

Oil Techniques – Self-Portrait Painting



Target Group: Grade 12

Goal (Terminal Objective): Students will learn the grid method of drawing and apply a variety of oil painting techniques to complete a self-portrait painting.

Objective: Upon using the grid method of drawing to layout their composition, students will apply a variety of oil painting techniques to complete a creative self-portrait painting.

National Standards:

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

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 self-portrait paintings from different historical periods. Students will learn and apply the grid method when drawing their self-portrait. Students will visually demonstrate their skill of blending accurate skin tones and their ability to show form in a 2-dimensional painting. Students will learn and use a variety of oil painting techniques when completing their self-portrait painting. Students will be given the chance to creatively analyze and express themselves through a self-portrait project.

New Vocabulary: self-portrait, grid method, gesso, impasto

Materials: white drawing paper, ruler, turpentine, linseed oil, and the following Sargent Art products:



#90-20xx Stretched Canvas



#56-6000 Mixed Hair Brush Assortment



#23-0601 Oil Set; True Color; Studio Quality Paints



#22-8811 32 oz. Acrylic Glitter Glaze



#32-2007 Metallic Oil Pastels



#32-2009 Fluorescent Oil Pastel



#22-2018 Standard Size Oil Pastels



#22-7244 144 ct. Graphite Pencils

Time: approximately 10 class periods

Instruction and Motivation (Set): Senior year art is the perfect level for students to complete a self-portrait project. It offers them a creative outlet to reflect back on their high school careers and analyze what their futures may hold. Begin by showing images of self-portraits from different periods throughout Art History. Discuss the reasons why artists create self-portraits (personal expression, as a means to exhibit their techniques and artistic abilities, and as visual documentation of their talents, feelings, and moods of a particular time period in their life). By using the grid method as a starting point for their drawing, it offers a cross-curricular opportunity with math.

Instruction:

1) Take digital pictures of the students for them to use as reference. Students draw a grid over the image and decide what proportions their final painting will be. For example: an 8 x 10" photo can be sectioned into a 2" grid, enlarged to 1-1/2 times, which makes the final painting 12 x 15". A 12 x 16" canvas would be an appropriate size to choose to fit the desired final proportions. Students do the math!



2) Upon gridding the reference picture, students use a ruler to place a lightly drawn pencil grid on the canvas.



3) After introducing the following oil painting techniques, students choose where to apply each technique in their individual painting. Students then work individually to complete their self-portrait painting.

- Oil techniques:
- 1) applying texture with gesso
 - 2) using turpentine to apply a thin wash of oil colors
 - 3) incorporating oil pastels
 - 4) review basic color mixing, particularly skin tones
 - 5) using the handle end or other dull scraping tools to add texture



applying gesso for the texture of the hair



set up of oil painting supplies – use newspaper to protect work surface



turpentine wash with oils



incorporating oil pastels



mixing flesh tone colors – by using a little additional linseed oil mixed in with the paint. They flow a little better and it adds a nice sheen to the surface.



using the handle end of the paintbrush to add texture

4) Students complete their painting and clean up safely and responsibly. No solvents should be put down the drain. Contact the custodians in your building for disposal of all solvents. An odorless paint thinner is available and recommended for school use. Always ventilate the studio when using solvents.



Activities:

(1) Guided Practice:

- a. Students aesthetically scan examples of self-portrait drawings and paintings from different periods throughout Art History.
- b. Students evaluate their personal feelings and emotions and decide a creative direction for their painting.
- c. Students use a print out of a digital image of themselves as a reference source.
- d. Students demonstrate a variety of oil techniques by applying them throughout their painting.
- e. Students demonstrate individual creativity by completing a unique and personal self-portrait painting.

(2) Independent Practice and Check for Understanding:

- a. Teacher circulates and helps students with technical problems along the way.
- b. Teacher offers individual help with color blending, creating the illusion of form, and incorporating learned oil techniques while students work on completing their self-portrait.

(3) Closure:

- a. By holding a class critique of the completed paintings, the instructor and peers in the class may learn a bit more about each individual artist and what their expressive intentions were in the project.

Evaluation:

Level One -- The finished self-portrait painting very successfully demonstrates the student's understanding of the grid method. The student has shown strong technical skills in color blending to create the illusion of form. The student has shown strong technical skills in applying other learned oil techniques. The student has shown a high level of creativity in completing the portrait with individual personality. Personal creative expression is a dominating element. Craftsmanship is outstanding.

Level Two – The finished self-portrait shows good understanding of the grid method. The

student has shown good technical skills in color blending, creating the illusion of form, and other learned oil techniques. The portrait is completed creatively and craftsmanship is good.

Level Three -- The finished self-portrait shows confusion with the grid method. The student has limited technical success in color blending, creating the illusion of form, and other learned oil techniques. Creativity and craftsmanship is minimal.

Level Four – The finished self-portrait shows no understanding of the grid method. The technical skill of color blending, creating the illusion of form, and other learned oil techniques is poor. Creativity, effort, and craftsmanship are poor. Little personal expression is the emphasis.

Extension:

This painting project could be done with acrylics. By incorporating a more specific theme, like “yourself as someone great from history,” you could integrate it with social studies/history. A self-portrait project is also very lending to incorporating writing into. This would make it possible to integrate with rhetoric.

Resources:

http://www.gis.net/~scatt/self_portraits.html

<http://www.abcgallery.com/K/kahlo/kahlo.html>

http://www.free.ed.gov/subjects.cfm?subject_id=8&toplvl=5

http://www.nga.gov/education/classroom/self_portraits/wrk_van_gogh.shtm

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