

Lesson Title: Frida Kahlo Inspired Self Portraits **Grade level:** Upper elementary

Concept: Students learn about Mexican artist, Frida Kahlo, and how her self portraits reflected her cultural heritage and important aspects of her life. Students create their own self portraits that reflect important aspects of their lives.

State Goals:

IL State Goal 25: Relating to the language of the arts involving self-portrait, line drawing, symbolism, color blending

IL State Goal 26: Demonstrate knowledge and skills to create works of visual art.

IL State Goal 27: Understand how the arts shape and reflect history, society and everyday life (Kahlo's portrait's reflected her cultural heritage and her personal issues.)

Objectives: In this lesson, students will:

- View a Frida Kahlo video and be able to thoughtfully answer questions about the artist and her work.
- View and discuss a PowerPoint presentation containing examples of different self portraits.
- Create their own self portrait inspired by the work of Frida Kahlo and other self portraits.
- Write a one-paragraph statement describing what they have learned from this project and how and why they created their self portrait the way they did.

Assessment Criteria:

Evaluation: Students will be assessed based on the following criteria:

Video questions: Did student's answers reflect thoughtful consideration of the video?

Overall design: Did student effectively combine self portrait with personal symbol?

Quality/Craftsmanship: Is work done neatly & is there attention to detail?

Creativity/Originality: Are creative choices made to reflect student's personality?

Effort/use of class time

Thoughtfulness of written reflection

Written Reflection: Using complete sentences, students will answer the following:

- Describe the steps you followed to create your self portrait.
- Does your self portrait reflect your personality? (look at your drawing style and the colors you chose) Why or why not?
- What symbol did you use in your self portrait and why?
- Describe what you enjoyed the most and the least about this project.

Teaching Resources Needed to Support the Lesson:

- Frida Kahlo Video <https://www.youtube.com/watch?v=CeCcfDAB5Gs>
- Frida Kahlo poster/info: <https://www.fridakahlo.org/>
- Powerpoint with samples of self portraits
- Sample self portrait
- Face proportions handout

Art Materials Necessary for the Lesson:

- Drawing paper, rulers, 5"x7" mirrors, black paper, white pencils, white glue, chalk pastels, packing "peanuts" (for blending)

Frida Kahlo Inspired Self Portraits

Teacher Activities

Student Activities

Day 1

Teacher posts questions for students to copy into their sketchbook journals. Teacher reviews questions with students.

Teacher plays Frida Kahlo video, observes students (to keep them focused on video), and makes comments during important points.

Teacher leads discussion about video and prompts for understanding. Teacher visually checks to see if students have written answers in their sketchbooks.

Day 2

Teacher provides students with white drawing paper and prompts them to draw a portrait that fills the paper. Teacher explains that drawings do not have to look realistic, because students will be learning about facial proportions later. Teacher encourages students to be creative and have fun.

Teacher shares drawings with the class (without showing student names) and points out creative features while also addressing the idea of facial proportions.

Teacher points out that, while no two faces are alike, there are some good guidelines to follow to make face drawings look more realistic.

Teacher is careful to remind students that art doesn't always have to be realistic to be considered good by the viewer.

Day 3

Teacher demonstrates how to draw common proportions of the face on the white board and students follow along on their own papers. Teacher provides students with oval "head" shape on page and ruler to help with accuracy.

Day 4

Teacher displays sample artwork and explains that students will be creating their own self portrait.

Teacher describes steps for this project:

- 1) Draw self portrait (line drawing) on white paper.
- 2) Transfer drawing to black paper.
- 3) Trace pencil lines with white glue.
- 4) When glue is dried, color with chalk pastels.

Teacher demonstrates how to draw self portrait from observation using a mirror. Materials are passed out and students work on their own self portraits.

Day 5

Teacher shows Powerpoint presentation and leads

Students write questions in their journals.

Students watch video and answer questions in their sketchbooks.

Students participate in discussion and make additional notes in their sketchbooks.

Students share their ideas.

Students write in their sketchbooks and then share their ideas.

Students listen to instructions and then create their own portrait drawings.

Students participate in class discussion.

Students follow teacher's instructions and create a portrait with more realistic facial proportions.

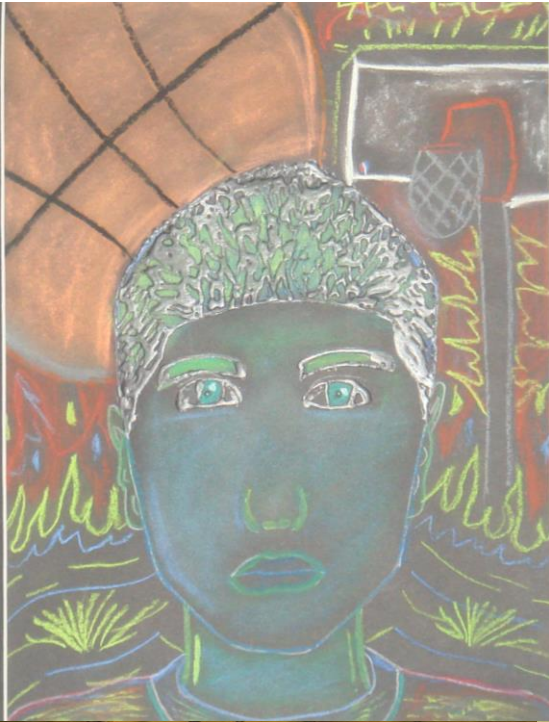
Students listen and ask questions.

Students watch demonstration, ask questions and work on their own self portraits.

Students view images, answer questions and make notes in their journals.

<p>discussion of various samples of self portraits. Teacher encourages students to make notes/sketches in their journals about ideas they might use in their own self portraits.</p> <p>Teacher directs students to finalize initial drawing and to add some kind of symbol into their self portrait drawing to reflect something that they value. Teacher directs students to overlap the symbol with their drawing to help unify the composition.</p> <p>Day 6 Teacher demonstrates how to transfer drawing to black paper (by tracing back side of original drawing with light colored pencil and then pressing over lines so that drawing transfers to black paper.</p> <p>Teacher then demonstrates how to trace over lines on black paper with white glue.</p> <p>Day 7 Teacher demonstrates how to add and blend color. Teacher encourages students to choose colors to achieve desired results (e.g. warm vs. cool, analogous vs. complementary).</p> <p>Day 8 As students work, teacher provides encouragement and direction.</p> <p>Day 9 Teacher prompts students to create their written reflection in their sketchbooks.</p>	<p>Students work on their drawings.</p> <p>Students watch demonstration, ask questions and work on their own self portraits.</p> <p>Students watch demonstration and then work on their own artwork.</p> <p>Students watch demonstration, ask questions and work on adding color to their own self portraits.</p> <p>Students continue to work on their self portraits.</p> <p>Students create their written reflections.</p>
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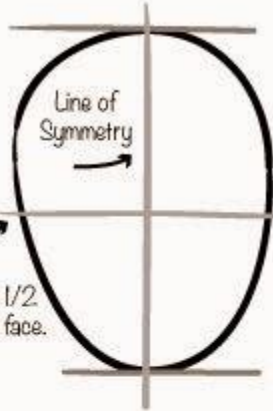
Critical Comments and Reflections
(Problems, successes, and what to think about for the next lesson)



Proportions of the Face



Start with a circle, then add the chin. Erase the bottom of the circle.

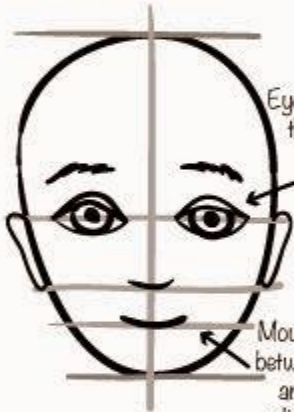


Line of Symmetry

Eye line is 1/2 way up the face.

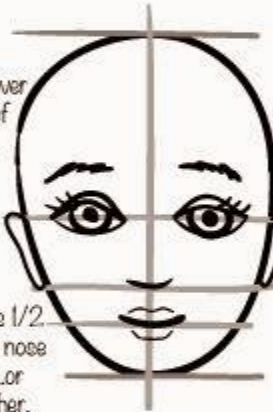


Nose line is 1/2 way between the chin and eye line.

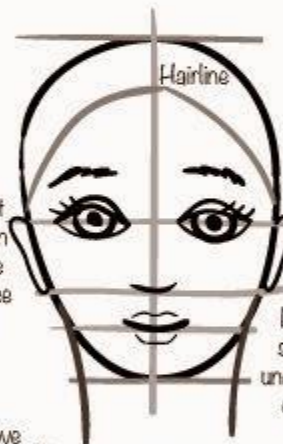


Eye lids cover the top of the iris.

Mouth line is 1/2 between the nose and chin...or slightly higher.



Ears fit between the eye and nose lines.

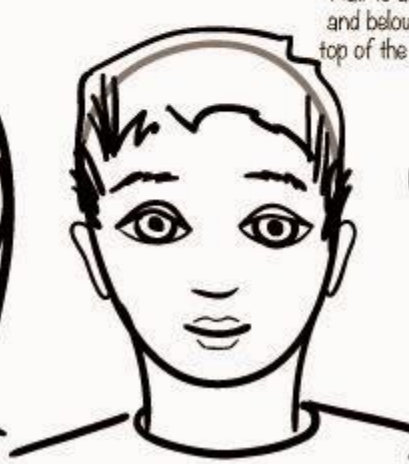


Hairline

Neck starts under the ears.



Shirt curves around the neck.



Hair is above and below the top of the head.



Look for the shape of the hair. Don't draw every hair!

