**Katelyn Reyes**

**Photo Manipulation: Self Portraits**

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| **Title:** Selfie Project | | **Grade Level:** 8th Grade |
| **The Big Idea (Overall Concept):** Self awareness through digitally manipulated Self Portraits. | | |
| **Description of Lesson (Brief Summary):**  The Selfie Project is essentially the *contemporary* “Self-portrait.” Students will take no less than 5 selfies in various situations and/or backgrounds. Students will consider how they want to represent themselves, or how they want their audience to see them. After careful planning in their sketchbooks, students will choose an image, and begin to manipulate their portraits in Photoshop. | | |
| **Time:** About 2 weeks | | |
| **Enduring Understandings:**  People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.  Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.  People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. | **21st Century Skills:**  Critical Thinking, Creativity, Communication, Technology Literacy, Initiative, Productivity,  **Studio Habits:**  Envision, Observe, Reflect, Stretch & Explore, Understand Art Worlds | |
| **Essential Questions:**  How do artists and designers create works of art or design that effectively communicate?  How do life experiences influence the way you relate to art?  How does art help us understand the lives of people of different times, places, and cultures?  How does art preserve aspects of life? | **Technical Skills:**  Students will learn how to photograph a self portrait.  Students will explore the endless possibilities of using Adobe Photoshop. | |
| **National Core Art Standard’s:** http://www.nationalartsstandards.org/  Creating - VA:Cr2.3.8a Select, organize, and design images and words to make visually clear and compelling presentations.  Responding - VA:Re7.1.8a Explain how a person’s aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.  Connecting - VA:Cn11.1.8a Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity. | | |
| **Instruction – daily plan:**  Day 1:   * Presentation of assignment. * Students will receive a handout of project description and rubric. * Students will be assigned homework to start planning for their selfies with thumbnail sketches, and to take at least 5 photos. They will be given about 2 weeks to upload their photos to google classroom.   Days 2 (two weeks later):   * Review of the assignment with students. * Address any possible questions before beginning work on the computer. * Teacher will meet with students to discuss their 5 photos and what their photoshop manipulation plans are. * Students can begin working on photoshop if they are ready.   Day 3:   * Students should be finalizing the direction / tutorial / photograph they will be using. * Teacher will meet with students individually to discuss and guide student work / plans. * All students should be working on the computer by the end of the day.   Days 4-9:   * Students will continue working on their designs in photoshop. * Teacher will help students as needed on the program individually or in small groups.   Days 10:   * Students will help combine everyone’s selfie into one large photograph montage. * Students must place their work into google classroom file for grading. | | |
| **Resources:** (Websites, Books, Music, etc…)  PowerPoint Presentations  <https://photoshoproadmap.com/35-creative-portrait-effects-photoshop-tutorials/> | | |
| **Materials Needed:**  Sketchbook  Pencil  Computer with internet access and adobe photoshop  Printer | | |
| **Evaluations:**  Formative – Sketchbook Entry checking for investigation, sketches, and process. Timeline and student observation.  Summative – Rubric, see below | | |

**Selfie Evaluation Rubric**  ***Name:***

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| Read each criteria below carefully and rate each one from 1 point to 10 points. (1 is like an “E” and 10 is like an “A”) | Self  Evaluation | Teacher Evaluation |
| Project was completed and turned in on time (on google classroom). | /10 | /10 |
| Artwork shows good craftsmanship, obvious care and consideration, and was able to produce a final design on photoshop. | /10 | /10 |
| Student artwork reflects an understanding of a Self Portrait by communicating an idea of their character/personality. | /10 | /10 |
| Student considered utilizing various props, lighting, realism / abstraction, color / b&w, facial expressions, ***AND / OR*** backgrounds. | /10 | /10 |
| Completed the self-evaluation, and reflection. | /10 | /10 |
| **Total:** | /50 | /50 |
| **Final Grade:** Your final grade is the combined total of both self-evaluation and teacher-evaluation.  \_\_\_\_\_\_\_\_\_\_/ 100 | | |

**Reflection:**

How can portraits help us understand ourselves and/or other people?

How do life experiences influence the way you relate to and create art?

**The Selfie Project**

**Summary:** The Selfie is essentially the *contemporary* “Self-portrait.” A **self**-**portrait** is a representation of an artist, drawn, painted, photographed, or sculpted, by the artist.

**Intro:** View and respond to a presentation, which you will be accessible on google classroom.

**HOMEWORK:**

**Step 1**: Begin to plan out your selfies in your sketchbooks with thumbnail sketches, notes, etc. Take no less than 5 NEW selfies in various situations and/or backgrounds. You will submit all photos on google classroom before the date stated in class or as noted on google classroom.

Since the selfie is essentially a self-portrait, consider how you want to represent yourself, or how you want your audience to see you.

***Things to think about****:*

* Color or B&W
* Realistic vs Abstracted
* Lighting - shadows or fully lit
* Background - white or color background? somewhere meaningful? somewhere you need to add later?
* Props - anything that helps further tell your narrative
* Facial Expression - happy, content, sad, mad, relaxed, reflective, etc
* Anything else you can think of?

**CLASSWORK:**

**Step 2:** Of the 5 NEW images, you (and I) will choose the one we think represents you the best, and will discuss how you plan to manipulate your photo.

**Step 3:** Finalize details and begin working on photoshop to manipulate your photo.

**Final:** Submit your final photo on google classroom, fill out your rubrics, and help create a class montage of selfies.

**What you will be Graded on:**

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| Project was completed and turned in on time (on google classroom). |
| Artwork shows good craftsmanship, obvious care and consideration, and was able to produce a final design on photoshop. |
| Student artwork reflects an understanding of a Self Portrait by communicating an idea of their character/personality. |
| Student considered utilizing various props, lighting, realism / abstraction, color / b&w, facial expressions, ***AND / OR*** backgrounds. |
| Completed the self-evaluation, and reflection. |