**Cultural Self Portraits**

**Lesson:** Tribal Self Portrait

**CSLO 2.2:** Student will be able to manipulate proportion in a drawing.

**CSLO 3.1**: Student will be able to evaluate his/her own work of art.

**CSLO 3.2**: Student will be able to critique a classmate’s work of art

**Gen. Ed. PSLO 4.2**: Students will be able to demonstrate knowledge of the cultural issues of a person’s own culture and other cultures.

**Project Description:** In this portrait project, you will depict yourself as a member of a tribe of which you are not actually a member. You will work from a digital photograph of yourself as well as images that are taken from an actual tribe, such as the Maasai, the Zulus, etc. Research the tribe you wish to identify with. By adding features such as piercings, tattoos, body adornments, hairstyles, etc. that are identified with the chosen tribe, you will become a “member” in your drawing. What do you admire about these people?

  



**Resource:**

[Kim Philipsen](http://fineartamerica.com/profiles/1-kim-philipsen.html%22%20%5Ct%20%22_blank) - Danish born Australian artist. Portraits of native people. Show for discussion after the art making experience - connection to contemporary art/artist. (Also see [this link](http://www.redbubble.com/people/kimphilipsen%22%20%5Ct%20%22_blank))

[Faces of Africa](http://www.amazon.com/gp/product/079226830X?ie=UTF8&tag=incredibleart-20&linkCode=as2&camp=1789&creative=9325&creativeASIN=079226830X" \t "_blank) - Rather than view African cultures as an indistinguishable whole, seasoned photographers Beckwith and Fisher carefully focus on the varied life journeys and rituals of the peoples they have encountered over three decades of travel in 36 countries.

**STEPS:**

**Part 1**

This instructs you step by step on the procedures to follow so you may successfully complete this project.

1) Select at least 3 images from the Internet that you want to use as reference materials for the additions you are going to make to your self-portrait. On a search engine such as google.com try words like, African Tribal Photographs or Universal Tribal Photographs. Remember when using a search engine, if you don’t find what you want fairly quickly, alter your choice of words in some way and then try again. Print the images that you want to use. You will want to use them when drawing your portrait. Email the URL for the images to the instructor.

2) Decide what type of expression you want to have on your face. You might get an idea by looking again at the images you found either on the net or in a book from the library. It is helpful to look at the expression right before you are photographed so you can envision it on your face. You also need to decide how your face/head need to be positioned before we shot your photograph. Several shots will be taken.

3) Do some small, quick, non-detailed thumbnail sketches of your composite face. This helps you plan it out ahead of time so you will create the best composition. Remember this is a portrait. This means head, neck and some shoulder showing.

4) Once you have completed the previous steps and are ready to start on your final, lightly sketch the entire composition onto your final paper. Make sure that you have the correct proportions. This is a realistic portrait. You may want to grid part of your face to get it just right. The adornments and additions need to be drawn just as accurately. Use great care and observation in this step. If you don’t get it correct here, it will not be correct when it is completed.

5) Lay in all the correct values. There should be complete whites, complete blacks and all the values in between. It should look as close to a photograph when you are done as possible.

Part 2

1. Find a partner and trade completed projects. Write a one-page critique of your partners cultural self-portrait.
2. The critique should focus on proportion, lines and some values. The following link provides more information on writing a critique. [http://artsedge.kennedy-center.org/educators/how-to/tipsheets/student-critique.aspx](http://artsedge.kennedy-center.org/educators/how-to/tipsheets/student-critique.aspx%22%20%5Co%20%22http%3A//artsedge.kennedy-center.org/educators/how-to/tipsheets/student-critique.aspx%22%20%5Ct%20%22_blank).  You may also use the rubric for this assignment as a guide.
3. Complete the “student rating” section of the rubric at the end of this assignment.
4. Email the URLs for your research and the completed rubric to your instructor at art101@comfsm.fm.

MATERIALS: Reference materials, photo of yourself, drawing paper, drawing pencils, kneaded eraser (or clean eraser).

REQUIREMENTS:

Check this often to make sure your project includes ALL of the requirements.

* Use reference materials from other tribal cultures.
* Accurate rendering throughout the drawing.
* Self-portrait and additions work together successfully.
* The drawing is a portrait only (head, neck and shoulders).
* There is a complete range of correct values throughout the drawing.
* There are smooth blended transitions between value changes.
* **RATE YOUR WORK USING THE RUBRIC BELOW AND SUBMIT AS AN EMAIL ATTACHMENT.**

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| --- | --- | --- |
| Student Name: |  |  |
| Assignment: Cultural Self Portrait |  |  |
|  | Excellent | Average | Need Improvement | Unacceptable | Student Rating | Teacher Rating |
| **Collection of reference material – research**([Purdue OWL: MLA Formatting and Style Guide](https://www.google.fm/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0CDYQFjAB&url=https%3A%2F%2Fowl.english.purdue.edu%2Fowl%2Fsection%2F2%2F11%2F&ei=-cS9U_S4CYLg8AXYnoDADA&usg=AFQjCNFZiuxsHLgqxxMrU5iGig68uvLd5w&bvm=bv.70138588,d.dGc)) | 4 | 3 | 2 | 1 |  |  |
| Identified 3 -4 sources and sources were correctly cited in MLA style | Identified 2 sources and sources were correctly cited in MLA style | Identified only 1 source and source was correctly cited in MLA style | No sources provided OR sources not cited using MLA style |
| **Value Rendering** – full range of values – approaches realism | 9-10 | 7-8 | 5-6 | 4 or less |  |  |
| Portrait looks like “real” or like a photograph. | Some values used, but some areas still appear flat due to lack of values. | Only very light and very dark values used with no medium values. | Only contour lines used; portrait is very flat in appearance; no values |
| **Proportion –** proportions are accurate and approach realism. | 9-10 | 7-8 | 5-6 | 4 or less |  |  |
| Proportions follow rules of figure drawing.(Lesson 4 & 5). | Proportions are mostly accurate, but there is one or two errors (ex: one eye is a different shape than the other, one ear is smaller than the other) | Little attention given to proportions and portrait is distorted. | Most proportions are inaccurate. |
| **Craftsmanship -** Neat, clean & complete? Skillful use of the art tools & media? | 4 | 3 | 2 | 1 |  |  |
| Overall work is neat, clean, complete, and reflects appropriate use of the art elements, principles and techniques learned so far. | Overall work is somewhat neat and clean, reflects use of 2 or more art elements, principles and techniques. | Work is somewhat messy, incomplete and reflects use of only one art element, principle and technique. | Work is very messy, incomplete and use of art elements, principles and techniques are not illustrated. |
| **Critique** of classmates work. (attach a copy of what you wrote about your classmates art work) | 9-10 | 7-8 | 5-6 | 4 or less |  |  |
| Critique includes 4 parts - a description, analysis, interpretation and evaluation. Description is clear so that there is understanding. Identifies facts and own opinions. Has a specific position on the piece of artwork. Feedback for improvement is based on information learned in class. | Critique includes 3 of the 4 parts. Description leaves out some important explanations. Some confusion between facts and one’s own opinions. Position on the piece of artwork is not clear. Feedback for improvement is not based on information learned in class. | Critique includes only 2 parts. Description is very brief. Reader cannot distinguish between facts and opinions. There is no stated position on the artwork. There is no feedback. | Critique only says work is “good” or has only 1 part. |
| **Knowledge of Cultural Issues** | 9-10 | 7-8 | 5-6 | 4 or less |  |  |
| Tribe represented was identified and markings, clothing, hairstyle and or ornaments such as jewelry, or hats are specific to that tribe only. | Tribe represented was identified and markings, clothing, hairstyle and or ornaments such as jewelry, or hats belong to the identified tribe, but may also belong to tribes in other countries. | Tribal markings and ornaments are not easy to identify and are seen in many cultures. | There are few tribal markings or ornaments and portrait is a good representation of the artist’s own culture.  |
| **Evaluation of student work** | 2 |  |  | 0 |  |  |
| Student rating is within 4 points of instructor rating |  |  | Student rating is more than 4 points different from instructor rating |
|  |  |  | **TOTAL: 50****(points possible)** | **GRADE:** | Student Total: | Teacher Total: |