Nate Herth, Orca K-8

The Geography of a Self Portrait

Art Forms	Academic Content Areas	Higher Order Skills
Design Drawing & Drafting Self Portraiture	Geography Map Making and Map Reading Systems Coordinates Alpha Numeric Systems Landforms and Bodies of Water	Critical Thinking Imagining Possibilities Persistence and discipline
Parallel Processes: Using Alpha Numeric Coordinate Systems Creating Systems to understand and translate a landscape or an image Symbol reading		
Enduring Understandings: - People create systems in order to better understand something complex. - People use systems and symbols to understand and "read" a landscape. - Self-portraiture can be approached realistically or abstractly.		

Main Objectives: Students will create self-portraits using photo realistic drawing techniques. They will then create an abstract self-portrait using symbols and map making skills.

Grade Level(s): 6th

Materials:
Drawing Paper
Drawing pencils
Erasers
Rulers
Camera and printer
Tagboard and scissors to make viewfinders

The Lesson**

Introduction: Have students explore a variety of paper maps in small groups and create a list of interesting things they discover. Ask them to share their discoveries with the class.
Discuss the uses of maps- *How are they useful, how are they limited? And how do you think they're made?* Introduce the concept of alpha-numeric systems and practice using it to find locations on the maps.

Main Lesson: Explain the process of photorealistic drawing and show examples of the process, including how alpha-numeric systems are used to break down a complex image into smaller parts.

Take each students' picture and print the image in black and white. Have them draw a grid over their photo using the pencil and ruler (suggested 1 x 1 inch squares), and then create a larger grid on their drawing paper (suggested 2 x 2 inch squares). They will then become "the slowest photocopier in the world" and begin the process of copying what they see in each photo grid to the larger grid, using drawing pencils to get different gradations and tones.*

Have students make viewfinders by cutting a 1 x 1 inch square out of the tagboard. This can be placed over the photo grid in order to visually isolate the square they are working on reproducing.

Closing and Debrief: Have students create another self-portrait using only symbols (see the attached sheet). They will begin by developing a key that assigns different symbols to different aspects of their photo. For instance, they can assign a triangle to represent nose and crosshatching to represent skin. Then they will translate their photo once more using just symbols. The finished piece will look abstract, in the same way that a map is an abstraction of a landscape.

Discuss the processes that they went through and compare the final pieces. *How are they similar and how are they different? How do systems and symbols help simplify a concept? How are they limited in the information they give? Is an abstract art work more or less meaningful as a realistic artwork? Why?*

*Students have previously been introduced to drawing materials and have learned some basic drawing techniques.
**This content should be broken down into a series of shorter class sessions

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State Learning Standards Addressed in this Lesson

OSPI Arts EALR 1: The student understands and applies arts knowledge and skills in visual arts

Component 1.1 Understands and applies visual arts concepts and vocabulary.
Component 1.2 Develops visual arts skills and techniques.

OSPI Arts EALR 4: The student makes connections within and across the arts

Component 4.2 Demonstrates and analyzes the connections among the arts and between the arts and other content areas.

OSPI Social Studies EALR 3: Geography
The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

Component 3.1 Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.

Grade Level Expectations (GLE) for 6th Grade
3.1.1 Constructs and analyzes maps using scale, direction, symbols, legends and projections to gather information.
3.1.2 Identifies the location of places and regions in the world and understands their physical and cultural characteristics.

OSPI Science EALR 1: Systems
6-8 SYSF The *natural* and *designed world* is complex; it is too large and complicated to *investigate* and comprehend all at once. Scientists and students learn to define small portions for the convenience of *investigation*. The units of *investigation* can be referred to as "*systems*."

OSPI Science EALR 4: Earth and Space Sciences ***
6-8 ES2F The *crust* is composed of huge *crustal plates* on the scale of continents and oceans which move centimeters per year, pushed by *convection* in the upper *mantle*, causing earthquakes, volcanoes, and mountains.
6-8 ES2G Landforms are created by processes that build up structures and processes that break down and carry away material through *erosion* and *weathering*.

Common Core State Standards: Mathematics 6th Grade ***

The Number System 6.NS: Rational Numbers: Apply and extend previous understandings of numbers to the system of rational numbers.
6 B. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
6 C. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
Geometry 6.G: Solve real-world and mathematical problems involving area, surface area, and volume.

***These standards are touched on in this lesson, but taught directly by the partner teacher, concurrent to this lesson.