

Rose Cushwa
Identity Self Portraits
8th Grade
Printmaking
14 - 45 minute classes

Big Idea: People explore and express identity in many ways

Summary: Students will spend time noticing a variety of techniques and themes in artists and reflecting on what they want to show about themselves through their portraits. Students will then create linocut portraits and create backgrounds out of various materials using the ideas, themes, and techniques they have been exploring. Students will create multiple prints on multiple backgrounds and submit the one of their choice as their final piece.

Rationale: As students develop as artists self reflection and understanding and engaging with the broader art world are important skills to develop

Artists: Jean-Michel Basquiat, Andy Warhol, Swoon, Lauren Brevner, Kehinde Wiley, Roy Lichtenstein, Jenny Saville, Cruz Ortiz

Key Concepts:

- Portraits can express more about their subject than just their appearance
- Art allows us to express ourselves and explore identity
- It is important for artists to spend time with the work of other artists to learn and be inspired from

Essential Questions:

- What is important to your identity or experiences?
- How can you express those ideas through your portrait?
- How does seeing and appreciating great artwork benefit you as an artist?

National Standards

VA:Cr1.1.8a Document early stages of the creative process visually and/or verbally in traditional or new media.

VA:Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art- making or designing.

Pennsylvania Standards

9.1.8.H Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.

9.3.8.F Apply the process of criticism to identify characteristics among works in the arts.

Objectives:

- Students will reflect on their identities first using journaling prompts, then visually as they plan and create their portraits
- Students will analyze the works of a variety of artists and identify techniques and themes to inform their own work
- Students will carefully plan and explore multiple ideas for their final artwork
- Students will create a linoleum printing plate with their portrait design
- Students will create backgrounds that support their portraits in exploring their identity to print on

Assessments:

Formative Assessment:

- Sketches and notes for ideas will be reviewed by teacher and discussed with student before being refined into a final design plan
- One on one conferencing throughout the design and creation process

Summative Assessment:

- In progress check sheet
- Students will complete a self reflection on their final work
- Rubric attached at the end of the lesson plan

Week 1 and 2

Assessment:

One on one support and feedback during work and design time throughout the classroom

Final designs should be checked and any suggestions marked between Day 4 and 5

Preparation:

- Teacher sample
- Questions for guided journaling
- Portrait Artists Powerpoint
- Note sheets for Portrait artists
- Design planning worksheet
- Samples for simplifying practice
- Linoleum sized paper
- Background Options Resource
- Day 1 Youtube video for absent or quarantining students:
- <https://youtu.be/LcXPx-1lLLs>

Day 1:

Motivation/Engagement:

Students begin with Bell Work guided journaling on themselves

Development:

Class discussion on Artists Powerpoint- teacher facilitates while students pick out the important elements of the artwork. Students then spend time individually with the artwork and mark down what techniques, ideas, or themes, they may want to take inspiration from

Close:

Students voluntarily share any techniques they circled and marked down

Day 2:

Motivation/Engagement:

Show students samples and talk about options and guidelines for the design process. Portraits can be realistic, cartoon, abstracted, symbolic, or a combination but should include some facial elements

Development:

Students sketch and make notes for their portraits and backgrounds. Teacher gives one on one support in development and ideas

Close:

Students circle ideas they want to use

Day 3:

Motivation/Engagement:

Put up realistic sample, Warhol's Marilyn, and Swoons work and talk about simplifying realistic images for carving

Development:

Students are given face print outs to practice simplifying using sharpie to block in the darkest shapes.

Students should choose if their portrait will be realistic, cartoon, abstracted, or symbolic and start choosing photos/drawing

Close:

Students write one word they want to express in their portrait

Day 4:

Motivation/Engagement:

Review samples and simplifying (focus on the options students have chosen)

Development:

Students print photos/ finish drawings. Printed photos should be simplified following the same guidelines as the exercise (display list)
*All final designs should be teacher approved, if a student has their final design approved with work time left they should work on background ideas and designs

Close: Students write/draw a symbol (object, pattern, etc) that represents them or something important to them

Day 5:

Motivation/Engagement:

Art start background design- use word written previously (or choose new word) to create one of the Word Background options

Development:

Transferring demo, students transfer portraits to their linoleum

Close:

Very brief intro, carving next class!

Week 3 and 4

Assessment:

One on one support and feedback throughout studio work time

Review test prints for potential alterations

Supplies:

- Final Drawings
- Pencils
- Sharpies
- Linoleum
- Carving tools
- Ink
- Brayers
- Supplies for Backgrounds
- Other printing supplies

Day 6:

Motivation/Engagement:
Carving demo

Development:

Students carve symbols from small pieces of linoleum using V tools to outline and U tools for background removal and print a full background design using markers. (Symbols can be drawn or created using stencils, if thick enough linoleum is being used students should choose a stencil for the first side and create their own symbol on the back)

Close:

Have students pause and reflect on challenges and what they need to remember for portraits

Day 7:

Motivation/Engagement:
Review carving process, emphasize safety and carving around the facial features.

Development:
Carving Portraits

Close:

Ask students to share what carving techniques are working well for them

Day 8:

Work Day: Carving

Day 9:

Motivation/Engagement:
Show background samples and ideas

Development:

Finish up carving day. Students finished carving can test print and make changes, work more on symbols, or work on backgrounds.

Close:

Students write down another background idea (word, symbol, pattern, element, idea, etc)

Day 10:

Motivation/Engagement:
Look at samples printed in different colors/backgrounds

Development:
Printing demo and test printing

Close:

Pull out planning sheets and compare test prints and backgrounds to original ideas. Write down anything to change/add next class

Week 5

Day 11:

Motivation/Engagement:
Printing review

Development:
Printing and Backgrounds

Close:
Sticky notes – Something working well,
something challenging

Day 12:

Work Day: Printing and Backgrounds

Day 13

Work Day: Printing and Backgrounds

Day 14

Motivation/Engagement:
Artist statement/reflection writing

Development: “Critique”/Art Share

Closure: Exit Ticket

Materials:

Teacher Materials:
Portrait Artists Powerpoint*
Note Sheets for Portrait Artists*
Brainstorming Worksheet*
Samples for Simplifying Practice
Teacher Sample for Demos

*Attached separately

Student Materials:
Worksheets
Photos of themselves
Printing supplies:
Linoleum
Carving tools
Brayer
Ink
Pencils and paper
Sharpies
Various 2D supplies for backgrounds

	Above and Beyond	Right on Target	Needs Work	Needs Help
Planning Process	Student thoroughly completed all artist responses and planning with attention to how they would impact their own work. Student pushed boundaries exploring many options and ideas for how to create their final artwork	Student completed artist responses and guided planning with care and connection can be seen between their planning stage and final work.	Student completed artist responses and guided planning but didn't show exploration of different ideas, and there is little to no connection visible between their planning stage and final artwork	Artist responses and guided planning were not completed carefully. There is no evidence of exploring different ideas and connecting ideas to the final artwork
Portrait/Linocut	The final portrait design and linocut show exceptional care and technique in both design and process.	The portrait is carefully designed and translated well to the linocut. Tools are used carefully and respectfully, and student demonstrates understanding of linocut techniques in their work	The portrait is not translated well to the linocut and techniques shown are not fully utilized. Or portrait is not carefully designed, but care and attention to the linocut process is evident	Portrait design and linocut show lack of care or lack of attention to in class instruction. Does not demonstrate understanding of technique or attention to creating their design
Backgrounds	Students explored and created many different background images that add meaning to their portrait and created many successful prints	Student explored several different background ideas that add meaning to their portrait with at least one successful print	Student created multiple backgrounds but they do not show exploration of adding meaning to the portrait	Student only created one background without any care towards giving meaning to the portrait
Final Print	Final print communicates clear and meaningful ideas about the portrait and shows exceptional technique and exploration	The portrait and background in the final print work well to create a meaningful image	The portrait and background do not communicate or work well together visually	The print is done without a background or without any care to the combination of the portrait and background

Check sheet:

- Notes on artists
- Sketches/Notes and Planning
- Simplification Test
- Photograph/Design
- Transfer
- Carve Linocut
- Create Backgrounds
- Printing

- Teacher Samples

-



Design Samples:

