

Self-Portrait Avatars Planning Rubric

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Conceptual Framework

Lesson Title: Self-Portrait Avatars

Lesson Goal: Artist use self-portraiture to reveal both physical and meta-physical attributes.

Lesson Objectives:

As a result of instruction students will be able to:

1. Understand and apply basic color theory. (NS 1 & 2; Psychomotor & Cognitive)
2. Understand and apply basic full figure human proportions. (NS 1 & 2; Psychomotor & Cognitive)
3. Create a self-portrait that communicates information about both how they look and their personality. (NS 1, 2 & 3; Psychomotor & Cognitive)
4. Understand and participate in social community functions via an in-class auction for accessories to adorn their avatars. (NS 2, 4, 5 & 6; Affective & Cognitive)
5. Share and discuss strengths and weaknesses in each other's work. (NS 3 & 5; Affective & Cognitive)

Evaluation Criteria:

1. Students will use basic color theory to successfully mix colors of their choosing.
2. Students will apply proper proportions to accurately depict the human form.
3. Students will create a self-portrait that closely resembles their physical attributes and aptly communicates their personality.
4. Students will actively participate in a class auction.
5. Students will fully participate in class critiques and will be able to identify strengths and areas needing improvement in one another's work.

Assessment Strategies:

1. Rubric
2. $\frac{3}{4}$ critic
3. Summative critic
4. Self-evaluation

Visual References:

1. Chuck Close
2. Mario, video game character
3. White Stripes video
4. Second Life video
5. Andy Warhol
6. Frida Kahlo
7. Vincent van Gogh
8. Rembrandt

Vocabulary:

1. **Avatars:** digital representations of a person.
2. **Self-portrait:** a picture you create of yourself.
3. **Proportions:** the relation of one thing to another.
4. **Primary colors:** colors that cannot be mixed: red, yellow, blue.
5. **Secondary colors:** colors mixed from two primary colors: green, orange, purple.
6. **Tertiary colors:** colors mixed from one primary and one secondary color.
7. **Complimentary colors:** colors opposite each other on the color wheel.
8. **Tone:** white plus a color
9. **Shade:** a color plus black
10. **Color theory:** a body of practical guidance to color mixing and the visual impact of specific color combinations
11. **Sealed first-price auction:** In this type of auction all bidders simultaneously submit bids (using virtual money) in such a way that no bidder knows the bid of any other participant. The highest bidder pays the price he or she submitted.

Advanced Preparation

<p>Instructional Support Materials:</p> <ol style="list-style-type: none"> 1. TV 2. DVD player 3. rubric 4. $\frac{3}{4}$ critic 5. self-evaluation 6. DVD of inspirational videos and images 7. human figure proportion sheet. 	<p>Supplies:</p> <ol style="list-style-type: none"> 1. acrylic paint 2. paint brushes 3. water 4. cups or bowls 5. paper towels 6. paper 7. pencils 8. erasers 9. graph paper 10. color pencils
<p>Safety Procedures:</p> <p>N/A</p>	<p>Classroom Arrangement:</p> <ul style="list-style-type: none"> - Students gather around a central table for demonstrations. - Students work individually at work tables dispersed around the room.
<p>Sources:</p> <ol style="list-style-type: none"> 1. secondlife.com 2. Google images 3. Metropolitan Museum of Art 4. Yahoo Avatars 5. www.weeworld.com 6. www.simpsonsmovie.com/main.html 	

Learning Plan

<p>Stage 1: Motivation</p>	
<p>Day1: -Color wheel and tone/shade/complimentary worksheet. 90 minutes.</p> <p>Day 2: -Continue color theory worksheets. 30 minutes. -Practice drawing the figure from models. 50 minutes.</p> <p>Day 3: -Continue practice drawing the figure. 45 minutes. -Introduce project via DVD. 30 minutes. -Start avatar rough draft. 10 minutes.</p>	<ol style="list-style-type: none"> 1. Introduce students to basic color theory. Complete the color wheel and tone/shade/complimentary colors worksheets. Introduce how to properly clean up after painting. Essential Questions: -What happens when you mix complimentary colors? -How should you mix a shade/tone? -How do you mix secondary colors (green, orange, and purple)? -How do you properly clean your brush? 2. Homework: Have students copy basic full figure proportions in their sketchbooks. 3. Demonstrate figure drawing. Students will practice drawing the full figure from wooden models or use each other as a model. Use the image of a stick figure as a starting point. Essential Questions: -What are the three basic parts of the figure? -How many heads high is the average person? 4. Introduce project by viewing DVD. (<i>Key Concept: Artist use self-portraiture to reveal more than their physical attributes.</i>) Essential Questions: -Why do artist make self-portraits? -What can self-portraits tell us about the artist? -What is an Avatar? -How is an Avatar similar to and/or different from a self-portrait? -What do these avatars tell us about the person who created them?

Stage 2: Exploration	
<p>Day 4: -Continue working on rough draft. 20-30 minutes. -¾ critique. 15 minutes. -Demonstrate how to set up final draft. 10 minutes. -Students begin final draft. 30 minutes.</p> <p>Day 5, 6, & 7: -Work days for final draft and accessories. 90 minutes.</p>	<p>5. Students will Practice drawing a full figure self-portrait to determine the pose they wish to use for their final draft which will be made with color pencils on graph paper.</p> <p>6. ¾ critique – students hand over their in-process work to be reviewed by their peers. Essential Questions: -Describe how the avatar communicates part of the creator’s personality. -Describe how the avatar physically resembles the creator. -What kind of accessories (i.e. cell phone, purse, shoes, hats, etc.) could the person add to their avatar?</p> <p>7. Demonstrate setting up final draft paper. Students will draw the full figure in proper proportion on their final draft and begin painting the pixels. Self-portraits must resemble them in some physical manner and also tell the viewer about their personality.</p> <p>8. Students create three-t- five 10 pixel x 10 pixel accessories, keeping one and submitting the rest to the class auction.</p>
Stage 3: Reflection	
<p>Day 8: Auction, final critique, and self-evaluation. 90 minutes.</p>	<p>9. Sealed, second price auction: Students secretly bid on each others accessories in two rounds of bidding using virtual money. The student who ends up with the largest profit at the end of the auction will win a prize. Essential Questions: -Why did you buy the accessories you bought? -How will they change your avatar? -How does the auction change the way you see this project?</p> <p>10. Self-Reflection Essential Questions: -How did the feedback from the 3/4 critique change your work? -Describe how your avatar physically resembles you. -Describe how your avatar resembles your personality. -What did you buy in the auction and why?</p>