

Kindergarten: October
Lesson 1: Self Portrait
Graphite Pencil, Ink, Crayon

Objective: Experimenting with lines and shapes to build a self-portrait

Technique: Drawing with graphite pencil, ink and crayon

Set-up: (before lesson starts, docent and aides)- supplies in the bin
8 ½" x 11" white cover (card) stock paper
Graphite Pencil- in the bin
Eraser
Black ink pens
Black crayon
Mirrors (shared, one for every 2 students)

Visuals:

Pierre Renoir in a Sailor Suit, Pierre Renoir
Demo visuals for drawing a face
Sample artwork

Teaching the Lesson: (1 hour, total)

Give your aides a brief summary of the lesson

Introduce yourself and your aides

Renoir was born in 1841 in Limoges, France, and was the youngest of six children. As a boy, he spent a lot of time in his father's tailor shop, where his mother taught him to draw. He liked drawing so much he drew on the walls, on clothes and all over the shop.

Show *Pierre Renoir in a Sailor Suit*, Pierre Renoir. This shows the style of painting he is known for. Today you will create your own self-portrait.

Address the students as artists. After the historical introduction, take the opportunity to explain what a self portrait is: a picture or painting of oneself. Explain that, as artists, they will be using the same types of lines and shapes they sometimes use to make letters and words, but today will be putting them together in new and different combinations to make art; and will be making pictures of themselves.

Discuss types of lines: Straight, Rounded/Curved, Wavy, Zig Zag, Dot, Short, Long, Thick, Thin, Repeating... (**Use the white board to demonstrate the variety of lines and shapes visually**)

What kind of lines and shapes are found on faces? (Have children look at each other and feel their own faces.) Most of the lines and shapes on a face are curved and rounded. Look for "S" and "C" shaped lines (ears, noses) allow children to briefly explore this way of thinking about their faces. What kind of shapes make an eye?...large dots, circles, pinched ovals...

Spacing of shapes: Invite children to use their fingers to feel the spacing between parts of their faces, ie., Is it one or two finger widths between the bottom of the nose and top of lip? ...feel how the eyes line up level with the top of the ear, and likewise how the corners of their smile almost line up with the bottom edge of their ears.

With students looking at a partner, and using their own hands to feel their own head, patting the top of the head and the bottom of the chin, have them look at each other to see where the eyes are located in relation to the top and bottom of the oval shape that makes the head...they can see that the eyes are fairly close to the invisible middle line of their face.

Explain to your students that now they are thinking like artists and are ready to draw their self-portraits, step by step with you.

1. Plan and Draw (10 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, 40 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. Enlarge dots to make the pupils.
 - Add eye shape (almond, oval, curvature, size) around pupils
 - Add eyelids and irises
 - 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. Complete and Share (10 min)

- **Discuss:** Marker and crayon are used for darkening pencil lines and adding emphasis. Notice how a tool (pencil vs. crayon, marker vs. pencil) makes a different thickness of lines. Decide which features to be traced over with crayon, and which with the marker.
- Draw:
 - With a marker and/or crayon, re-trace pencil drawing
 - Add extra details (hair texture, darken eye features, clothing)
- Sign name
- Give a title and Share

Clean-up: (after lesson ends, docent and aides)

Close the lesson, clean up the classroom
 Cap ink pens, 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



Pierre Renoir in a Sailor Suit, Pierre Renoir



Sample artwork