

Self-Portraits & Representation

9th Grade



Vivek Shraya, *"I give myself a future, I give myself a past."* 2014.

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Introductory Information:

- 9th grade Introduction to Art class, 12 students
- 75 minutes three days a week
- Students will explore their identities through self-portraits through a meaningful lens of representation and as their identities connect to a larger, cultural context. Students are encouraged to challenge the form self-portraits can take, and have the choice of any material or process.

STAGE 1: DESIRED RESULTS

A. ENDURING UNDERSTANDINGS:

- Students will understand the purpose of art and self-portraits as means for storytelling and change.
- Students will understand how to use imagery as it relates to identity and representation.
- Students will understand how to process and reflect on power as it relates to their identity.

B. ESSENTIAL QUESTIONS:

- What is the purpose of art? What is the purpose of portraiture?
- How can symbolism and visual literacy be used to communicate complexities in identity?
- How can art empower and change the culture around representations of identity?

C. STATE STANDARDS ADDRESSED:

- Generate and conceptualize artistic ideas and work. (F.V.Cr.01)
- Interpret intent and meaning in artistic work. (F.V.R.08)
- Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. (F.V.Co.11)

D. ACQUISITION/ LEARNING OBJECTIVES:

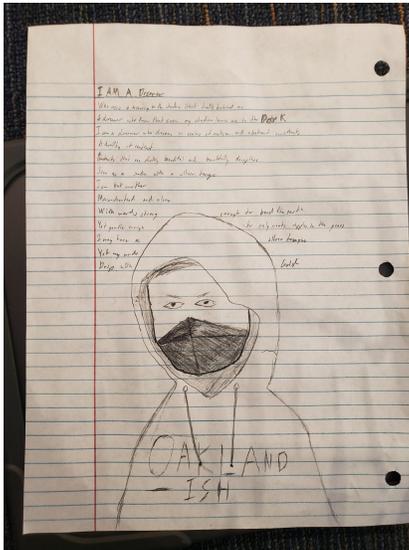
- The students will create a self-portrait that explores, emphasizes, or challenges the representation of their identity.
- The students will apply analysis of identity driven artworks to their own lives, experienced with power, and identities.

- The students will explain how their portrait contributes to a larger conversation outside of themselves.

STAGE 2: ASSESSMENT EVIDENCE

A. PERFORMANCE TASK OR FINAL PRODUCT:

The final product will be a visual artwork that conceptualizes identity and representation in a meaningful way to both the artist and their audience. Students have choice of material and imagery as well as with process and image. A successful outcome considers craft, accessible understanding of identity exploration, and provides a new or thoughtful representation of the self as it relates to power, culture, or stereotypes.



B. CONTINUUM OF ONGOING/FORMATIVE ASSESSMENTS:

- Exit Ticket Day 1: What's an aspect of your identity you would like to explore in this self-portrait project?
- Homework due Day 2: Create a brainstorm page/sketch of your project idea, shared during turn-n-talk. Full group share-out.
- Warm-up: Power comics, temperature check of student's familiarity and comfortability with talking about power, privilege, and identity, especially as it relates to visualizing it in art.

STAGE 3: LEARNING PLAN

A. MATERIALS AND EQUIPMENT:

- Artist slides / project slideshow

- Visual journals for brainstorm
- Visual journals for power comics
- Portrait technique images for demo
- Art kits for pencils and microns
- Choice material for final project: materials accessible in classroom supply closet or available at art store.

B. RESOURCES: VISUALS, TEXT, MEDIA AND WEB

Cascone, Sarah. "A New Book Gathers Every Single Documented Frida Kahlo Painting, Including Lost Works-See Images Here." *Artnet News*, 5 Aug. 2021, <https://news.artnet.com/art-world/frida-kahlo-complete-paintings-taschen-1993532>.

Dewhurst, Marit. "Chapter 3: Wondering Stance." *Teachers Bridging Difference: Exploring Identity with Art*, Harvard Education Press, Cambridge, MA, 2018.

"Drawing and Painting Tutorials." *Scoop.it*, <http://www.draw-paint.com/?tag=face%2Bproportions>.

"Kehinde Wiley - Google Arts & Culture." *Google*, Google, <https://artsandculture.google.com/entity/kehinde-wiley/m07czpt?categoryid=artist>.

"Kumasi J. Barnett, the Amazing Black-Man." *Lowell Ryan Projects*, <https://www.lowellryanprojects.com/the-amazing-blackman>.

"Mickalene Thomas: Femmes Noires." *Art Gallery of Ontario*, <https://ago.ca/exhibitions/mickalene-thomas-femmes-noires>.

C. VOCABULARY WITH DEFINITIONS:

- **Identity:** individual set of characteristics or connections to a group that defines someone.
- **Power:** the ability to do something, act a certain way, or influence.
- **Representation:** the way in which an identity is presented in the mainstream culture
- **Proportions:** how elements in a drawing relate to one another, helps achieve likeness
- **Self-Portrait:** a recreation of yourself as an art object, can be figuratively or abstracted.

D. TEACHER INSTRUCTION: The teacher will:

1. The teacher will start the lesson asking the questions below while showing the project slideshow and artist slides.
2. The teacher will show the assignment slide, explaining the project with the prompting questions (also below).
3. The teacher will lead a warm-up exploring identity through an empowering comic exercise while also sharing their own the build vulnerability and trust.

4. The teacher will give an exit ticket for a thinking task getting students to start brainstorming
5. The teacher will check for student's progress in their ideas during a turn and talk and full group share the next class.
6. The teacher will lead an optional portrait technique workshop
7. The teacher will give students work time, offering 1 on 1 support and check ins
8. The teacher will set a deadline for the work to be turned in with an artist statement and written reflection.
9. The teacher will make time in class for students to share their work and talk about the experience.

E. QUESTIONS TO GENERATE DISCUSSION:

- What is the purpose of art?
- What is the purpose of portraiture?
- What is the purpose of a self-portrait?
- What are some self-portraits you've made before?
- What do you see in this artwork?
- How might the artist be thinking about their identity?
- How is the artist challenging the ways in which their identities are being represented?
- How can you use material, representation, and imagery to challenge the representation of your identity?
- What do you want your viewers to know about you, and how does that change the conversation for others?

F. LEARNING ACTIVITY: The students will...

- Discussion around purpose of art/portraits
- Artist slides and discussion
- Identity comic activity
- Launch portrait project
- Brainstorm
- Work time/homework
- Shares and reflections

G. DIFFERENTIATION/ACCOMMODATION:

- Include visuals on slides for ELL students
- Create a list of vocab with translations ahead of time for ELL students
- Choice-based material encourages students at different levels to work with what they want, encourage photography, collage, digital art, and writing being equally as valuable as drawing
- Students grade themselves to have more agency over grade and for me to learn more about them
- Shows a diverse range of artists, can include videos of artists speaking in native languages with subtitles.

- Prompts and specific scaffolds for students who need it 1 on 1 in terms of materials or concepts.
- Assignments are on Canva, linked on the homepage under “this week” and on their calendar.
- Students have access to the grading rubric to know what they are being assessed on.