



Engraving Art Portraits

Developed with Katie Swanson
Grades 6-12

TIME: 5 class periods



Objectives

Students will...

- Make a concept by using a photo of themselves and attaching and making a meaning to go with it
- Use compositional skills to make a sketch
- Learn the importance of doing a self-portrait and how to combine different mediums to create a "set" of works
- Learn pattern-making by using scratchboard and markers
- Draw a successful negative image by doing a scratchboard self-portrait that combines drawing skills and pattern making
- Present a marker self-portrait that accompanies their previous scratchboard one in a cohesive way
- Learn aesthetics and what can be improved in their art by discussing and critiquing their own works and the works of others



Introduction

Prior to beginning this project, students should select a photo of themselves and bring it to class. Students will use this photo to make a sketch of themselves and two self-portraits, one in scratchboard and one on paper using markers. Students will strive to depict a personality trait they feel defines them. This trait may already be present in the photo, or it may not be readily apparent in the photo but one they feel is hidden beneath the surface.

Prior to beginning this project, print out the Student Reflection/Assessment Rubric sheet (one for each student) included in this lesson plan. You can also download it at NascoEducation.com. This sheet contains two questions for students to answer as they complete the project, followed by an assessment rubric for you to use to grade the project and student performance.

Standards

- C.4.6** — Use sketching to develop ideas for their artwork.
- C.4.7** — Develop basic skills to produce quality art.
- C.4.10** — Develop personal responsibility for their learning and creative processes.
- E.4.5** — Use the visual arts to express ideas that cannot be expressed by words alone.
- G.4.3** — Talk and write about the meanings of artworks and design.
- H.4.1** — Study patterns and color.

- H.4.3** — Show differences among colors, shapes, textures, and other qualities of objects in their artwork.
- J.4.7** — Begin to understand and apply the role of art criticism and aesthetic knowledge in art and design.
- J.4.10** — Talk about art in basic terms.
- L.4.6** — Understand that artists develop a personal style that reflects who they are.

Directions

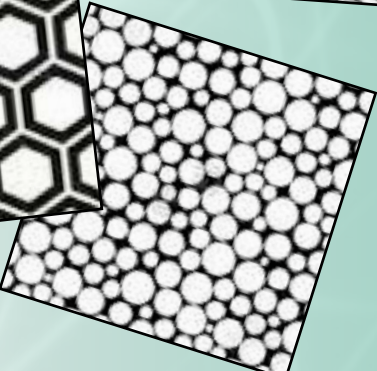
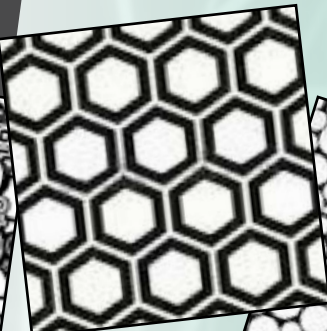
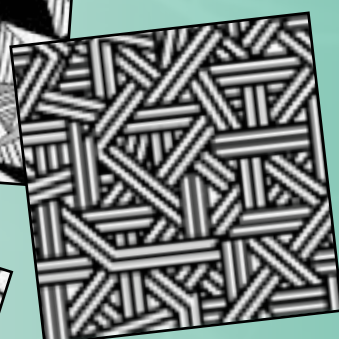
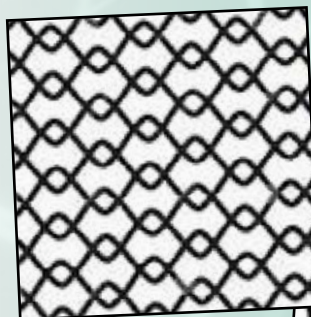
Day 1

1. Students should think about themselves and their selected photo. What kind of image do students portray, intentionally or unintentionally? How would students describe themselves? Is how a student describes themselves apparent in how they look or is it completely invisible? Have students choose a personality trait for their self-portrait. Students will then answer the first question on the Student Reflection sheet (available for download at NascoEducation.com).
2. Students will use their photo to create a sketch of themselves. The sketch should include their personality trait, determined by their earlier reflections on themselves. Tell students they may either start their sketch with this personality trait in mind or that it can be added after they are done. The student can choose to make the sketch look realistic or somewhat stylized. These sketches should be contour drawings without any patterning (that will come later).
3. Encourage students to draw from the photo by breaking it up into shapes, such as an oval for the head, and to notice the shapes that the eyes, nose, and mouth make as well. Breaking the photo into parts makes it easier to draw.



Day 2

1. Introduce the concept of adding patterns to a piece. Patterns can be either something copied or from the imagination. Encourage students to look for patterns in objects by breaking down what they see into shapes and designs.
2. Give each student a piece of scratchboard and a stylus. Have the students divide the scratchboard into nine equal squares. Students need to come up with a different pattern for each square. Patterns may be similar to each other but not identical. Remind students that their patterns do not have to look three-dimensional or realistic. Be sure that students are using the stylus correctly and safely.
3. Give each student a sheet of paper and a marker. Have them divide the paper into nine equal squares and come up with a different pattern for each square. The patterns should all be different from the ones they drew on the scratchboard.
4. Ask students what it felt like to create these patterns (i.e. relaxing, frustrating). Can students see how patterns can be used in other mediums than drawing?



Day3

1. Students should create a self-portrait using a piece of scratchboard and a stylus. To aid in this, encourage students to try to interpret the photo as a black and white image with different values. The self-portrait should include patterning techniques. Great places to add pattern are in the hair and clothing.
2. Have students compare their scratchboard self-portrait to the photo. Tell students that the scratchboard drawing is a negative image of the photo because the background is black and the lines of the drawing are light. Ask students if they find the negative image appealing and why or why not.
3. Get students talking about working with the scratchboard and stylus. Do they like this process? Is there a certain technique that works for them?



Day4

1. Students will create their self-portrait using markers. Self-portraits should be recognizable but don't necessarily have to look realistic. They should be an honest representation of who the student is. This self-portrait should be similar to the scratchboard drawing but does not have to be identical.
2. Students should use lines, contours, and mark making to build up their forms. The lines can be varied widths and thicknesses to add interest to the composition. Once the initial drawing is completed, students should add patterns to hair, clothing, and wherever else they feel it appropriate.
3. Students can now answer the second question on the Student Reflection sheet. Students will then hand in their initial sketch, the two self-portraits, and their Student Reflection sheet.



Day5

1. Display the students' scratchboard and marker self-portraits in the classroom so all can walk around and view them.
2. Begin by getting students to discuss their own artwork. How successful do they think their piece is as a composition? Do they feel they did a good job with the drawing part of it? Do they feel that they expressed a personality trait? How is their artwork similar to their classmates' work and how is it different? If they had to change something about their piece or redo any of it, what would that be? Do they feel their skill has improved in any way?
3. Now it's time for students to critique their classmates' work. Critiques should be helpful and non-derogatory. They should keep in mind that their critiques are meant to help their classmates become better artists.

Assessment

The assessment rubric evaluates the amount of planning the student put into their sketch, their understanding of patterning, and their participation in the critiquing process. A grading scale for evaluating the two self-portraits is also provided. This rubric is on the same sheet as the Student Reflection portion of the assignment.





9722255(A)

9717319(A)

9700924



9723244



9736475



9737750

Materials List

- Nasco Budget White Sulphite Drawing Paper, 500 sheets, 9" x 12", 60 lb. — 9700924
- Nasco No. 2 Pencils, unsharpened with eraser, pkg. of 12. — 9728094
- Royal® Sketchbook 8-Pack, 110 sheets, 8½" x 11", 65 lb. — 9737750
- Royal Brush® Engraving Art Boards, set of 36, 8" x 10" — 9736475
- ALVIN® TechLiner Technical Drawing Markers, box of 12, 0.1 mm — 9717319(A)
- Super Sharpie® Twin-Tip Black Marker — 9722255(A)
- Engraving Cutter Tools, pkg. of 12 — 9723244
- Google images patterns (or make up ones from imagination)
- Photo of self that parents help find
- Student Reflection/Assessment Rubric sheet (available online with download of this lesson plan)



Vocabulary

contour
line
mark making

negative image
pattern
personality/character trait

scratchboard
self-portrait
stylus

Nasco
education

1.800.558.9595
NascoEducation.com

Lesson Plans are developed with teachers with no claim of original authorship.

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Name: _____ Class: _____

Scratchboard/Marker Pattern Portrait Worksheet

Reflection — List which personality trait you have chosen for your self-portrait and why.

Process — Did you enjoy the process of scratching or marker the best? What did you like or dislike about each of them?

artworks handout

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Name: _____ Class Period: _____

Assessment Rubric

Scratchboard/Marker Pattern Portrait

Planning: The student took time, effort and thoughtfully went into planning their sketch for the assignment. They brought in a usable photograph.

Yes No

Patterns: The student completed the exercise in patterns and came up with some unique ideas.

Yes No

Participation in Critique: The student was engaged in the critique and gave some good feedback to students and/or constructive criticism.

Yes No

| Criteria | Advanced | Proficient | Minimal |
|--|----------|------------|----------|
| Composition/Skill (The student has a good design/their craftsmanship is done well) | 3 | 2 | 1 |
| Effort (The student is sincerely engaged in the work) | 3 | 2 | 1 |
| Time (The student put in hard work and didn't waste time) | 3 | 2 | 1 |
| Reflection/Meaning (The concept was attached to the piece and was thought out) | 3 | 2 | 1 |
| Craftsmanship — Is the project neat, clean, and complete? Skillful use of art tools and media? | 3 | 2 | 1 |
| Point Total (out of 15 possible points) | | | _____/15 |