

## ***Student Self Portraits –11<sup>th</sup> and 12<sup>th</sup> Grade***

**Assignment:** You are to create a black and white self portrait. In addition to incorporating the elements of artwork (shapes, lines, and varying degrees of light and dark reflections [shades of gray]), your challenge is to create a self portrait that will accomplish the following:

- Use elements of art (see above) to evoke emotion
- Demonstrate rules of perspective to create “believable” spatial images (shading, symmetry, etc.)
- Demonstrate principles of design (balance, unity, variety, harmony or contrast)
- Illustrate individual personality, traits, interests, and background into a coherent ‘identity’ to be expressed through visual symbols and attributes.
- Use symbolism to create meaning

Your self portrait will need to represent your perception of self accurately and, to the extent possible, objectively. Incorporate (indirectly) your interests, your values, your hobbies, and all other unique thumbprints that create the essence of “you” in your design, so that the portrait captures the true you, and not just drawings of noses, ears, eyes, and mouths, etc. The result of this effort should produce a realistic representation of your face.

**Outcome:** Students will be knowledgeable about facial proportions and portrait drawing techniques and be able to apply that knowledge to their own selfportraits.

Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art.

**Evaluation:** Students will be assessed on their ability to construct their personality, traits, interests, and background into a coherent ‘identity’ to be expressed through visual symbols and attributes. Look for the richness of detail in the students’ *Observations* column, their ability to put these observations to meaningful use in the *Interpretations* column, and their final synthesis of the material in their identification of the person.

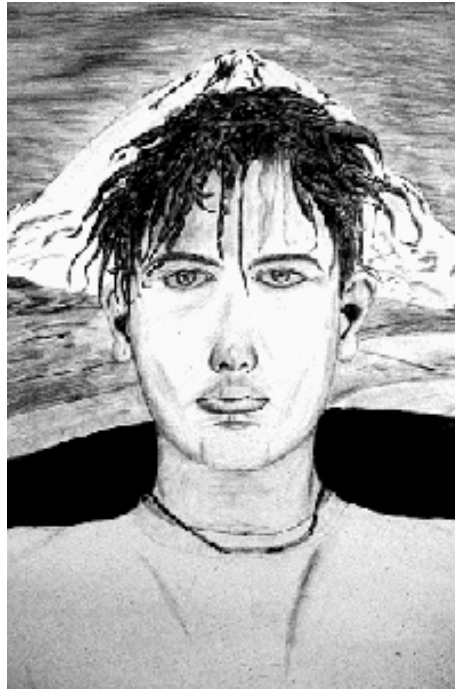
**Summary:** Constructing their own self-image will provide students with a personal example of the power of images to fashion an identity. This experience will contribute to students analytically approaching visual and textual documents in the future. Participating in interpreting the self-portraits of other students and watching their own self-portrait get identified will illustrate to the students the power of visual signs to help us interpret images and understand history.

**Criteria: Scoring Rubric for Self Portraits**

- *Assume that each portrait mirrors the likeness of the student artist for the purposes of this exercise.*

<b><i>Level 4</i></b>	<b><i>Level 3</i></b>
<ul style="list-style-type: none"> <li>• Uses elements of art to evoke emotion</li> <li>• Demonstrates rules of perspective to create “believable” spatial images (shading, symmetry, etc.)</li> <li>• Demonstrates principles of design (balance, unity, variety, harmony or contrast)</li> <li>• Illustrates individual personality, traits, interests, and background into a coherent ‘identity’ to be expressed through visual symbols and attributes.</li> <li>• Uses symbolism to create meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates rules of perspective to create “believable” spatial images (shading, symmetry, etc.)</li> <li>• Demonstrates principles of design (balance, unity, variety, harmony or contrast)</li> <li>• Illustrates individual personality, traits, interests, and background into a coherent ‘identity’ to be expressed through visual symbols and attributes.</li> <li>• May or may not use symbolism to create meaning</li> </ul>
<b><i>Level 2</i></b>	<b><i>Level 1</i></b>
<ul style="list-style-type: none"> <li>• Attempts to use rules of perspective to create “believable” spatial images (shading, symmetry, etc.)</li> <li>• Demonstrates one or two principles of design (balance, unity, variety, harmony or contrast)</li> <li>• Illustrates individual personality, traits and interests.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates one or two principles of design (balance, unity, variety, harmony or contrast)</li> <li>• Illustrates individual traits and interests.</li> </ul>

Student #1



Student #2



Student #3



Student #4

