

# Framed Collaged Self-Portrait with Personal Reflection

4 part lesson with ELA and Visual Art

Adaptable for Grades 2 - 12

## LANGUAGE OBJECTIVES:

TSW write a journal entry to describe an event that shaped his or her life.

TSW use the writing process to write a reflective paragraph or poem to describe the self-portrait.

## VISUAL ART OBJECTIVES:

TSW create a collaged self-portrait reflecting a personal experience as described in a journal entry.

TSW learn that we are all influenced by the world around us.

TSW create a frame from found objects to surround their collaged self-portrait.

TSW understand how artists use the elements of art as a language.

## BENCHMARKS:

### ELA

Students write competently for a variety of purposes and audiences.

Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

### VISUAL ART

Creative Expression: Students develop creative expression through the application of knowledge, ideas, communication skills, organizational abilities, and imagination.

**VOCABULARY:** Self-taught artist, self-portrait, autobiography, assemblage, found objects

## INTRODUCTION/ ANTICIPATORY SET: (5 min)

TSW look at *Stung by the Wasp and the Cross* by Thornton Dial and discuss the materials that he used to create the work. TTW use the inquiry method to ask students about the painting.

Suggested questions: What do you think is happening in this work of art?

Who do you think this is?

What makes you say that?

What materials does the artist use?

How does the artist express his feelings?

How does this work make you feel?

TSW look at a works of art by other self-taught artist such as Clementine Hunter's *Melrose Plantation* or J.P. Scott's *Shrimp Boat*. TTW ask questions such as: What do you think this artist did for a living? Where do you think he or she lived? What clues can you find in the work of art?

TTW explain that many artists use episodes and events from their own lives as inspiration for the art that they make. Self-taught artists are artists who never went to art school or took art classes. They often feel driven to create art. Many self-taught artists use recycled and nontraditional materials for art-making.

## **PROCEDURES:**

**Overview:** This four part lesson begins with a journal entry in which TSW reflect on an event from his or her life that was especially memorable such as a goal-winning kick, the death of a loved one or an exciting trip. Then, TTW create a self-portrait on paper from collaged materials. The third step is to create a frame using a cereal box and found objects. Finally, TTW utilize the writing process to turn the original journal entry into a published paragraph or poem to accompany the finished art piece.

### **Journal Writing:**

TTS write a journal entry in an existing writing journal or on a separate piece of paper. The writing should reflect a memorable time from his or her life and may be a happy memory or a sad one.

Suggested writing prompts: The happiest day of my life was when...  
I remember the day...  
The best thing that ever happened to me was when...  
I'll never forget the day...

### **Self-Portrait Collage:**

TSW create a self-portrait based on the outline of his or her hand and add collaged elements to visually express the event discussed in the journal entry.

1. Trace hand with pencil on a piece of thick art paper or card stock. Fingers may be spread apart or together.
2. Outline drawing with a marker.
3. Using magazines, greeting cards, newspapers or other recycled items, cut out words and images to illustrate the story told in the journal entry and create a self-portrait of the writer/artist.
4. Arrange collaged materials onto outline of hand. Students may collage around the hand as well.
5. Glue materials to the paper and set aside to dry.

## Frame:

### Supplies



1. Gently open the cardboard box on the top, bottom and along the seam on the side.
2. Cut an opening in one panel of the box leaving a 1 – 2 inch border.
3. Turn the box inside out, fold the cardboard back into a box, and re-glue the side seam and one end of the box.
4. Decorate the outside of the frame with found objects such as yarn, beans, bottle caps, buttons, Mardi Gras beads or other materials.
5. OPTIONAL: When glue is dry, spray paint the decorated frame box with a solid color or add color with tempera paints.
6. Once box frame is completely dry, insert Self-Portrait Collage and glue it to the interior of the frame.
7. Reseal the last end of the box with glue.



### **Writer's Workshop:**

TSW polish the initial journal entry and create either a short essay or a poem using the Writing Process (*Pre-Write, Draft, Revise, Edit, Publish*). Consider the original journal entry as the draft. TTW remind students about the Revise and Edit steps of the Writing Process in a mini-lesson.

### Mini-Lesson:

TTW ask students how an artist knows when a work of art is complete.

TTW ask students how a writer knows when a written piece is complete.

TTW remind students of the process for revising and editing a written work.

Revising and editing happen at the same time and writers must continue to make changes until they are ready to publish the work.

TSW work *individually* to Revise and Edit the journal entry for Publishing. When students are ready (or after a set amount of time) TSW *work in pairs* and exchange writing samples for a pair and share editing session. When Revising and editing are complete, TSW publish the writing by creating a computer document or writing neatly on a fresh sheet of paper.

### **Assessment:**

TTW assess the completed writing sample using a rubric after collecting both the draft journal entry and the published work. Students may present the work in an oral presentation or create a gallery of their work for the whole class to see. Both the published writing and the framed self-portrait may be presented together. TTW assess the framed self-portrait using a checklist to make sure that students followed directions and completed the task.

### **Accommodations:**

Students may work in pairs and create portraits of each other. Each part of this lesson may be offered individually or over a period of up to several weeks. Writing samples may be dictated to the teacher or another student. The self-portraits can be adapted and created on a template. Frames can be made flat with a simple border.

### **Materials:**

Writing:

Journaling notebook  
or paper  
Pencils

Self Portrait Collage:

Thick art paper or  
cardstock  
Magazines  
Scissors  
Markers

Frame:

Cardboard cereal  
boxes  
Yarn  
Pasta, beans or rice  
Mardi Gras beads  
Buttons

Glue

Found objects

Optional items:

Spray paint, Tempera  
paint, Paint brushes,  
Water