Self-Portrait 9th-12th

Digital Design:

Supplies:

- Adobe Illustrator
- Adobe Express (free)
- Something to take selfie with (laptop, phone, camera)
- Online Submission Box
- Online Discussion

Standards:

Digital Design

VAHSDD.CR.1 Visualize and generate ideas for works of art.

a. Find and solve problems through open-ended inquiry, the consideration of multiple options, weighing consequences, and assessing results.

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b. Explore themes, interests, materials, and methods within a variety of digital image/animation manipulating programs and/or applications.

VAHSDD.CR.3 Engage in an array of processes, media, techniques, and technology through experimentation, practice, and persistence.

 b. Produce digital works of art and design that exhibit an understanding and conscious selection of techniques in programs and applications to communicate intended messages or narratives.

VAHSDD.CR.4 Incorporate formal and informal components to create works of art.

 a. Utilize the formal components of design, graphic design, and/or animation (e.g. contrast, repetition, timing to produce digital content) in creating digital works of art and design.

 b. Engage in making digital works of art and design considering informal components (e.g. use of text, anatomy for motion in animation, the development of characters, the narrative arc).

VAHSDD.CR.5 Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.

a. Create digital works of art and design based on research of historic and contemporary forms and artists, personal aesthetics, and consideration of functional requirements.

b. Consider multiple compositional options and make appropriate changes to digital works of art and design for desired outcomes.

c. Reflect, modify, and adapt digital works of art and design as a response to design challenges and critiques.

VAHSDD.CR.6 Keep an ongoing visual and verbal record to explore and develop works of digital art and design.

a. Make visual/verbal connections through recording artistic research, planning, and reflection.

 b. Evaluate choice of media, techniques, and processes as a means to edit, revise, and modify digital works of art and design.

c. Maintain notes and class information.

VAHSDD.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.

a. Combine digital images and animation with source material from traditional art media and cultural influences.

b. Produce a variety of digital images, films, apps, and web pages based on students imported works of art and images, as well as computer generated graphics and/or animations.

VAHSDD.RE.2 Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.

b. Review portfolios collaboratively and individually to identify growth regarding mastery of craftsmanship, content, and composition.

VAHSDD.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy.

a. Formulate written and/or oral response to works of art through various approaches.

VAHSDD.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.

b. Examine universal themes that appear in digital works of art and design throughout various times and cultures.

f. Apply information from other disciplines to enhance the understanding and production of digital works of art and design.

VAHSDD.CN.2 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

a. Collaborate in large and small groups with peers and community to examine, discuss and plan projects.

b. Use creativity and imagination in planning and development of products.

c. Use critical thinking and problem-solving strategies to conceive of and develop ideas.

d. Communicate meaning and ideas through a variety of means including visual representations, technology, and performance.

VAHSDD.CN.3 Utilize a variety of resources to see how artistic learning extends beyond the walls of the classroom.

a. Access, analyze, and reference resources to research digital art and design content, strategies, and processes in the world (e.g. museums, internet, visiting artists/designers, galleries, community arts organizations, visual culture).

d. Draw inspiration for digital content from examples of digital content found in world.

Learning Objectives:

- Investigate digital capabilities to create artworks that parallel fine art concepts.
- Practice digital illustration skills in Adobe Illustrator.
- Use digital research to inspire personal digital artworks.
- Use digital resources to display final products, research, inspiration, and planning.
- Reflect on the planning and execution of an artwork.
- Collaboratively critique and reflect on digital artworks in an online discussion and in-person.

Plan:

Teacher Preparation

- Students will need their computer each day.
- Second day, provide a way to share your screen with the class for demonstration.
- Having an online classroom can help you share resources, video demonstrations, and host virtual discussions.

Class Time

Day 1

Introduce students to the history of self-portraits with the presentation.

Instruct that students will be using Adobe Illustrator to create their own self-portraits. The self-portrait will be entirely a digital illustration with no photographs in the final image and they must use at least 3 tools. No A.I. usage in this project.

Instruct students will use this class period to plan and research for their self-portrait. Students should look up inspiration and research focused on self-portraiture, artists who created self-portraits, symbolism in self-portraiture, and any other topics of interest relevant to creating their self-portrait. Students should keep a record of websites, artworks, artists, and other sources of inspiration in a digital file for later use. They may also use this class period to take a reference photograph and make sketches. By the end of class, they should be prepared to begin making their artwork. If they are not, they should consider doing their research, sketching, and taking selfies as homework.

Signal for students to begin working. Monitor progress. Give time reminders. Talk with students about their ideas after they have been given some time to work.

Five minutes before class ends, instruct students to come to a stopping point. Ask students to raise their hand if they are ready to start making their artwork and to keep it down if they are not ready. Suggest students who are not ready to consider continuing work outside of class, so they do not use too much of the next class time on today's work.

Day 2

Instruct students that you will be giving a demonstration on how to use the basic tools of Adobe Illustrator. Students will work in tandem with the instructor to learn and practice the basic tools of Illustrator. Mirror your screen on a projector or smart board. Show students the basics and ask them to mirror your actions so they can try the tools. You can provide breaks between categories of tools to allow students to experiment and not be overwhelmed with information.

Demonstrate how to...

- Open a blank, new file.
- Use Draw tools: pen tool, pencil tool, anchor point tool, add anchor and delete anchor tool, curvature tool.
- Use Select tools: selection tool, direct select, group select, lasso, artboard, and magic wand tool.
- Use Navigate tools: hand, rotate, view, zoom
- Use Type tools: type, area type, type on a path, vertical type, vertical area type, vertical type on a path, touch type
- Use Modify tools: rotate, reflect, scale, shear, reshape, and width.
- For advanced class: Use Paint tools: gradient, mesh, shape builder, live paint bucket, live paint selection.
  (You can suggest students explore these, but they are not necessary for this specific project and can be excluded to not overwhelm students with information.)

Allow students to experiment with the program or do unfinished work for the remainder of class. If the demonstration is not complete during one class period, finish it in the next class.

Instruct students that links to tutorials are available in the online classroom (ex.Google Classroom) or email students a document that provides links to tutorials on how to use Illustrators tools.

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Day 3

If the demonstration is not complete, finish the demonstration first.

Instruct that students will be starting to create their self-portraits.

Instruct that you will demonstrate how students can open their reference photo as an existing file in the program. Demonstrate how students can open their reference photo in Illustrator.

Demonstrate how students can begin creating on top of their reference photo. Remind students that you do not want any of the original reference photo in the finished product. Their work should be completely made up of digital illustrations.

Allow students to begin creating their pieces. Monitor progress and give time reminders. Help students as necessary.

> If multiple students need revision on specific tools, it may be helpful to do a review of those tools as a class rather than individually instructing.

Signal for students to find a stopping point seven minutes before class ends.

With about five minutes remaining, ask the whole class for feedback. Ask if there is a specific tool that needs to be reviewed or a specific issue that keeps happening. Provide a demo or review in the moment, note it to do a demo next time, or provide links that address the issue.

Before dismissal, encourage students to be active in creating, practicing, and researching in their own time.

Day 4

Before students begin, ask students to assess where they are in the creation process. Suggest they should plan to use this class period to get close to finishing and make progress outside of class if necessary.

Let students continue working. Monitor progress. Give time reminders. Assist if necessary.

Ten minutes before class ends, signal for students to find a stopping point.

During the last five minutes, demonstrate how students can adjust their dpi to a web friendly size and export their work as a pdf. Instruct that when they do this, they will submit the pdf to the online assignment box. Remind students of how to properly name their file. (Ex. LastName_Project_ClassCode)

Before dismissing, instruct students to be prepared to finish in the next class period and work at home if they are not on that schedule.

Day 5

Instruct students that you will be demonstrating to students how to make a website about their self-portrait with Adobe Express.

On a projection or smartboard, demonstrate how students can follow the link provided in the online classroom to get started in Adobe Express. During the demonstration, explain the website is meant to display their artwork and their process in creating it.

Show students how to...

- Choose a template
- Insert an image
- Insert a link
- Insert text

Check for understanding after demonstration.

Provide a list of guidelines of what should be included on the website that aligns with the rubric and portrait guidelines.

Website should include:

- Image of the self-portrait
- Caption artwork with title, artist name, and date
- 2-3 images of or links to sources that inspired the artwork
  (This will be the sources they recorded during the planning and research phase.)
- Caption the 2-3 sources with at least 100 words of how they informed and inspired the artwork
- A reflection about the creation process and the final piece. (at least 200 words)

Guidelines can be printed out or provided in an online classroom.

Instruct students to finish their portrait and then begin working on their website.

Monitor progress, provide time reminders, and help students as necessary.

Signal for students to find a stopping point five minutes before class ends.

Before dismissal, ask students what they have left to complete. Instruct that the very beginning of class can be dedicated to finishing up, but the rest of class will be a group critique and discussion.

Day 6

Give students 15 minutes to finish their project and ask them to use the time to post the link to their webpage to an online discussion board.

At the end of the 15 minutes, ask students to stop working and ensure their link is posted to the discussion board.

Explain that you require students to make comments on four other students' work before the next class period. During the group critique and discussion, students may follow along with the in-class discussion and make online comments in class.

Instruct that the remainder of class will be spent with students taking turns talking to the class about their work and holding brief discussions about the initial impressions and thoughts. Take volunteers first and then begin calling on students to share if necessary.

Before dismissing, remind students to make at least four comments on others' artwork in the online discussion by the next class period.

Possible Accommodations:

- A stylus and touch screen may be easier to maneuver for students with fine motor skill issues.
- Research prompts may aid students get a start.
- Visual timers for steps or class period may help students keep track of time usage.
- Visual checklist of steps for portrait, website, and discussion may help students stay focused, on task, avoid overwhelm, and task management.
- Visual schedule of the overall timeline for the project. Shows which days are dedicated to what tasks and where they may need to put in outside time or ask for extended deadlines.
- Movement breaks or kinesthetic fidgets/aids may help students remain focused with a lesson that requires lots of sitting/computer time.

- Recorded demonstrations may be helpful for reviewing or for students to break up large chunks of information.
- Voice recorded responses to others' work may be helpful.

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Self-Portrait Guidelines and Rubric

Student will…

- Research self-portraits and inspiration for project.
- Document sources of research and inspiration for later use.
- Make plan or sketches for digital illustration.
- Learn, practice, and use tools in Adobe Illustrator.
- <u>Use at least 3 tools taught in the making of their artwork</u>.
    - No AI, no reference photo visible, entirely digital illustration
- Size the file to web-friendly dpi of 72.
- Export the file as a pdf.
- Name the file: LastName_FirstName_Self_DigDes1
- Submit the pdf to the online submission box by: ***DATE and TIME***

Student shows a basic understanding of using Illustrator to create a digital illustration with good craftmanship.	0 Illustration is messy and lacks signs of craftmanship. AI was used. Reference photo is visible. Only 1 tool was used to create the illustration.	10 Illustration lacks craftmanship and 2 tools were used to create the illustration. Reference photo is visible.	15 Illustration has fair craftmanship. 2 tools were used to create the illustration.	22 3 or more tools were used to create the illustration. Craftmanship is good.	
File was sized, formatted, and named properly.	0 File was incorrectly sized, formatted, and named.	1 Two of three of the following were wrong: sizing, format, or name.	2 One of the following were wrong: sizing, format, or name.	4 Sizing, format, and file name were correct.	
Student was present and on task during class time. Engagement and Work Ethic	0 Student had unexcused absences that affected their work and made no efforts to compensate for missed time. Student was off task for the majority of class time.	1 Student may have had unexcused absences that affected their work and made no effort to compensate for missed time. Student may have been occasionally off task during class time.	2 Student was present and on task during class time. Student was engaged and made an effort to complete their work.		
Artwork Submitted on Time	0 Work was not submitted on time.	2 Work was submitted on time.			
				Total	/30

Points total/30 = final grade/ 100%   Multiply points total by 100. Then, divide by 30 for grade.

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Express Website for Self-Portrait: Guidelines and Rubric

Students will include the following on their website…

- Their self-portrait
- Caption to the artwork that includes a title, name, and year.
- 2-3 artworks or websites that inspired or informed their self-portrait.
- Reflection for each artwork or website that explains how it informed or inspired the self-portrait, at least 100 words each.
- Written reflection about the process and final piece, at least 200 words.

Self-portrait is featured on the website.	0 Self-portrait is not on the website.	3 Self-portrait is on the website.			
Self-portrait is captioned with a title, the artist's name, and the year.	0 There is no caption.	1 There is only one of the listed items in the caption.	2 There are only two of the listed items in the caption.	3 The title, artist's name, and year are captioned under the artwork.	
Website includes 2-3 artworks or links to sources that inspired or informed their artwork.	0 No artworks, links, or sources are included from the research and planning stage.	2 One artwork, link, or source was included from the research and planning stage.	4 2-3 artworks, links, or other sources are included from the research and planning stage.		
Each artwork or source is accompanied with a reflection that explains how it relates to their work. At least 100 words each.	0 There is no writing about the artworks, links, or sources from the research and planning stage.	1 There is one writing about artworks, links, or sources from the research and planning stage, but it is less than 100 words.	2 There are two writings about artworks, links, or sources from the research and planning stage, but they are less than 100 words.	4 There is a writing for each artwork, link, or source from the research and planning stage. They all meet the 100-word minimum.	
Website includes a reflection about the process and final piece. At least 200 words each.	0 There is no reflection about the process and final piece.	3 There is a reflection, but it does not meet the word count minimum.	6 There is a reflection about the process and final piece. It meets the 200-word minimum.		
				Total	/20

Total points/20 = final grade/100   Multiply total points by 100. Then, divide by 20 to get final grade.