasso/picasso116.html>

<http://www.globalgallery.com/enlarge/028-38899/>

<http://abcgallery.com/M/modigliani/modigliani.html>

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