

Class: Mr. Whitten

Date: October 26<sup>th</sup>, 2017

Topic: Who Am I (Self-Portrait/Symmetry)

Subject: BAC

### **Who Am I Self-Portraits**

**Content:** Addressing the conceptual focus of the first unit of BAC “Who Am I?” students will create a symmetrical symbol based self-portrait that addresses concepts of identity and its relation to ideas of self-identity. Students will explore concepts surrounding symbol in works of art, and its relation to shape space and form

#### **Outcomes and Indicators:**

#### **Assessment:**

Students will demonstrate an understanding of the ideas of symmetry and symbolism by describing their artwork and how it relates to the words they chose from the identity graphic organizer.

#### **Pre-requisite Learning:**

Some colour theory, a basic understanding of line, shape and symmetry, some familiarity with indigenous medicine wheel teachings.

#### **Lesson Preparation:**

Equipment/ Materials:

- Various Drawing Media (markers, pencil crayons, pencil, etc.)
- Large white paper

Advanced Preparation:

<p><b>Presentation:</b></p> <p>Set: (2-5 minutes)  Who are you?  Students will have two minutes to go around the room “introducing” themselves to each other in short single sentence facts (i.e. I like dogs, I am brother, I am from Regina). Push the students to keep going for the whole two minutes to stretch their thinking. Students return to their desk and fill out the graphic organizer.</p> <p>What is Identity?</p> <p>Ask students to think about what identity means. Some of what creates your identity is your place in the world. Tell the students that using the identity chart we just developed we are going to create a self-portrait.</p> <p>Development: (10-20 minutes)</p> <p>Show a list of symbols to the students (stop sign, Nike swoosh, youtube, etc.)</p> <p>Introduce the Medicine wheel and the concept of balance and symmetry in a healthy identity.</p> <p>Discuss the idea that a symbol is a simple representation of something bigger. Have the students choose one word from each quadrant and turn it into a simple symbol.</p> <p>Next have the students fold their paper to create a set of four quadrants. Then have them draw a circle in the middle and trace the lines of the quadrants. This will be our self-portrait base.</p> <p>Using the rules of symmetry will create the content of the portrait. The students must</p>	<p><b>Classroom Management Strategies</b></p> <p>Timer to bring students back after introduction activity</p> <p>Guided art creation will help keep students on task and encourage those who might struggle if left to create art on their own</p> <p>As the students are creating Mr. Whitten will circulate through out the class talking to the students about what they’re working on and assessing how well they understand symmetry and the creation of symbols</p> <p>Students who finish early can be invited to start to add colour to their piece</p>
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put one symbol in each quadrant and it must then be matched to keep the piece symmetrical (\*\*what you do to the left you must do to the right, what you do to the top you must do to the bottom\*\*).

Allow students to work on portraits.

Closure: (5-10 minutes)

Once students are finished we will share any finished portraits and start to look at the symmetry and symbolism and see if we can guess anything about the artist and the words they chose.

Family:

Where I live/am from:

**ME**

What I love to do:

Things I am proud of: