4th Grade: October : Colored Pencils
Lesson 1: Self Portrait

Objective: Developing observation skills, recognizing shape relationships, and creating a self portrait that includes texture and dimension through shading and blending with colored pencil.

Technique: Drawing with colored pencils

Set-up: (before lesson starts, docent and aides)
>   8 ½" x 11" white cover (card) stock paper
>   Drawing pencils
>   Colored pencils
>   Burnishing & Blending Pencils
>   Erasers
>   Mirrors (shared, one mirror for every 2 students)

Visuals:
>   *Self Portrait*, Vincent Van Gogh
>   Sample artwork
>   Demo visuals for drawing a face

Teaching the Lesson: (1 hour, total)
Give your aides a brief summary of the lesson

Introduce yourself and your aides

Vincent Van Gogh was born in the Netherlands in 1853. Although he is a world-famous artist today, he did not get much recognition during his lifetime. Van Gogh only sold one painting while he was alive, and for most of his life he was very poor, often spending his money on art supplies instead of food. Show *Self Portrait*, Vincent Van Gogh. This shows the style of painting he is known for. Today you will create your own self-portrait. Show sample artwork.

This art lesson will be the third realistic self-portrait most of your students will have created through the FiA program using basic drawing skills, focusing on types of lines and shapes. Now that these artists are older and their drawing skills have developed, they will be sharpening their skills of observation, looking carefully at themselves to notice the angles and spacing **between** facial features to more accurately translate what they see onto paper. As artists, that's how they should be thinking.

Explain that they should notice the "**negative**" shapes and spaces, the in-betweens, which help determine accurate placement of elements. Another way to explain the orientation of one shape to another is to think about their relative position in the context of the angle of the hands of a clock.
For example, to analyze the length and distance between the outside corner of the nostril and the end of the eyebrow, visualize the minute hand of the clock. The end of the eyebrow could be located along the invisible angle indicated by the minute hand being ten minutes past the hour.

If students are feeling self conscious or apprehensive about accurately drawing themselves (or anything else) remind them to think only about drawing the shapes and spacing they see, not to think about "drawing my face". If the shapes are observed and translated carefully, when they are all put together it will be a good selfportrait. Even if it

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doesn't look like a photograph it will have the original and unique drawing characteristics of their own artistic style.

The drawing exercise of the carousel horse on the last page is a good example of how to look at a subject and break it down into the simple line segments that best describe the object when put together.

Adding color is the easy part once the roadmap of the line drawing is complete. Relax and enjoy the ride when the colored pencils come out.

Start with a light overall application of color, holding the pencil more like a paintbrush and using the side of the lead to cover more territory. Once most of the drawing is blocked in with color add additional layers of color and apply more pressure to make the colors more saturated on the surface of the paper. Much like pastels, use the colored pencils to "paint", blending colors, overlapping, creating areas of solid color and other areas of looser texture.

If time allows, block in the background with color or pattern to reflect elements of personal interest or a simple color field.

1. Plan and Draw (5 min)
    * Discuss: How to draw a head: Face (shape: round, oval, narrow, wide); neck and shoulders (length, width); ears (relation to eyes, half-way down head); hair (covers top of head and parts of face).
    * **Show Visual:** Drawing a Head (use document camera if available)
    * **Draw Head**:
        - With a pencil, make a large "U" on their paper, following the shape of their face
        - Add the top of the head, in dotted lines
        - Add neck, shoulders and ears
        - Add hair (Encourage them to draw what they see: Style of hair, bangs, part, thickness, texture, length)

2. Drawing Features (use mirrors, 15 min)
    * **Discuss Eyes:** Eye placement and parts of the eye: Eyes are almost half way between the top of your head and the bottom of your chin (not on the forehead). Eyes have many parts (pupil--the inside dot; iris—the color around the pupil; eyelids, eyelashes, eyebrows, etc.). Eyes have many shapes (curve of eyelid, crease, depth, length, size).
    * **Show Visual:** Drawing the Eyes (use document camera if available)
    * **Draw Eyes:**
        - With a pencil, make 2 dots on the eyeline
        - Add eye shape (almond, oval, curvature, size) around dots
        - Add eyelids and irises
        - Enlarge dots to make the pupils
        - Add eyebrows and eyelashes
    * **Discuss Nose:** Nose placement: Nose is half way between eyeline and the bottom of the chin. Notice the width of the nose compared to the space between your eyes. Identify the line shape and direction (vertical, curling to one side).
    * **Show Visual:** Drawing a Nose (use document camera if available)

- **Draw Nose:**
  - With a pencil, half way between eyeline and bottom of the chin, make a line showing the length of the nose
  - Add detail to show width, shape, nostrils, etc.
- **Discuss Mouth:** Mouth placement and expression: Mouth is half way between nose and the bottom of the chin. Mouths have many shapes (open—circle, oval, closed—line) and direction (curving up/down, straight, sideways, showing teeth). Lips can outline shape of the mouth.
- **Show Visual:** Drawing a Mouth (use document camera if available)
- **Draw Mouth:** Decide on shape and direction of mouth
  - With a pencil, half way between nose and the bottom of the chin, make a shape or line for the mouth
  - Add detail to show expression, teeth, lips, etc.

3. Color (35 min)
   - Add color to your portrait using the following techniques:
   - **Blocking-in:** Filling-in with color, tracing over all pencil lines
   - **Cross Hatching:** Choose two colors. With the first color draw some short straight lines close together making a patch of color. With the second color draw another layer of lines (on top of the first patch of color) going a different direction. This is a way to create **texture** and also a way to mix a **new color** right on the paper. You can build up as many layers to change or adjust colors.
   - **Blending:** Hold the pencil sideways so you are drawing with the side of the lead, not the tip of the lead. Blending is done by starting with one color (red) and lightly drawing an area/patch of color on the paper; next, lightly draw another layer of color (blue) over the first color. These two layers will visually blend and look like a color somewhere in-between.

4. Complete and Share (5 min)
   - Use burnishers and blenders to smooth colors together and add highlights
   - Add additional colored pencil lines to darken and add emphasis (hair texture, darken eye features, shading, highlights)
   - Block in background with color if time permits
   - Sign name, bottom right corner
   - Give a title
   - Share

Clean-up: (after lesson ends, docent and aides) Close the lesson, clean up the classroom Sharpen pencils
Return all materials to bin
Return all materials to the art closet
Ask teacher where to store artwork
Arrange time with teacher to display artwork

Self Portrait, Vincent Van Gogh

Sample artwork
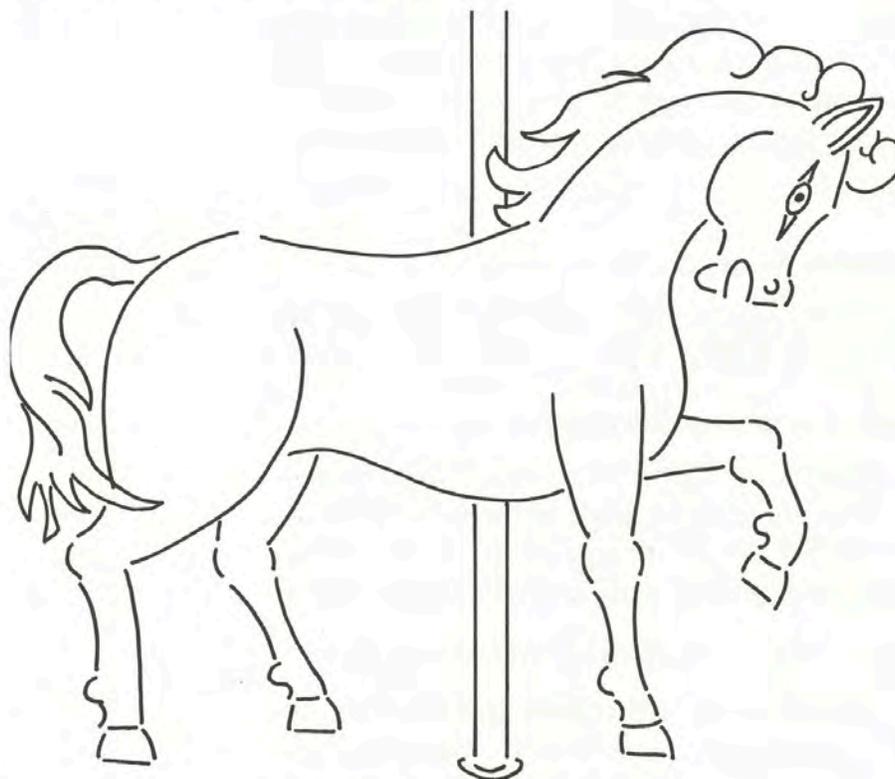
student samples

FIG. 2.18. Carousel horse, sample.

FIG. 2.19. Simplified drawing of carousel horse.

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