GRADE 1
VA1PR.2: Understands and applies media, techniques, and processes of two-dimensional works of art (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills
VA1PR.4: Participates in appropriate exhibitions of artworks
GRADE 2
VA2MC.3: Selects and uses subject matter, symbols, and ideas to communicate meaning
VA2AR.1: Discusses his or her artwork and the artwork of others

National Standards
ENGLISH LANGUAGE ARTS
GRADE K-2
NL-ENG.K-12.4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
NL-ENG.K-12.5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

VISUAL ARTS
GRADES K-2
Standard 1: Understanding and applying media, techniques, and processes
Standard 2: Using knowledge of structures and functions
Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas
Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others
Standard 6: Making connections between visual arts and other disciplines

See yourself, your colleagues and your students in a brand new way!

Organization/Structure/Form • Perception • Symbolism • Expression • Diversity • Community • Self Image

Curriculum guides provide differentiated ideas and activities aligned to a sampling of standards. The guides do not necessarily imply mastery of standards, but are intended to inspire and equip educators.

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**Self-Portrait Collage**

**Materials**
- magazines (student-friendly with primarily non-human images)
- scissors (1 pair per student)
- colored paper (for collage background on which to glue final composition)
- scrap/photocopy paper (2 per student)
- glue sticks (1 per student)
- pencils (1 per student)
- large black banner paper and tape for hanging
- sticky tac (to attach collages to black paper)

**Vocabulary**

- Burnishing
  - To rub with a tool to smooth or polish

**Collage**

To compose a work of art by pasting various materials on a surface

**Classroom Tips**

- Cover the work surface with disposable craft paper for quick clean up — all trash can be rolled up and thrown away. Solicit parent help to build a magazine collection.

**Essential Questions:**

How can non-human images portray aspects of our personality?

**Process**

- Explain that students are to create a human form that is a self-portrait using non-human images cut from a magazine.
- Explain that students need to cut out pictures from a magazine that can make up each part of the body — head, torso, arms, and legs. Each student is to choose objects and/or images that represent his/her likes, interests, talents, dreams, work and passions, but not pictures of actual body parts (symbolism).
- Before pasting the images, have the students lay them out on a colored piece of paper to plan the composition of the collage. This will allow students to move pieces around and change them before they glue, thereby preventing tearing of pasted images.
- To paste the images, lay them down on a piece of scrap paper. Use a glue stick around the edges and back surface until the entire area is covered with a thin, even layer of glue. Take the glued image and lay it down onto the colored collage paper, glued side facing down.
- Have students carefully place a piece of scrap paper on top and smooth over the glued piece by rubbing with their hand to secure it in place. This is called burnishing and will give the collage a professional look.
- Have each student write 3-5 descriptive words (kindergarteners) or sentences (1st and 2nd graders) on the back of the paper to describe the self-portrait.
- Display all collages on a piece of black banner paper without students knowing who created each collage.
- Have students guess the creator of each collage and explain their reasoning.
- Compare and contrast guesses with actual facts. This closing conversation can lead to discussions of perceptions, assumptions, similarities, and differences.

**Assessment**

- Students include head, torso, arms and legs in collage.
- Students write 3 descriptive words or sentences to describe their own self-portrait.

**ESOL Modifications and Adaptations**

Introduce vocabulary: collage (show students examples of a different collage) and burnishing (show students what burnishing is and have them try it with scrap paper). Teacher will create prototype and use as a demonstration model to scaffold process and product development.

**ESOL Assessments**

Students will label their own picture including head, body, arms, and legs. Students will also dictate descriptive words or write descriptive words (using inventive spelling according to language level).