Unit 1  Self-portrait

About the unit
In this unit children make a self-portrait to communicate ideas about themselves. They talk about artists self-portraits in order to develop ideas they will portray themselves. They write their portrait in English. They investigate drawing materials (pens and ink) and create a portrait using words and not drawing.

Vocabulary
Facial description (hair, ears, nose, mouth, eyes, glasses…). Adjectives (long, short, curly, young, old, young, colours, red, dark, blond –hair-), moustaches, beard.
Clothes : (shirt, jacket, hat, trousers)
Verbs : .. is wearing a hat
He is wearing a black jacket, he is hiding , he is crying
He is holding a palet with different colours
Elements of expression :
Shy, serious, happy
A tormented man who represents the suffering caused by war
German impressionism (splashes, strokes of paint). Thick or thin strokes of the brush.
A landscape in the background.
Vocabulary related to arts and crafts :
Painting, painter, draw, write, brush, pen, quill pen, photography.
Composition in a drawing or a painting, eg arranging, visual qualities.

What is a portrait?
It’s like a photography. An artist representation of a person. Only the head. A full portrait. The artist presents a drawing or a painting of himself.
The interpretation of himself.
Drawing with ink, painting,

Resources
For practical work
- drawing materials, ball points, quill pens,
- painting materials, purple ink, Indian ink,
- scrap paper, different sheets of paper (brown wrapping paper, cardboard paper in different sizes (not too small),
- magnets or blue tack to hang the drawings.

Presentation of self-portraits
- autoportrait de Van Gogh 1889
- Moi-même, portrait-paysage d’Henri Rousseau dit Le Douanier 1890
- Autoportrait en chemise rouge d’Egon Schiele 1914

Expectations
At the end of the unit
Most children will be able to: explore ideas about self-portraits, investigate and use drawing materials and techniques to communicate their ideas themselves in a self-portrait; say what they think and feel about their own and others’ work, suggest ways of improving their own work.

Some children will not have made so much progress. They will be able to: use drawing technique to communicate ideas about themselves in a self-portrait; talk about what they think or feel about their own work.

Prior learning
It is helpful if children have:
- explored ideas about themselves
- using drawing media and worked from observation
- talked about their drawings and paintings as they develop
- looked at other artists’ work and talked about what they think or feel about it.
- learned the suitable vocabulary
Adapting the unit of work
Children could:
- represent themselves and making an arrangement of the description of themselves that they value.
- Investigate quill pen use
- Explore the shape and form of the head or of a full portrait.
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<td><strong>Children should learn</strong></td>
<td><strong>Exploring and developing ideas</strong></td>
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<td>About description, differences and similarities in the work of artists.</td>
<td>Talk about selected self-portraits focusing on how artists have conveyed ideas about themselves, <em>eg</em> how do the artists show themselves? As a painter? As a person with status? Ask the children to suggest why portraits are made, <em>eg</em> to record an important time in a person’s life, to project a powerful image of a person, to portray individuals as wealthy, knowledgeable or hard working.</td>
<td>Identify ways in which artists represent themselves and suggest reasons for this.</td>
<td>Hang artist’s self-portraits on the board</td>
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<td>To ask and answer questions about the starting points for their work, and to develop their ideas</td>
<td>Focus the children’s attention on one self-portrait. Ask them to describe: The persons and the objects they are holding, wearing… (the content, subject) the main shapes and colours, … in the image (the visual elements and the composition) How the image is made. Is it a photograph? A painting? A print? (materials and processes used) How the image makes them feel about the person portrayed. What sort of person is this? What does the image tell you about the person? (the ideas and meanings)</td>
<td>Identify aspects of one self-portrait and say what they think and feel about it</td>
<td>Develop strategies to give children confidence to talk about the work of artists. These could include focusing attention on one image and asking one or more children to adopt the pose to replicate a portrait.</td>
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### Investigating and making

| To investigate the possibilities of a range of materials and processes | Encourage children to write their characteristics  
Ask them to use marks that communicate ideas about themselves and how they would like to be seen by others. | Experiment a technique to create visual effects  
(write with a quill pen and ink) | Explain that the purpose of the activity is to use written words in their work (to give a shape to their self-portrait) |

### Investigating and making

| To try tools and techniques and apply these to materials and processes. | Display children’s work.  
Compare and talk about the differences.  
Can we guess their personality through the main shapes of the portrait? | Plan, compose and make a self-portrait painting | Encourage children to think about how to use tools and materials. |

### Evaluating and developing work

| To identify what they might change in their current work or develop in the future work | How have they represented themselves?  
What have they written in their portrait and why?  
How have they used the media?  
How have they used visual qualities such as line, colour, texture?  
What would they like to show in a portrait of someone else? | Use descriptive and expressive vocabulary to talk about their portrait work  
Identify the successful parts of their drawing and explain why they think these parts are successful  
Identify what they might like to change or improve | Displaying children’s work can be the part of the review process. It gives children the opportunity to compare their work with others in the class and can help them to learn from their successes and difficulties. |