

ME AND MY TOWN

This lesson is in two parts which will combine to complete the assignment.

First part: "Who am I ?", a self portrait, which will help the students to view themselves.

Second part: "My town", the students must choose a single perspective that encapsulate their feelings about the town in which they live.

The two constituent parts must be able to be combined in a way that places the portrait within the surroundings of the town.

This process will help the students observe themselves existentially and hopefully, open the door to deeper self knowledge which can be a source of inspiration for creative projects in the future.

WHO AM I?

This lesson introduces students to portraiture. By making their own portraits and including visual information about themselves they will practice communicating through their art. Students will also experience the artistic process of brainstorming, sketching, revising and producing a final artwork.

Artists make studies or practice sketches before they make final works of art. How to brainstorm ideas for a portrait. For example:

"I want to make a portrait of my son. He is two years old and has brown hair and eyes. But I want people to know more about him than just how he looks. So I want to include some clues about what he likes in the portrait. He loves books, rockets, trains and cars. How can I show these ideas?"

Making Sketches

The students have to draw a sketch or two.

Sketching the Final Portrait

The students must return to their work, make revisions and sketch their portrait on drawing paper.

Coloring the Final Portrait

The students complete their portraits with their choice of media and technique.

MY TOWN

CITY STREETS IN ONE-POINT PERSPECTIVE

Many artists are very interested in making two-dimensional artworks look

three-dimensional. During the Renaissance, artists used mathematics and close observation to invent "linear perspective"-a technique that helps artists make things look three dimensional.

Students should understand the basic concepts of creating depth (overlap, size, position, detail and color).

Making Sketches

The students must choose a single perspective that encapsulate their feelings about the town in which they live, "their world". They must to make sure they have a front on view to see front faces squarely.

When they are comfortable with one-point perspective drawing they have to create a final drawing. They should draw lightly so extra lines can be erased.

Finishing

Once they have the basic forms done, they can add details such as signs, fire hydrants, sidewalks etc. to liven up their drawings.

The students complete their perspectives with their choice of media and technique.

COMBINING THE TWO PARTS TOGETHER:

The two constituent parts must be able to be combined in a way that places the portrait within the surroundings of the town. The students must do this in a way that does not detract from the individual works.

Finally, the artist can tell about the person in the portrait (themselves) and the background (their town) and what they wanted to show.

Here are some phrases that might help students get started.

- What really caught my eye was _____.
- That artwork shows _____ really well.
- I think _____ would improve that artwork.
- I'd like to see more of _____.
- That artist is really skilled at _____.
- I am a little confused by _____.

Student Materials

- 3H and 5B pencils.
- A-4 drawing paper.
- Colours (depending on the media and technique they chose).

