

Lesson Theme: Surreal Self-Portrait

Grade: 8th

Central Focus: How can we make a realistic self-portrait surreal? Can surreal imagery transform the context of a self-portrait?

NJCCCS for Visual and Performing Arts:

1.1.8.D.2: Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2.8.A.3: Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

1.3.8.D.2: Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

1.3.8.D.3: Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.

1.4.8.A.5: Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

1.4.8.B.1: Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.

Objectives:

- Identify key characteristics of Surrealist artwork through artists René Magritte and Salvador Dali
- Identify key characteristics of Frida Kahlo and her "Surrealist" art, especially her use of the self-portrait
- Create a watercolor self-portrait painting with three key items that connect to Surrealism: an object from a dream, an object that represents yourself and a random object

Technology and Materials: PowerPoint using TruBoard, iPad for selfie camera, handout of face features, pencils, Sharpies, erasers, sharpeners, watercolor paint, water, brushes, paper towel, white 11x11 inch paper

Procedures:

- Lecture on Surrealism (through key artists Salvador Dali and Rene Magritte) and its connection between art and dreams/unconscious
- Lecture on Frida Kahlo: her personal life and work on self-portraits, in connection to Surrealism
- Students will use a selfie picture/selfie camera to sketch their face
- Students will be given a handout with a variety of facial features to help them identify and draw their own facial features
- Students will draw three objects that resonate with Surrealist imagery: object from a dream, object that represents yourself and random object
- Students are to play around with the composition of the objects and make the objects seem like they are realistic to the self-portrait
- Students will choose between a simple background with sky and ground or keep it blank in preparation for the new painting technique
- Students will outline their drawing in Sharpie

- Students will use the wet-on-wet technique on their background to create a dreamy effect
- Students will finish watercolor painting the entire self-portrait
- After finishing the painting, students will Submit project with a completed rubric to self-evaluate their work

Informal Assessment: Classroom observation as teacher observes and provides feedback to students, assessing what the next step in the process the whole class will be ready for

Formative Assessment: Rubric – using the criteria of Creativity, Participation, Achievement, Effort and Craftsmanship