

Me, myself, I

Early Stage 1

Subject matter: people
Forms: drawing, painting
Duration: 3 to 6 weeks

Image resources

- portraits by Vincent Van Gogh and Leonardo Da Vinci

http://www.vangoghgallery.com/painting/main_se.htm

<http://banzai.msi.umn.edu/leonardo/>

<http://www.artchive.com/artchive/L/leonardo.html>

Enter art

- *Portrait in the mirror*, Margaret Olley, image no.13

Beyond the frame

- *Self Portrait*, Keiran Hall, image no.13

Outcomes and Indicators

Making

VAES1.1 Makes simple pictures and other kinds of artworks about things and experiences.

- creates self-portraits
- experiments with colour, line and texture in self-portraits.

VAES1.2 Experiments with a range of media in selected forms.

- explores the qualities of different drawing and painting media
- incorporates collaged images and objects in portraits.

Appreciating

VAES1.3 Recognises some of the qualities of different artworks and begins to realise that artists make artworks.

- talks about portraits
- talks about the artist as a person who created an artwork.

VAES1.4 Communicates their ideas about pictures and other kinds of artworks.

- talks about significant features within artworks.

Unit overview

Students investigate how artists depict people in portraits, with a focus on self-portraiture. Students learn how to represent themselves using their image (portrait) and objects that are important to them. Students explore how colour, texture, line and shape can be employed to express ideas about themselves, producing drawings and paintings in various media.

Learning experiences	Teaching notes
<p><u>Learning experience 1</u> Appreciating portrait paintings</p> <p>Look at portraits by artists Vincent Van Gogh and Leonardo Da Vinci.</p> <p>Discuss the paintings as examples of <i>portraits</i>. <i>What are these paintings of?</i> <i>Who do you think these people are?</i></p> <p>Stand behind an empty frame and adopt the pose and the expression of the people in the Van Gogh and Da Vinci portraits. <i>What are you doing?</i> (sitting, painting etc.) <i>How do you feel?</i></p> <p>Look at <i>Portrait in the mirror</i> by Margaret Olley and <i>Self-portrait</i> by Kieran Hall.</p> <p><i>If the person in each painting could speak, what do you think they would say?</i> <i>What things in each portrait might tell us about each person?</i> (what they do, what they own, where they live) <i>What room in the house do you think these people are in?</i></p> <p>Discuss subject matter. <i>Why do artists paint pictures of people?</i></p> <p>Look closely at <i>Portrait in the mirror</i> by Margaret Olley. The painting is then hidden from view. <i>How many of the objects in the painting can you remember?</i> Name them.</p>	<p>Image resources</p> <ul style="list-style-type: none"> portraits by Vincent Van Gogh and Leonardo Da Vinci <p>Enter Art</p> <ul style="list-style-type: none"> <i>Portrait in the mirror</i>, Margaret Olley, image no.13 <p>Beyond the frame</p> <ul style="list-style-type: none"> <i>Self Portrait</i>, Keiran Hall, image no.13 <p>Other resources</p> <ul style="list-style-type: none"> empty picture frame (approximately 40 x 50 cm) <p>If works by these artists are unavailable, substitute with other portraits.</p> <p>Explain that these pictures are paintings made by artists and that paintings of people are called <i>portraits</i>.</p> <p>This activity helps students begin to understand how people have been represented by the artist in a portrait and that the subject's pose and expression helps tell us about the person.</p> <p>Explain that they are paintings made by Australian artists.</p> <p>Explain how the objects in the painting might tell us something about the person.</p> <p>Explore the reasons why artists paint portraits.</p> <p>This is a form of artwork <i>concentration</i>.</p>

<p>Look at and discuss the background and shapes in <i>Portrait in the mirror</i> by Margaret Olley. <i>What colour can you see in the objects near the mirror?</i> <i>What colour can you see in the background (surrounding the figure and objects)?</i></p> <p>In the air, trace the shape of the objects in the painting.</p> <p>Look at all the example portraits (Olley, Hall, Van Gogh and Da Vinci).</p> <p>Discuss the meaning of portrait and self-portrait. <i>Who is the person in each picture?</i> <i>Who is the painter of each?</i> <i>How would you paint your own portrait? (self-portrait)</i></p>	<p>Explain that the background is the area behind and around the person.</p> <p>Identify which paintings are portraits or self-portraits.</p> <p>Explain that some artists paint pictures of other people (portraits) and some paint pictures of themselves (self-portraits). The students could also discuss how an artist might paint a self-portrait (using a mirror or photograph).</p>
<p><u>Learning experience 2</u> Making self-portrait drawings and paintings</p> <p>Discuss the shapes and textures of facial features.</p> <p>Describe your own face.</p> <p><i>What words describe how the different parts of your face feel? (bumpy, smooth)</i></p> <p>Name words to describe facial features.</p>	<p>Image resources <i>Enter art</i></p> <ul style="list-style-type: none"> • <i>Portrait in the mirror</i>, Margaret Olley, image no.13 <p>Beyond the frame</p> <ul style="list-style-type: none"> • <i>Self Portrait</i>, Keiran Hall, image no.13 <p>Other resources</p> <ul style="list-style-type: none"> • art paper • coloured crayons or oil pastels • Edicol dyes or watery paint <p>The students could feel around their faces with one hand, describing the shapes and textures of their facial features, e.g. nose, mouth and eyebrows.</p> <p>List the <i>texture</i> words students have suggested to use later when the students are drawing their self-portrait.</p> <p>List words.</p>

Make a *self-portrait* drawing using coloured crayons or oil pastels. Select bright colours that have personal appeal.

Paint a *wash* over the entire drawing.

Optional activity

Look again at *Portrait in the mirror* by Margaret Olley and *Self Portrait* by Kieran Hall.

Discuss the objects the artists have included in the paintings.

What are some things that are important to you?

Draw two or three of these objects on a separate sheet of art paper using crayons or pastels.

Paint a wash over the drawings.

Cut these out and add them to the self-portrait.

Appreciating: reflecting

Arrange and display the paintings

Discuss the objects that have been drawn and give reasons why they were included.

Describe and explain your choice of colours in the self-portrait.

Demonstrate how to apply the media (crayon or pastel) thickly.

Explain that the colours do not have to be realistic.

Refer to the listed words describing facial shapes and textures to help guide the students when they are drawing.

Using Edicol dyes or watery paint, demonstrate how to paint washes over the figure and background.

If students use Edicol dyes, place groups around a container so that they do not move the dye.

Keep each colour in a separate container with its own brush so that different colours are not mixed.

Consider whether the objects in the portraits are personal objects owned by the artists or things that are important to them.

Learning experience 3

Making drawings of the body

Discuss shadows and silhouettes.

Observe student shadows and silhouettes.

Practise creating different shapes of shadows or silhouettes by changing the pose.

Describe the interesting shapes made from different poses.

In groups of two or three, trace the outline of a complete shadow of one person on a large sheet of paper or cardboard.

Making mixed media artworks of the body

Look at *Portrait in the mirror* by Margaret Olley and discuss details of the subject (Margaret Olley). Consider the type of clothes she is wearing, her hairstyle and jewellery.

Consider what sorts of things (adornment) can be added to the large portrait to help represent the person in the drawing (the subject).

Select objects and pieces of fabrics that show different colours and textures. Paint the figure. When dry, glue on the chosen assorted objects and pieces of fabric.

Image resources

Enter art

- *Portrait in the mirror*, Margaret Olley, image no.13
- portraits in the school environment

Other resources

- large sheets of paper or cardboard
- crayons or oil pastels
- paint
- collage materials (paper, cardboard, fabric)

Explain that a silhouette is the outline of an object seen against the light.

This can be done in the playground or if cloudy, in the classroom using a bright light such as an OHP to cast shadows against a wall.

Silhouettes can be observed if the students stand near a bright light source such as a window or OHP.

Discuss how the outline of the figure will be used to make a group artwork, a portrait of the person who cast the shadow.

Ensure the whole shadow is contained within the sheet of paper.

Use large sheets of paper such as butcher's paper, litho, MF paper or corrugated cardboard which can be bought in a roll.

Explain and demonstrate how different types of adornment could be represented by drawing, painting or gluing different materials to the figure.

Fabric, paper, cardboard or any discarded materials could be used.

Consider the weight of the collage material and the capacity of the paper to hold it securely when hung upright.

Paint the background a different colour to help make the figure stand out. Alternatively, cut the figure out and attach it to a window to create a silhouette.

Appreciating: reflecting

Display the full figure portraits on classroom walls or in the hallway.

Discuss features of the works such as shape and texture:

Which artworks have an interesting shape or silhouette?

What type of textures have you created in your artworks?

Compare the full figure portraits to the person who has been represented.

Who is the person in this portrait, the subject of the painting?

What things give us a clue to who this person is?

Think of some words to describe the subject.

Appreciating artworks

Look at and discuss portraits in the local environment (e.g. school, council chambers, museum, historical society, library).

What do you find interesting about these artworks?

Who do you think painted them?

Consider photographing the works with the teams of students that created them.

Students could recreate the pose they used to make the shape of the shadow.

Students could discuss why they chose different materials to represent different features or textures.

These words can be written on cards and added to the work.

Consider portraits such as paintings of the school principal or local identities.