

# Authentic Intellectual Work

Publish or Not Publish:

Date Written: 11/12/09

Date Revised: 12/15/09

Teacher – LuAnn Barrett

Subject – Art I

Grade – 9 - 12

Lesson: Monochromatic Self – Portrait      School Arts Dec. 2006

IC Essential Skills/Concepts – National Standard 1: Students apply media, techniques, and processes with sufficient skill confidence & sensitivity that their intentions are carried out in their artworks.

Two H.O.T. questions to structure conversations in your classroom : 1. Compare / Contrast YOUR final product with the works of Chuck Close and Andy Warhol.

2. How is the posterized image different from the original photo?

Introduction/Background – Overview of Chuck Close and his portraits using his grid technique. Look at the work of Pop Artist Andy Warhol.

Online lesson about the artist with a description of his style, technique, and samples of his work including vocabulary words at [www.artsconnected.org/artsnetmn/identity/close.html](http://www.artsconnected.org/artsnetmn/identity/close.html)

Task – Begin by taking portrait shots of the students with a digital camera, zoom in on the head. Place a light to one side of the head to give a distinct shadow o the face. Download pictures to each laptop in iPhoto.

2. Students open the picture in Adobe Photoshop and change the image mode to grayscale.
3. Apply a “posterize” effect that simplifies colors and holds dark lines.
4. Adjust the level of posterization . This process distorts the photos and gives the self-portraits a unique abstracted appearance.]
5. Print the image.
6. Grid the image & enlarge on a piece of 12 x 18” watercolor paper, using the entire paper.
7. Replicate the shapes created from the posterization process of each value & number them 1 to 7 to follow the levels of values found in the grayscale image.
8. Introduce color theory and the monochromatic color scheme.
9. Choose a color: Red, blue, purple or green. These hues work best when mixed with black or white to create shades and tints. Paint a seven step value scale using the shades & tints of one color. Mix the seven colors necessary to complete the painting.
10. Refer to the numbered value scale and begin painting the lightest value numbered one on their self-portrait drawing. Continue painting values 2 -7

Bring any supporting documents that will assist students in completing this task such as; rubrics, additional handouts, graphic organizers, Viking Pride in writing, etc.

# Monochromatic Self – Portrait Art 1

*Revised.  
Student Handout*

1. Begin by taking portrait shots of the students with a digital camera, zoom in on the head. Place a light to one side of the head to give a distinct shadow o the face. Download pictures to each laptop in iPhoto.
2. Students open the picture in Adobe Photoshop and change the image mode to grayscale.
3. Apply a “posterize” effect that simplifies colors and holds dark lines.
4. Adjust the level of posterization . This process distorts the photos and gives the self-portraits a unique abstracted appearance. Choose a number between 7 & 10.
5. Print the image.
6. Grid the image & enlarge on a piece of 16 x 20” paper, using the entire paper. Make a 2” grid on the paper
7. Replicate the shapes created from the posterization process of each value & number them 1 to 7 (or the number of values in your photo) to follow the levels of values found in the grayscale image.
8. Introduce color theory and the monochromatic color scheme. Shades and tints of one color. Use several values of white plus small varying amounts of your color, a container of your pure color and one or more containers of your color plus a small amount of black. Mark the lids with the corresponding number on your photo.
9. Choose a color: Red, blue, purple or green work best when mixed with black or white to create shades and tints. Paint a value scale using the shades & tints of your chosen color. Mix all of the colors necessary to complete the painting.
10. Refer to the numbered value scale and begin painting the lightest value numbered one on their self-portrait drawing. Continue painting values 2 -7. Use care when painting, use the side of the bristles to paint a straight line. Areas may need more than one coat of paint. Be sure to ERASE the grid & numbers BEFORE painting an area.
11. Paint the background a solid value that is much lighter or darker than the hair.

**CLEAN UP ALL** brushes, put them away bristles UP. Clean up the sink area. Return **CLEAN** tiny brushes to my desk.

**ASSESSMENT:**

Choose one of the following methods to present to the class a comparison of your finished work to that of Andy Warhol or Chuck Close. Your presentation may be a pod cast, a keynote or a one page paper. Be sure to include a discussion of how the elements and principles of design were used in your project as well as how you met the criteria on the rubric.

NAME:		CLASS: Art I			PROJECT: Monochromatic painting	
CRITERIA (what was expected)	EXCELLENT	GOOD	AVERAGE	NEEDS IMPORVEMENT	FAILED	
Self-portrait is drawn according to the grid and is recognizable	5	4	3	2	1	
Shades and tints are correctly mixed. Used at least 5 values	5	4	3	2	1	
Lines between values are well defined	5	4	3	2	1	
Made good use of class time: On Task.	5	4	3	2	1	
Demonstrated craftsmanship: Painting is neatly done. 2 coats were used when needed.	5	4	3	2	1	
<b>TOTAL: 25 POINTS</b>	Your Score:		Point Average:		GRADE:	