

## My Family, My Home – Ages 3 – 5 (Portrait theme)

### Description

Students express ideas about the central people and place in their lives – their family and their home. They will gain awareness of the parts of the face and their home as they create collage portraits and a line print of a home.

### Art Problem to Solve

Select different colored shapes and combine them to make a portrait. Add detail with oil pastel.

### Objectives

Students will:

- Identify the parts of a face and acquire/reinforce vocabulary for those parts (eyes, mouth, nose, ears, eyebrows, eyelashes, chin, forehead, hair, skin, wrinkles).
- Collage common shapes to create a portrait. Use fine motor skills to add details.

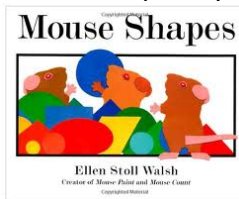
### Head Start Child Outcomes Framework Indicators

- Creative Arts 5.2.1 Gains ability in using different art media and materials in a variety of ways for creative expression and representation.
- Creative Arts 5.2.4 Begins to understand and share opinions about artistic products and experiences.
- Mathematics 3.2.1 Begins to recognize, describe, compare and name common shapes, their parts and attributes.
- Science 4.2.1 Expands knowledge of abilities to observe, describe and discuss the natural world, materials, living things and natural processes.
- Science 4.2.2 Expands knowledge of and respect for their body and the environment.

### Materials

In the Gallery:

- *Mouse Shapes* by Ellen Stoll Walsh



- Reproduction of *Maria Maddalena of Austria with Her Son, the Future Ferdinand II* with clear plastic overlay



- Dry erase marker

In the Studio:

- 9" x 12" construction paper for background
- Pre-cut shapes in a variety of colors
- Glue sticks
- Oil pastels for adding details

## **Instructional Activities**

### Engage

Ask the students to look at their classmates' faces and tell you what is the same about them. Students will most likely tell you the parts of the face – we all have eyes, nose, mouth, etc.

### Explore

At *Maria Maddalena of Austria with Her Son, the Future Ferdinand II* say "Take a look at this picture for a minute." Then ask "What's going on in this picture?"

"What do you see that makes you say that?" and "What more can we find?" Facilitate a discussion of who these people might be based on the visual evidence and why they are pictured together. Tell the students that a picture of a person or people is called a portrait and we are going to think about the shapes that make up a face. Read the story. Talk about the shape of the cat's facial features and the mice's facial features.

Remind the students of the answers they gave about what their faces have in common. With the reproduction with transparent overlay, ask the students what shape the boy's eyes are, nose, etc. As they answer or if they get stuck, trace the shapes onto the transparent overlay – football or almond-shaped mouth and eyes, circles inside the eyes, triangle nose, oval head, half-circle ears, etc.

### Practice

In the studio, show the students the materials they will be using to create their portrait. Ask them again what parts make up a face to review.

### Create

Invite students to create a self-portrait or a portrait of someone they know or an imaginary person by gluing the precut shapes on a background paper. Demonstrate how to tear the precut shapes (an option if they would like to customize them). Tell the students they are artists and can make choices of what colors they would like to use and what shapes. Ask them to add details with oil pastels.

### Close

Invite the students to share their portraits and ask those who volunteer to "Tell us about your picture." Thank the group for visiting and compliment them on how well they participated in the lesson.