

The Lesson

To start the lesson, the students learned the ideal facial proportions for human faces. The measurements and guidelines allow for checks and balances on any given face. By practicing individual features, multiple facial angles and taking turns teaching each other how to draw an ideal face, the students were able to take this information and translate it into their portrait drawings.

The students used self-portrait images, altered the scheme to add personality and a grid system to help with the enlarged final piece.

The second drawing was digital using a program called ArtRage, and digital drawing pad to simulate natural drawing movements. The third drawing is back in chalk pastel, but smaller. These two drawings are used as support, or ways to show other parts of oneself.

Once the three parts are put together, the students set up the room in a gallery manner. Using post-it notes, students give feedback to their peers and use the notes as a starting point for small group critique, and discussions.



Thank You!!!

Students- Thank you for participating in the self-portrait project. You took the idea, individualized it, and made it your own. Congrats on the achievement and keep up the good work!

Parents- Thank you for the support you have given your child and in turn you have supported me as well.

PHS Art Department- Thank you for taking me in like family from day one. I could not have done this without your entertaining lunch conversations and the support you gave without hesitation throughout the entirety of this process.

Mr. Nichols and Mr. Moyer- Thank you for releasing some of your classrooms and giving me the opportunity to teach and learn along side these high school students. Your generosity in advise will help as a guide, as I start my own classroom!



Triptych Self Portrait

CHALK PASTEL AND
DIGITAL DRAWING

Poudre High School



Triptych Self Portraits

Ms. Lizzy Clay
Cooperating Teacher:
Mr. Nichols

Student Reflective Activity

This three-part process allows students to take multiple perspectives on one topic, and with each new drawing a reflection was done in order to proceed to the next drawing.

The final critique was a combination of self-written reflection, gallery walk, small group discussions and a whole class wrap up.

The students started my grading themselves and writing a reflection on their own work. The gallery-walk used silent observations and post-it notes for leaving constructive criticisms to peers. The small group discussions focused on rich discussions using guided questions for flow of conversation.

Finally, bringing the class back as a whole for the opportunity to ask questions and make final remarks about the project and their peer's work.

Learning Targets

I can correctly use the ideal proportions to draw my own self-portrait.

I can create a unified triptych using repeated elements, such as color, to create unity among all three drawings.

I can reflect and verbalize on my own work as well as my peers using the correct vocabulary taught and used in class.



The Standards

Observe and Learn to **Comprehend**
Demonstration of the ideal proportions

Envision and Critique to **Reflect**
At the beginning, middle and end of each drawing, a connection piece between all three drawings

Invent and Discover to **Create**
Creating unity and an effective composition among all three drawings

Relate and Connect to **Transfer**
Peer taught warm-ups and ideal facial proportion practice. Digital skills collaborated with fine art skills

Pre-Assessment

-The class was split between those who had been exposed to the ideal facial proportions and those who had not, or could not recall them.

-Chalk pastels were not favored or too familiar among the students, and the digital drawing program, ArtRage, was new to the entirety of the class.

-Students were familiar with brainstorming and gathering information for their ideas, but many were not used to a warm up session at the beginning of each class.



Assessment Criteria

-The triptych consists of 3 drawings: a chalk pastel portrait, a digital drawing and another chalk pastel drawing.

-The portrait must show 3/4 of the face with proper facial proportions.

-The two other drawings must act like supporting details, an extension to the self-portrait.

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