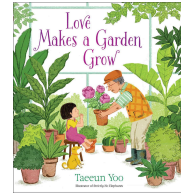


**Unit 4: Growing and Changing**



**WEEK 6**

**Art Easel: Self-Portraits**  
Children paint or draw their self-portraits.

|                                  |   |
|----------------------------------|---|
| <b>Big Ideas</b>                 | All living things grow and change over time.<br>We have already grown, we will keep growing, and we each grow in our own way.   |
| <b>Guiding Questions</b>         | How do we and other living things change as we grow?<br>How are we growing?   |
| <b>Vocabulary</b>                | <b>self-portrait:</b> a picture of oneself<br><b>sketch:</b> a drawing done quickly and without detail, perhaps to prepare for later work<br><b>tone:</b> the shade and quality of a color  |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● <i>Love Makes a Garden Grow</i>, Tae-eun Yoo<br/>Flag pages 3 (“It has bugs and blooms”), 11-12 (“But on my birthday, ...”), and 21 (“I water it and hum.”).</li> <li>● all established materials for painting at the easel (paper, brushes, paint cups, spoons for mixing, trays, smocks, etc.)</li> <li>● tempera paint, all colors including white and black</li> <li>● water</li> <li>● mirrors</li> <li>● pencils</li> <li>● thin black markers</li> <li>● pastels</li> <li>● Self-Portraits images</li> <li>● face template</li> </ul> <p>For children who will benefit from this support, affix templates onto card stock.</p> <ul style="list-style-type: none"> <li>● Painting Self-Portraits steps</li> <li>● samples of children’s self-portraits featuring hair from Unit 1</li> </ul> <p>If the original work is not available, collect photos of them and set up technology to project them during the Intro to Centers meeting.</p> <p>Hang or place the images on or near the easel.</p> |

|                                |   |
|--------------------------------|---|
|                                | <p>Bring books, a thin marker, materials for mixing paint, paper, images, and children’s Hair Self-Portraits to the Intro to Centers meeting.</p>   |
| <p><b>Intro to Centers</b></p> | <p><i>We have been talking about how all living beings grow and change including us humans. In Love Makes a Garden Grow we can see how the little girl is growing and changing.</i><br/> Show and narrate the flagged pages.</p> <p><i>A <b>self-portrait</b> is a picture of yourself. In the Fall, you created self-portraits featuring your hair. Remember these?</i><br/> Show a few self-portraits and invite children to share their observations.</p> <p><i>This week you can work on a new self-portrait that shows how you have grown and changed since the beginning of the year. You can start by looking in the mirror and making a <b>sketch</b>—a pencil drawing to prepare for your self-portrait.</i><br/> Model looking in the mirror and making a sketch, describing each step.</p> <p><i>You can color your self-portrait with pastels or by mixing paint. I am going to mix _____ and _____ [colors] to make my skin <b>tone</b>, the special shade of my skin color.</i><br/> Model mixing paint and assessing the result to achieve the desired color.</p> <p><i>Once you have the color you need, you can paint directly on top of your sketch, or start with the paint on a new piece of paper.</i></p> <p><i>To inspire you, here are some self-portraits made by artists. What do you notice about them?</i><br/> Show the images. Facilitate a conversation about children’s observations of the artworks, making distinctions between abstract and realistic depictions.</p> <p><i>Take your time to work on your self-portrait. Maybe today you want to just start with a sketch, and then later in the week you can add color and other details. You can represent yourself any way you want to!</i></p> <p><i>I am excited to see how you create your self-portrait! Don’t forget that you can ask each other for ideas as you work.</i></p> |
| <p><b>During Centers</b></p>   | <p>Encourage children to start by looking in the mirror and, if available, at their self-portrait from Unit 1.</p> <p>Invite children to look at the artists’ self-portraits and describe what they notice.</p> <p>Remind children they can represent themselves any way they want to, and</p>  |

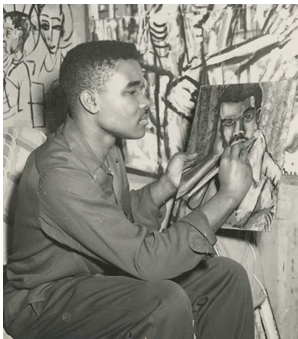
|                                     |   |
|-------------------------------------|---|
|                                     | <p>support all forms of representation.</p> <p>The project might unfold uniquely for each child. Some possibilities include:</p> <ul style="list-style-type: none"> <li>● Children might first sketch themselves on paper, while looking in a mirror, and then think about color as a second phase of work.</li> <li>● If children choose to paint, encourage them to try different brush sizes and to mix new paint colors to represent various parts of their face and body; ask children whether they would like to depict themselves accurately or in a more imaginative or abstract way.</li> <li>● Children may need to work over the course of several days. For instance, they may sketch in and paint their skin color on the first day, allow this to dry, and then add features in subsequent sessions.</li> </ul> <p>Document children’s process.</p> |
| <p><b>Differentiation ideas</b></p> | <ul style="list-style-type: none"> <li>● Support children with a step by step process using the Painting Self-Portraits visuals.</li> <li>● Help children focus on one step of the process each time they work on their self-portraits, allowing the previous step to dry in between.</li> <li>● After children have drawn facial features and painted in their skin tone, support them in drawing the facial features with a black marker. Children can add color with paint or other media.</li> </ul> <p>For further modified learning experiences, see Art Easel: Self Portraits <i>Differentiated Access</i>.</p>  |
| <p><b>Facilitation</b></p>          | <ul style="list-style-type: none"> <li>● What details do you want to include in your self-portrait?</li> <li>● How does sketching help you make a self-portrait?</li> <li>● How are you deciding which materials to use?</li> <li>● What colors are you mixing together? What happens when you do?</li> <li>● What do you want others to know about you when they look at your self-portrait?</li> <li>● What inspires you about the artists’ self-portrait?</li> <li>● How is this self-portrait similar to or different from the one you made in the fall?</li> <li>● How have you grown and changed?</li> </ul>  |
| <p><b>Extension</b></p>             | <p>Children can add other materials, such as Beautiful Stuff, to represent their features.</p>  |
| <p><b>Standards</b></p>             | <p><b>APL2.</b> The child will demonstrate eagerness and curiosity as a learner.<br/> <b>APL4.</b> The child will demonstrate creativity in thinking and use of materials.<br/> <b>SL.PK.5.</b> Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, clay models) and explain them to others.</p>  |

U4 W6-7

## Art Easel: Self-Portrait

### *Facilitation prompts:*

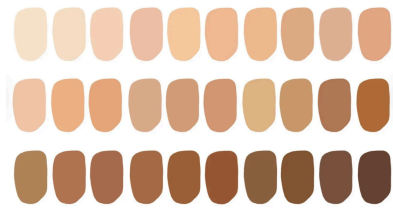
- What details do you want to include in your self-portrait?
- How does sketching help you make a self-portrait?
- How are you deciding which materials to use?
- What colors are you mixing together? What happens when you do?
- What do you want others to know about you when they look at your self-portrait?
- What inspires you about the artists' self-portrait?
- How is this self-portrait similar to or different from the one you made in the fall?
- How have you grown and changed?



self-portrait



sketch



tone

### *Children are learning to...*

- think creatively to represent themselves through a self-portrait.
- create and describe a representation of themselves.

### Image citations

self-portrait: <https://medium.com/high-museum-of-art/david-driskells-self-portrait-as-beni-february-collection-highlight-bce0188d4f27>

sketch: <https://preschoolofhearts.com/2022/02/04/preschool-self-portraits/>

tone: <https://livingforstyle.com.au/clothing-by-skin-tone/>

Self-Portraits



Faith Ringgold, Self-Portrait (1998)



Yayoi Kusama, Self-Portrait (2010)



Lois Mailou Jones, Self Portrait (1940)

<https://americanart.si.edu/artwork/self-portrait-76331>

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Sylvia Plath, Self-Portrait (1950)

<https://learninglab.si.edu/collections/abstract-self-portraits/Xijp9WBXnohMyV41#r/822685>

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Frida Kahlo, Self-Portrait (1940)

[https://www.artfactory.com/art\\_appreciation/great-artists/frida-kahlo/frida-kahlo.htm](https://www.artfactory.com/art_appreciation/great-artists/frida-kahlo/frida-kahlo.htm)

Centers U4 W6



David Driskell, Self-Portrait (1953)

<https://www.cincinnatiartmuseum.org/art/exhibitions/exhibition-archive/2022/david-driskell/>

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## Face Template

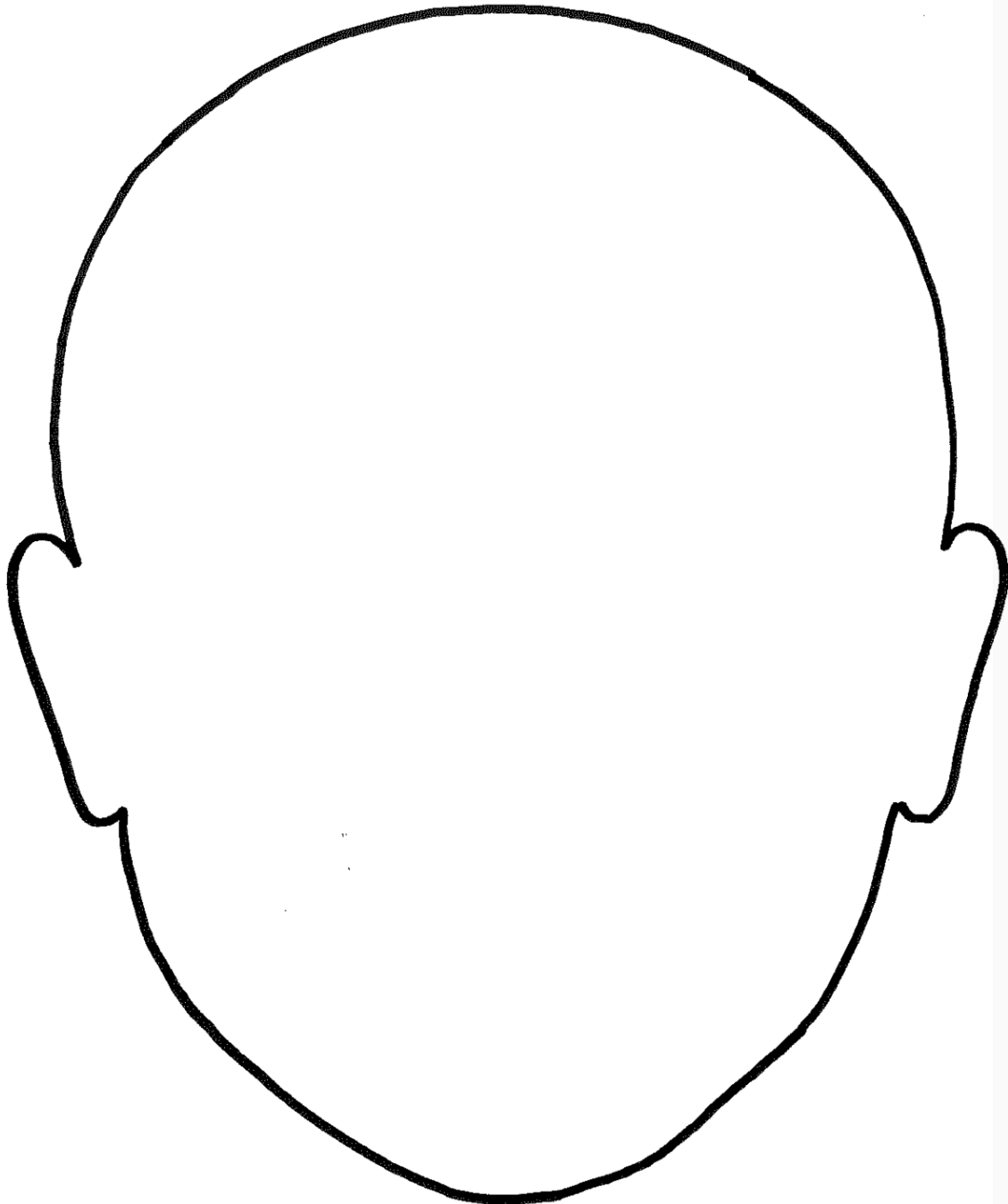


Image by Priyanka Shah

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## Painting Self-Portraits



1. Look in the mirror.



2. Draw or sketch self-portrait.



3. Mix paint to make colors.



4. Paint skin color.



5. Paint facial features (eyes, nose, mouth, ears, hair).

**Image credits:**

Look in mirror:

<https://media.istockphoto.com/id/1470449117/photo/i-like-you.jpg?s=612x612&w=0&k=20&c=huMYLVLIzxZd7w3Qs8LLchqjCCcXYScj3mXivzR0MGs=>

Sketch: [https://crozetplayschool.wordpress.com/wp-content/uploads/2015/09/1442361309\\_thumb2.jpeg?w=584](https://crozetplayschool.wordpress.com/wp-content/uploads/2015/09/1442361309_thumb2.jpeg?w=584)

Mix paint: <https://trembelingart.com/wp-content/uploads/2021/07/Brown-1-Featured.jpg>

Paint skin color: [https://pasadenachristianpreschool.files.wordpress.com/2020/03/img\\_9313.jpg?w=768](https://pasadenachristianpreschool.files.wordpress.com/2020/03/img_9313.jpg?w=768)

Paint facial features: <https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQNqk3YZNTuZ5NZZmSBZn9EOTH9isTnVvSM2pzx3GvC5w&s>