***Drawing and Painting 2***

***Lesson 1: Surreal Self-Portraits***

***Learning Objectives:***

* I can explain what surrealism art is, and how to interpret it.
* I can design three different surreal self-portrait thumbnails, choosing my favorite one for my final project.
* I can draw the correct facial proportions of my face, as well as draw my eyes, nose, mouth, and hair realistically. I can also draw different angles of the face (three-quarter, profile, and/or upturned and downturned faces).
* I can interpret the surreal meaning of three of my classmates’ works.

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| ***Materials*** | ***Technical and Conceptual Skills*** | ***Key Terms*** |
| * Graphite pencils (2H, HB, 2B, 4B, 6B)
* Sketchbook paper
* 10”x14” sulfite paper
* Hard eraser
* Kneaded eraser
 | * Realism portrait drawing
* Still-life drawings in a surreal context
* Creating a self-portrait with surreal expressions of the artist’s personality
 | * *Portrait:* a drawing or painting of a person/animal from the shoulders up to the head.
* *Surrealism:* a movement where artists created dream-like or unconscious imagery.
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***Requirements:***

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|  | The portrait should have either a three-quarter or profile view. No front on portraits.* Advanced challenge: drawing a portrait with an upturned/downturned pose.
* Advanced challenge: drawing a portrait with hands.
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|  | The portrait will be created with soft-shading graphite and a minimalistic background (either white or black, though black will take more time). It’s okay if your surreal objects or patterns “bleed” into the background. |
|  | *Option 1:* Incorporate three unusual objects into your portrait. They can be personally meaningful or completely random. The larger and more detailed they are, the more interesting they’ll look. See if you can find creative ways to interject them into the face. |
|  | *Option 2:* Pick a spirit animal and incorporate its various body parts and elements of its habitat into your portrait. Your drawing should include the animal and at least three natural objects. |
|  | *Option 3:* Pick an emotion and express it through surreal means (using representational objects or abstract symbolism using the principles of design). |

***Important Note: All surreal imagery in your portrait should be school appropriate. That means that there are no guns, knives, blood, profanity, or sexual content allowed in your project. Also, thumbnail examples are on my teaching website.***

***Timeline***

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|  | Day 1 | Day 2 | Day 3 (Purple block day) | Day 4 (White block day) | Day 5 |
| Week 1 | **8/19**Introduction to surrealism and analyzing surreal art. Introducing the lesson. Begin working on thumbnails (including independent project students) | **8/20**Continue working on thumbnails (including independent project students). **Goal: finish all thumbnails and get them approved by Ms. N.** | **8/21 (period 5)**Demo: face anatomy (profile and three-quarter)Demo: hair and mouthDemo: nose and. eyesWork time for independent project students. | **8/22 (period 2)**Same schedule as purple day. | **8/23**Work Day*Vote for optional demo: hands and upturned/downturned face.*  |
| Week 2 | **8/26**Work Day**Goal: Have face roughly laid out on paper. Take reference photos if necessary.** | **8/27**Work Day **Goal: Have all the anatomical and surreal details drawn out.**  | **8/28 (period 5)**Work Day | **8/29 (period 2)**Work Day  | **8/30**Work Day**Goal: have 40-50% of your drawing shaded, or have all of your face/surreal objects shaded.** |
| Week 3 | NO SCHOOL! LABOR DAY! | **9/2**Work Day**Goal: 80% of your drawing shaded.**  | **9/3 (period 5)**Work Day | **9/4 (period 2)**Work Day**Goal: Project should be completely finished.**  | **9/5****Critique Day**Use the critique worksheet to analyze three of your classmates’ projects.Lesson feedback, specifically on teaching this lesson for D/P 1. |

***Grade Breakdown (100 pts.):***

* Thumbnails
* Final Project
* Artist’s Statement and Critique Worksheet
* Time Management and Effort