

MOVING PEOPLE PORTRAITS

USING PORTRAITURE TO EXPLORE HERITAGE
ART AND SOCIAL STUDIES

GRADE: 5

BASED ON



Spanish school, painter
A Young Woman
Spain, Circa 1580-1600
Oil on copper
Gift of Mr. and Mrs. Charles Fleischmann
2004.280



Pablo Picasso (Spanish, b. 1881, d. 1973)
Abstraction (Head)
Spain, 1930
Oil on wood panel
Gift of Tomas C. and Emily F. Adler
1991.312

OBJECTIVES

- Students will be able to effectively use shading and blending with colored pencils to create a portrait of a family member.
- Students will discuss why artists create portraits and why it is important to preserve art.
- Students will practice blending and shading on a worksheet before beginning their portrait.
- Students will be evaluated on technique development from the pre-assessment worksheet to the completed portrait based on the given criteria. Students will receive individual feedback on their work verbally as they complete seatwork and in writing when their work is completed.

CONCEPT

This lesson is inspired by the International Primary Curriculum unit titled *Moving People*. This 5th grade unit focuses on the migration of people throughout history and in the present day, with a focus on how this movement of people affects society and the places they leave behind. Students will learn about how portraiture was used to preserve the likeness of people and immortalize those they cared about. Students will then reflect on their own ancestry by creating

a colored pencil portrait of a family member who they care about. This portrait project will help students develop their blending and shading skills using colored pencils.

MATERIALS

Cardstock
 Standard printer paper
 Printer
 Blending and shading worksheet
 One portrait photograph of a family member per student
 Colored pencils
 Pencil sharpeners
 Pencils
 Scissors
 Silver, gold, and bronze paint
 Silver and gold paint markers
 Glue sticks
 Frame templates

VOCABULARY

Portrait – a painting, photograph, sculpture, or other type of artwork of a person, in which the face is the focus of the work. The intent is to display the appearance, personality, and sometimes mood of the person.

Art Preservation- the maintenance and conservation of works of art and their protection from future damage and deterioration.

Shading – a mark making technique used to show shadow or degrees of light and dark in a picture or drawing.

Blending – to mix smoothly together.

Value Scale – shows the lightest to darkest values of a given color.

PROCEDURE

- Watch video: The History of Portraits <https://youtu.be/x-XvGWFXQ0I>
- Present students with the questions.
 - What is a portrait?
 - Why do artists make portraits?

Allow students to discuss these questions in small groups. Then discuss as a whole class.
- Explain to the students that they will be creating a portrait of a family member that is important to them. They will need to provide a portrait photograph of their person of choice for next class.
- Have students gather around a table. Demonstrate and discuss how to shade and blend with colored pencils using the worksheet provided below.
- Allow students to return to their seats and practice the given techniques on their own worksheet.
- While students are working, have the following questions displayed in the room for students to use as a self evaluation tool:
 - Did I color inside the lines, filling the shape completely?
 - Did I shade from the darkest to lightest, with at least 5 visible shades?
 - Did I blend my colors together, gradually overlapping colors in the middle?
 - Did I use a circular motion with my pencil to blend and shade?
 - Did I do my best work? Is there anything I can improve on?
- Begin the next class by reviewing the information discussed in the prior class. Have one color copy and one black & white copy of each students' provided portrait photographs.

- Tip: Before printing the black and white copies edit the photos and up the transparency. This will make it easier for the students to color overtop of the image.
- Have students gather around a table. Demonstrate how to use the techniques practiced when making their portrait. Use the black and white photocopy as a guide to show value and the colorcopy as a guide for color shades. Students will be working on the black and white image to add color while practicing blending and shading.
- Have students return to their seats and begin working on their portrait.
 - While students work, periodically circulate the room giving students verbal feedback on their work.
- Begin the next class period by asking your students the following questions:
 - What is art preservation?
 - Why is preserving art important?
 - How do we preserve art?
- Students should be broken up into small groups with markers and a large piece of paper. Have students discuss these three questions and create a mind map from their discussion points. Then have students share their mind maps with the other students in the class.
- Show the students examples of a variety of ornate frames. Explain to students how to cut out, paint, and decorate a frame for their portrait using the materials provided.
- When students finish both their portraits and their frame, have them glue their frame to their portrait.

ASSESSMENT

Students will be assessed on:

- Class Participation - Did the student participate in small group discussions, listen to the teacher and others when speaking, give full attention during teacher demonstrations, participate in class discussion, use seatwork time wisely, contribute to the mind map, etc.?
- Technique Improvement - Did the student improve their colored pencil techniques; while working on the worksheet, on the portrait, when given verbal feedback during seatwork, throughout the project overall?
- Craftsmanship / Effort - Did the student do their best work, use the self evaluation questions provided, pay attention to detail, color inside the line on the worksheet, etc.?

NATIONAL STANDARDS

Grade 5 Ohio Visual Arts Standards

3PE Investigate the role of cultural objects in our everyday environment.

1PR Integrate observational and technical skills to strengthen artmaking.

3RE Explain the reasons and value of documenting and preserving works of art and art objects in some cultures.

CURRICULUM CONNECTIONS

Ohio Learning Standards: Social Studies Grade 5

9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere and results in diversity.

10. The Western Hemisphere is culturally diverse (eg., language, food, religion, art, music) due to the influences and interactions of a variety of world cultures.

RESOURCES

The History of Portraits - <https://youtu.be/x-XvGWFXQ0I>

Name _____

Colored Pencil Techniques

Shading - choose one color to shade in the boxes from dark to light.

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Darkest

Lightest

Now... try it again without the guidelines!

Darkest

Lightest

Blending - blend two colors together using the shading technique you just practiced.

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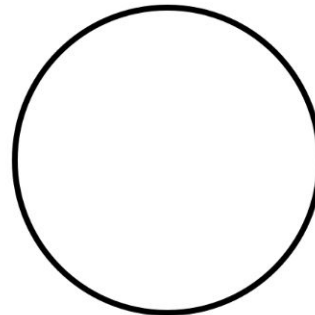
Red to Orange

Yellow to Green

Blue to Violet

Blending and Shading Skin Tones

Choose 3 skin tone colors, a dark, a medium, and a light. Working from darkest to lightest. Shade in the sphere to make it appear three dimensional.





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EXAMPLES OF STUDENT WORK

