Unit 1.2 Who Am I? Lesson: Facial Self-Portrait Collages Grade Levels 2–4

**Yearlong Objectives**
- I can recognize my own unique skills.
- I can express myself with words and art.
- I can work as part of an ensemble.

**Essential Questions**
- What about me is different from others?
- How can I display my difference and uniqueness in my work?

**Lesson Objectives**
- Define “comfortable” and “uncomfortable” and identify which they are feeling.
- Create a collage-based self-portrait.

**National Arts Standards**
Note: For consistency, all arts standards listed are second grade standards. However, National Anchor Standards naturally build on each other. To adjust for your grade level, find the corresponding Anchor Standard for your grade.
- Make art or design with various materials and tools to explore personal interests, questions, and curiosity. (VA:Cr1.2.2a)
- Create works of art about events in home, school, or community life. (VA:Cn10.1.2a)
- Categorize images based on expressive properties. (VA:Re.7.2.2a)
- Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers. (TH:Pr6.1.2.)

**Materials needed**
- construction paper in many colors, crayons and pastels, large marker (for tracing), thought journals (from last session), emotions cards, mirrors

**Time needed**
- 90 minutes

**Vocabulary for this lesson**
- Social-Emotional: comfortable, uncomfortable
- Visual Arts: collage, shape, composition, portrait
- Theatre: ensemble

**Warm-Up Phase (15 minutes)**
- Circle: “Would you rather” question: Would you rather be able to fly or breathe underwater?
- Feelings question: Sometimes we feel things like sad, mad, or scared. Those are UNCOMFORTABLE feelings.
Sometimes we feel things like happy, glad, or joyful. Those are COMFORTABLE feelings. How are you feeling right now, comfortable or uncomfortable?

**Team-building game:** Build a Song, Level 2 *(see Team-Building Games)*

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**I Do/ We Do** *(20 minutes)*

**Explicitly Teach**
- Revisit class objectives.
- Revisit “comfortable” and “uncomfortable.”
- Revisit the definition of collage, and have students help you brainstorm the qualities of an interesting and unique collage composition.
- Introduce the new objective. We all look different. We all see ourselves in different ways. We are unique and special!
- Describe a **portrait**: a work of art that shows a person’s face. Explain how different shapes make up a portrait.

**Keep in Mind**
- Go over norms for the art space. (Class may decide to make these norms themselves, or the teacher may create them. A possibility is, “Everyone remains safe, respectful, and seen.”)
- Reminders on how to use the supplies and materials safely.
- What happens if you don’t like how your drawing looks?
- What if you can’t find exactly the color you want?
- What if I am too excited to use the materials safely and kindly?

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**You Do** *(55 minutes)*

**The project, step-by-step**
- Look at your face closely with a mirror.
- Identify a few shapes that you see on your face.
- Cut those shapes from different kinds of paper to begin to incorporate into your portrait. (Be sure to include a large oval for the head.)
- Glue down the shapes on the large sheet of paper in the shape of your face to create a portrait, using the mirror to help guide you.

**Extensions:** Add details with colored pencils.

**Closure:** Return to circle. Everyone shares one thing they are proud of about their piece.

**Optional Writing Prompt:** Do you feel comfortable or uncomfortable today? Draw a picture to accompany your answer.

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**Big Picture**

Our portraits will be added to a body design next week.

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**Adjustments for K-1**

**Warm-Up Phase**

Either ask the question or play the simplified version of the game.

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**I Do/ We Do**

Revisit comfortable and uncomfortable, and introduce the new objective, but don’t take too long. Shorten to 10 minutes.”

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**You Do**

Start with precut heads and precut shapes so students have to do very little cutting. Have them pick their own eye color and lip color, but don’t have them cut those shapes themselves. Have them add drawn-in shapes for noses, eyebrows, and hair. Have some noses, eyebrows, and hair precut, but also some for them to cut.