

A New Type of SELFIE!

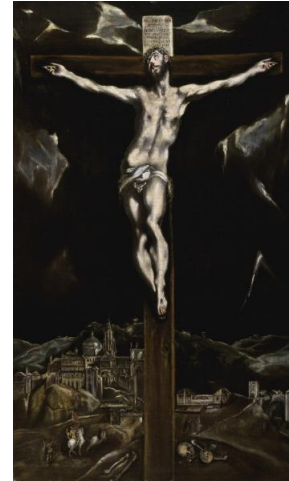
Colored Pencil Self-Portrait Created with Contrast

VISUAL ART & SOCIAL STUDIES
GRADES: 9-12

BASED ON



Agnolo Bronzino (Italian, b.1503, d.1572)
*Portrait of Eleonora de Toledo and Her Son, Francesco
d'Medici*
Circa 1549
Bequest of Mary M. Emery; 1927.381



El Greco (Greek, b.1541, d.1614)
Christ on the Cross with a View of Toledo
1605-10
John J. Emery Fund; 1932.5

OBJECTIVES

- Students will review Renaissance and Baroque portraits. Expression, lighting, contrast, and color are all discussed.
- Students will pose for a self-portrait digital image, trying to include dramatic shadows and highlights, as well as an expressive personality.
- Students will explore accurately gridding an image and transferring the image, block by block, as well as shading and using colored pencils.
- Students will grid their digital portraits, transferring the image, 1 ½ times the size of their portraits.
- Students will develop their self-portraits, layering the colored pencils.

CONCEPT

In this unit, students will explore colored pencil self-portraits. High contrast and the layering of colored pencils are emphasized in their expressive portraits, creating a three-dimensional effect. Students will share their knowledge of Renaissance and Baroque art. The students practice the

technique of gridding to enlarge their image. The students observe and draw their portrait, emphasizing the lighting, the contrast, and the layering of colored pencil.

MATERIALS

- Images of *Portrait of Eleonora de Toledo and Her Son, Francesco d'Medici* and *Christ on the Cross with a View of Toledo*
- Reference books and images on Renaissance and Baroque portraits
- Pencils and erasers
- 14"x17" black drawing paper
- 18" Rulers
- Digital camera (and copier)
- Spotlights
- 8"x10" black and white digital portrait of each student (from copier)
- Student examples of the high contrast self-portraits
- Handout: Practicing the Gridding Technique and layering colored pencils
- Prismacolor colored pencils

VOCABULARY

Expression

Renaissance

Depth

Color Wheel

Baroque

Complementary colors

Highlight

Lighting

Analogous colors

Shadow

Layering of color

Contrast

Gridding Technique

PROCEDURE

1. Discuss the Renaissance and portraiture at that time. Look at *Portrait of Eleonora de Toledo and Her Son, Francesco d'Medici* and *Christ on the Cross with a View of Toledo*. What type of lighting is used? What expressions can be 'read' on their faces? Contrast and color is also reviewed. Examine Baroque portraits too.
2. The class is introduced to the colored pencil self-portrait project. Accuracy of gridding measurement is discussed and demonstrated. Layering of colored pencil and the use of the color wheel is also discussed. The students practice gridding and colored pencil layering for highlights and shadows.
3. Using the reference books and the examples of past projects, the students formulate what image they want to have photographed. With the use of spotlights, each student has their portrait (head, neck and shoulders, with or without hands and props) taken with the digital camera, incorporating highlights and shadows.
4. Students practice the gridding technique and colored pencil layering with the gift bow handout.

CLASS EXPERIENCE

5. The students grid the copy of their photo using a 1" grid. Students grid their black drawing paper with a 1 1/2" grid. Grid lines are properly measured and accurately used. Lines are light so that they can easily be erased.
6. After completing the gridding process, a demonstration of numbering and looking at each grid square to accurately reflect the portrait is shown. Students begin to draw. Once the line drawing is complete, the students erase the grid lines on their drawing.
7. Students add colored pencil to their portraits, referencing the color copy of their photo. They use a wide range of colors, and complementary colors to add depth to the shadows.
8. After completing their colored pencil portraits, the students answer a self-evaluation form. A short group critique culminates the project. Questions include: what they liked best about their colored pencil portraits, what they found challenging, what they would do differently, their thoughts on the gridding technique, and their opinion about colored pencils.

ASSESSMENT

Individual artwork evaluations will examine the following criteria: *Meeting the goals of assignment:* Expressive self-portrait that uses high contrast lighting, layered colored pencil, fills the page, grid lines properly measured and accurately used. Lines are light so that they can easily be erased. *Successful craftsmanship:* Colored pencil mastery is demonstrated in their drawing. Craftsmanship is apparent in the layering of the colored pencils and in the overall artwork. Grid lines have been erased and cannot be seen on the final artwork. *Overall effort and time used well, and Creativity/visual impact.*

NATIONAL STANDARDS

Visual Art

Standard 1- Understands and applies media, techniques and processes related to the visual arts.

Standard 4- Understands the visual arts in relation to history and cultures

Standard 5- Understands the characteristics and merits of one's own artwork and the artwork of others

Social Studies

Historical understanding

Standard 2- Understands the historical perspective.

RESOURCES:

[The Annotated Mona Lisa](#), Carol Strickland

[Facial Expressions, A Visual Reference for Artists](#), Mark Simon

[Renaissance art: a crash course](#), David Boyle

[Baroque art](#), Klaus H Carl

www.artcyclopedia.com



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