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Content Area: Art                              Grade Level: 4-5th  
Category: Portrait                              Unit: Drawing and Painting Faces  
Title of Lesson: Painting Profiles  
Time: 2-3, 40 minute periods

Lesson Plan Description:

Students will become familiar with the characteristics and origins of a profile view. They will paint their own self profile view attempting to match their skin tone.

Previous Lessons: Students will have previously sketched front view faces. Students will have practiced drawing facial features in proportion and in the correct location on a face.

Essential Question: How do I create skin tones with tempera paint? What shapes are features in a side view?

Project Objectives:

To understand how Egyptians and other artists portray a profile face  
To experiment with paint to match one's skin tone  
To accurately paint the features of a self portrait in a side view

Handout:

Facts about Egyptian Art  
Diagram of where features are located on a face

Vocabulary:

Front view  
Profile

Materials:

White paper 12x14  
Pencils  
Tempera paint  
Brushes  
2 mirrors per student  
Overhead projector or other light source

Sequence:

Prior to beginning this activity, the instructor should tape the paper to the wall and direct the overhead or light source so that the shadow of the student's profile is projected. Trace each student's profile with a pencil. This goes fairly quickly.

1. Show examples of Egyptian art
2. Discuss characteristics of the style
3. Compare to a more contemporary example of a profile painting. Note the shape of the features in side view.

4. Distribute traced profiles
5. I like to use empty egg cartons for paints. Give students white, black, peach, yellow, and sienna paints. Instruct students to begin with white and add small amounts of color. Match skin color to the back of student's hand.
6. Students can angle two mirrors so that they can see their profile. Paint skin color and features.
7. The background can be filled in decoratively.

Evidence of Student Learning: Assessment instruments

Did the student match skin tones?

Are the features correctly positioned and shaped for a profile view?

Academic Standards: Massachusetts Art Curriculum Frameworks

- 1.1 Use a variety of materials and media, and understand how to use them to produce different visual effects.
- 2.1 For color, explore and experiment with the use of color in wet and dry form.
- 3.1 Create 2D and 3D art work from direct observation.
- 5.3 Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks.