

Niamh O'Toole
Mixed Media

Scheme: The emotional expression of self-portraiture through mixed media (photography, drawing, painting and textiles)



Students will listen to pieces of **classical and contemporary instrumental music** and in a response, create a self-portrait using a range of media from drawing, ink, paint and textiles. They will use photography to create their primary source from which they will work from. They will study the work of **Irving Penn**, **Francis Bacon** and **Maurizio Anzeri** from which they will gain an insight into the possibilities of expressive portraiture through a range of mediums. They will look broadly at **self-portraiture** and **abstract expressionism** from which they will learn new skills and techniques that they can apply to their own work. Students will work on large A3 preliminary sheets alongside their work as a means of study, experimentation and practice.

No. of Lessons: 24
 6 week scheme
 4 classes per week (3 x single, 1 x double)
Total Time: 22 hrs
 20min

Group: 5th year
No. of Pupils: 18

Aims

To help pupils to:

- Develop visual literacy skills and be aware of the use of visual elements in composing a portrait.
- Develop technical skills, concepts and techniques in mixed media in order to facilitate and explore a subject matter.
- Develop their awareness of the significance of comprehensive visual research of their subject matter and the importance of careful selection of appropriate use and application of line, colour, tone and texture in conveying emotion and atmosphere.
- Have an overview of the principles, concepts and techniques used by a range of artists that focus on portraiture and abstract expressionism.
- Develop new skills, concepts and techniques in photography, drawing, painting and textiles, to facilitate and record the exploration of expressive self-portraiture.
- Understand processes of photography, drawing, painting and textiles, through exploration of practical and appreciative methods.
- Appreciate the importance of visual research of the subject matter through photography as a point of departure to inform and develop future work.
- Review and discuss work by Irving Penn, Francis Bacon and Audrey walker to increase students' awareness of abstract expressive self-portraiture and see how different approaches can inform their own work.

Overall Learning Outcomes for the Scheme

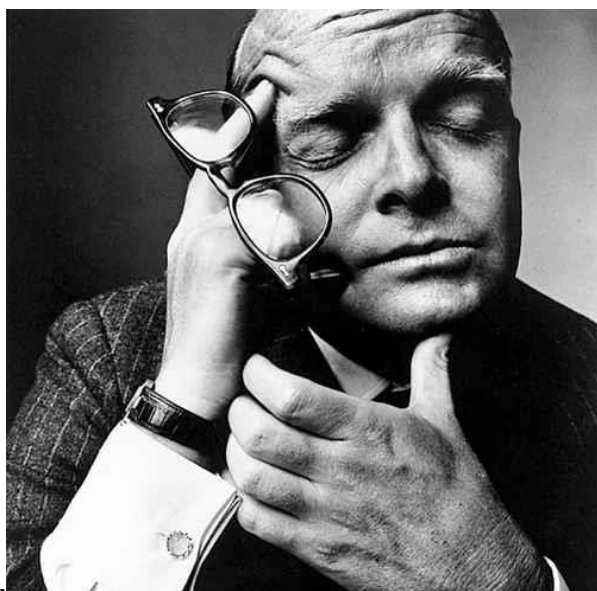
On completion pupils should be able to:

- Make an abstract expressive self-portrait by using the expansive knowledge and range of techniques that they have accumulated.
- Create a series of exploratory preliminary worksheets that focus on conveying emotion through visual elements using a range of mediums and techniques.
- Develop an understanding of the process of photographing and making observational and expressive drawings and transitioning what is learned into a finished mixed media piece.
- Have an understanding and ability to work with a variety of techniques in photography, drawing, painting and textiles through presentation, demonstration, experimentation and practice.

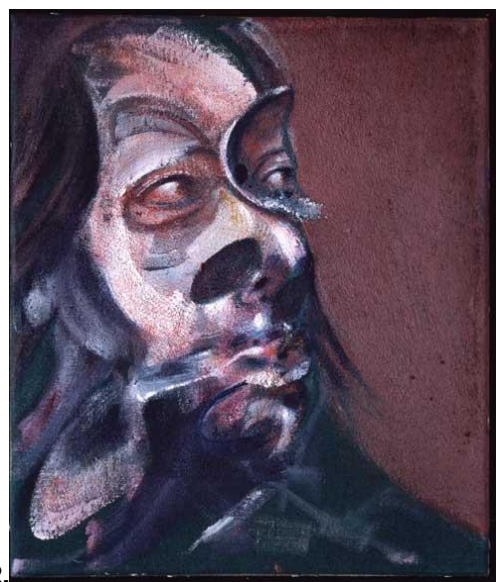
- Understand how thorough visual research and process development can inform and have an impact upon their final piece.
- Critically think while creating the work, and be able to critique and analyse their own work throughout the process through presentations and review sessions.
- Evaluate and critically look at work by analysing, discussing and critiquing in terms of the formal elements as well as the subject matter.
- Students will develop behaviours such as curiosity, initiative, and persistence that will help them engage with the world in productive ways. Students will be able to work independently or collaboratively to achieve stated goals.

Investigating/Exploring/Creating (include illustrations, especially your own art work):

- Students will listen to a few examples of different instrumental pieces, as a class they will discuss how the music makes them feel and take note of the different emotions for each piece of music.
- They will listen to ***Le Cygne – Le Carnival Des Animoux, Oliver Messiaen – Quartet for the End, Leon Minkus - Don Quixote Act 1: Quiteria's Variation, Pachelbel – Canon in D Major, Mozart – Requim, Ruglein and Ludmilla (Overture) - Glinka.***
- They will look at different artists in particular the work of Irving Penn, Francis Bacon and Maurizio Anzeri and discuss how they use different techniques to evoke emotion in their work.



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2.

3.



1. *Truman Capote* – Irving Penn
2. *Study of Isabel Rawsthorne* – Francis Bacon
3. *Herieth* - Maurizio Anzeri

- Students will look at examples of my own self-portraits and discussion the variety of ways one can express their inner emotions through different mediums.

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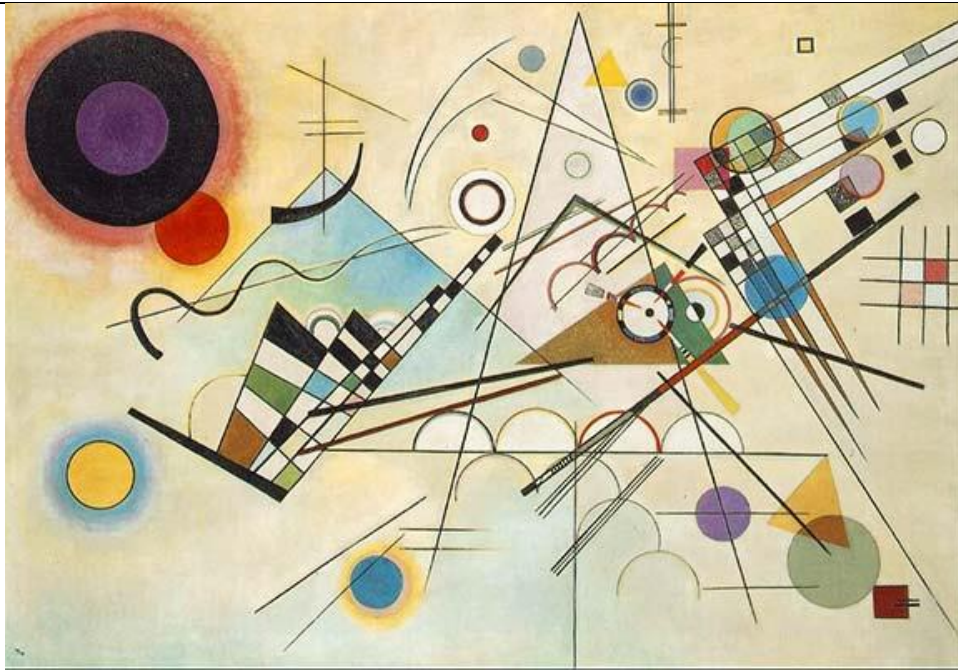
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4. *Morto* – Niamh O'Toole
5. *Self-Portrait* – Niamh O'Toole

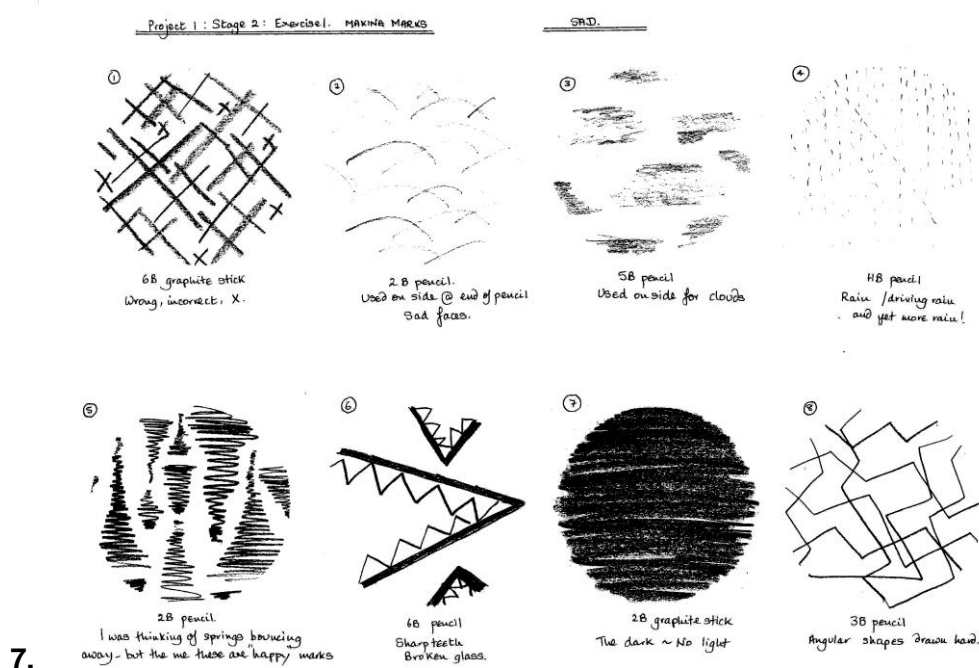
- Students will look at examples of abstract expressionism that illustrates the interpretation of music.

6.



6. Composition VIII - Wassily Kandinsky

- They will make drawings in response to the pieces of music and learn how to experiment with mark making using different tools and materials. These drawings will be used as preliminary work sheets.



7.

6. Example of a mark making preliminary worksheet.

- At this stage students will practice using a variety of different mediums – pencil, pen, ink, paint, charcoal, pastel to create their marks and experiment with colour, line and texture.
- Everything in their preliminary sheets will be labelled and annotated.
- While listening to music they will stage a portrait of themselves by working in pairs and directing their partner to take a photograph of them that represents an emotion/feeling the piece of music evokes.
- They will use their camera phones to take the original images. Later, when they choose a portrait they like they can retake it with a DSLR and tripod.
- They will use props, mirrors and lighting to help create their portraits.
- They will take note of the music and its corresponding image and write a brief description for each image.
- Students will brainstorm and discuss their ideas with each other after the initial images are taken by

displaying them on screen and having a group discussion.



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8. Response to *Ruglein and Ludmilla (Overture)* - Glinka

9. Response to *Le Cygne – Le Carnival Des Animoux*

- Students will present and describe their preliminary sheets and their images throughout.
- After they have chosen their final photograph and the piece of corresponding music they will begin making their self-portraits using a variety of materials.
- They will begin with pen, pencil and ink and refer to the experiments they made on their preliminary worksheets.

History and Critical Studies (include illustrations):

- Students will get a brief overview of **self-portraiture**.

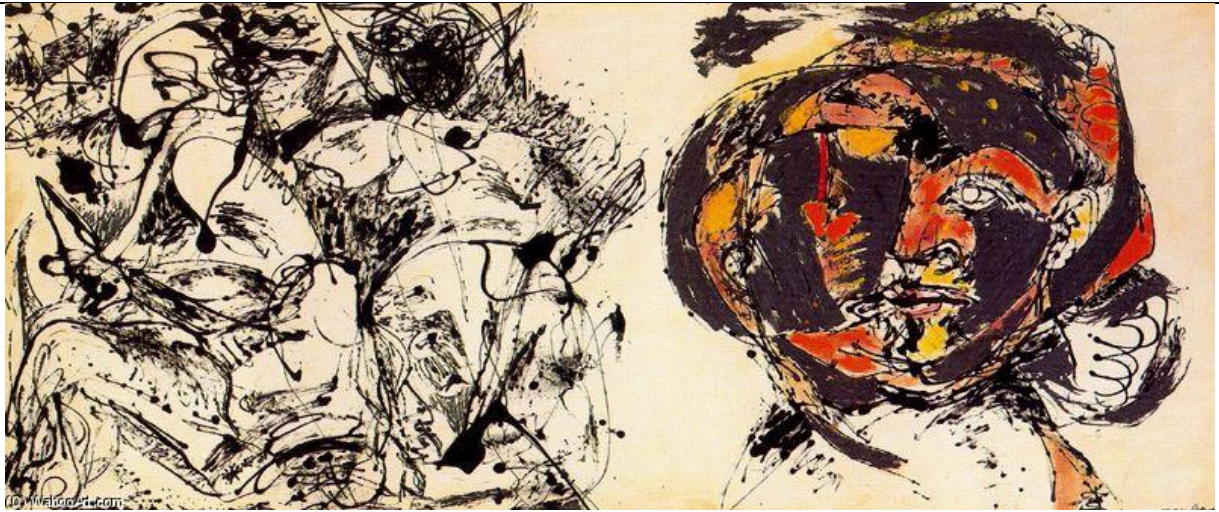


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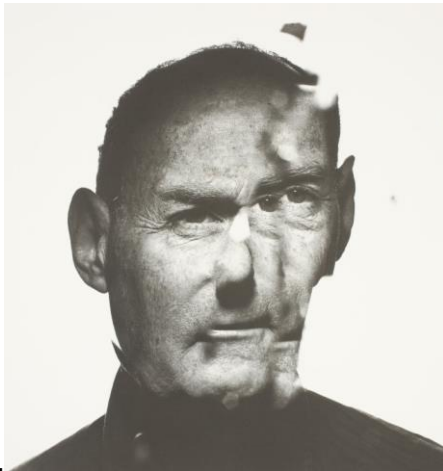
- They learn specifically about **abstract expressionism** – its artists, its legacy and how it relates to what they will be doing.



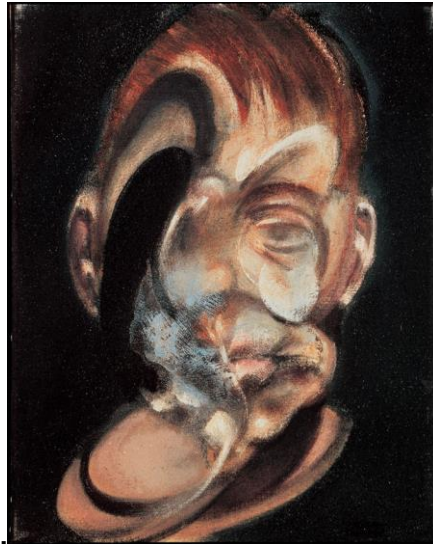
12. © J. Pollock/Art.com

12. *Portrait and a Dream* - Jackson Pollock

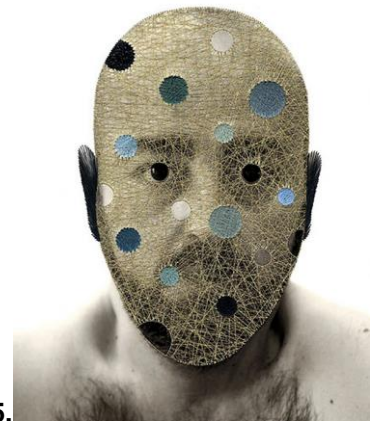
- They will learn about three different artists focus on their portraits - **Irving Penn**, **Francis Bacon** and **Maurizio Anzeri**.



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15.

13. *In A Cracked Mirror* – Irving Penn

14. *Self-portrait* – Francis Bacon

15. *Phase 2* - Maurizio Anzeri

- They will learn about **mixed media** and other artists that work in this medium/s.

Teaching/Learning Strategies:

- Powerpoint Presentations
- Group Discussions
- Preliminary Worksheets
- Questioning
- Presentation of work
- Demonstrations
- Work alongside students

Use of Digital Media:

- Techniques and knowledge that students learn in this scheme will be linked to digital photography which they can apply to future projects.
- Students will use their phones to capture images of their subject matter.
- Students will watch videos, presentations and examples of art and photography from a projector which will be linked to a PC.

- PC/IMAC
- Overhead projector
- Speakers
- Shared Google Drive folder
- Camera phones
- DSLR camera
- Prezi.com
- Youtube.com

Differentiation:

- Allow for stronger students to use a wider variety of tools and materials when experimenting and creating their self-portrait.
- Based on their level of skill and the speed at which they work consider both the scale and the view of the composition. Some students might be better suited to a head and shoulder's portrait and some might prefer a full-length portrait, etc.
- Students with hearing impairment need special consideration for this project. The music composition could be replaced with a piece of writing or a poem for example.

Literacy:

- Students will develop their literacy skills through class discussion, review sessions, questioning and presentations of work.
- They will develop their visual literacy skills through analysing various work during presentations.
- Students will learn new vocabulary related to painting and textiles.

Numeracy:

- Students will have to measure and calculate the scale of their compositions depending on the size of their canvas.
- Students will learn how to calculate white balance, aperture, focus and zooms when using digital cameras.

Materials/Resources/Facilitates:

- Paper
- Pencils
- Pens
- Other drawing tools
- Inks
- Paints
- Fabric
- Thread
- Needles

Timeline/Sequence of Lessons:

Week 1:

Lesson 1 (Single):

- Introduction to project.
- Give presentation on the work of Francis Bacon, Irving Penn and Audrey Walker.
- Have a class discussion.
- Discuss portraits in relation to emotion, describe how they use certain techniques to achieve this.
- Play samples of music and have a discussion on the feelings that are evoked when listening.
- Get everyone to set up link to google drive account and make sure it's working.

Lesson 2 (Double):

- Have everyone work in pairs
- Get them to take photographs of each other when music is playing using different postures, expressions, props, mirrors and lights to help evoke the emotion from the piece of music.
- Have them select the best of each photograph and upload it to the google drive account with their name, the title of song and the emotion.

Lesson 3 (Single):

- Give presentation on abstract expressionism.

- Set up timed drawing exercise in response to the music played.

Lesson 4 (Single):

- Give them each their photographs.
- Have them make quick drawings of each of their photographs in response to the music.

Week 2:

Lesson 5 (Single):

- Have them pick out a single picture. Print them off large. This will be their primary source for the rest of the project.
- Have them give a presentation on their preliminary sheets so far and what they intend for to do for their large self-portrait.
- Have students give each other advice.
- Have students make a preliminary sheet sampling the techniques and materials they will use for their large self-portrait. They will consider their use of line, texture, tone and colour and experiment using a range of materials and tools. (pencil, pen, ink, paint, pastel, etc.)

Lesson 6 (Double):

- Give presentation on line, tone, texture and colour.
- Give demonstration experimenting with these elements.
- Have students continue preliminary sheet.

Lesson 7 (Single):

- Have students continue preliminary sheet.

Lesson 8 (Single):

- Have students finish preliminary sheet.
- Have students give presentation discussing their preliminary sheet and plan for their self-portrait.

Week 3:

Lesson 9 (Single):

- Give a demonstration on prepping canvas and talk about surface materials.
- Have students prep their own canvases and leave to dry.

Lesson 10 (Double):

- Students work on their large self-portrait while referring to their preliminary sheet and responding to the piece of music.

Lesson 11 (Single):

- Students work on their large self-portrait while referring to their preliminary sheet and responding to the piece of music.

Lesson 12 (Single):

- Students work on their large self-portrait while referring to their preliminary sheet and responding to the piece of music.

Week 4:

Lesson 13 (Single):

- Students work on their large self-portrait while referring to their preliminary sheet and responding to the piece of music.

Lesson 14 (Double):

- Give presentation on textile art and techniques.
- Have students experiment with new techniques on preliminary sheets.
- Students work on their large self-portrait while referring to their preliminary sheet and responding to the piece of music.

Lesson 15 (Single):

- Have students begin incorporating textiles into their work.
- Students work on their large self-portrait while referring to their preliminary sheet and responding to the piece of music.

Lesson 16 (Single):

- Students work on their large self-portrait while referring to their preliminary sheet and responding to the piece of music.
- Students present and review their work, giving each other advice.

Week 5:

Lesson 17 (Single):

- Students work on their large self-portrait while referring to their preliminary sheet and responding to the piece of music.

Lesson 18 (Double):

- Students work on their large self-portrait while referring to their preliminary sheet and responding to the piece of music.

Lesson 19 (Single):

- Students work on their large self-portrait while referring to their preliminary sheet and responding to the piece of music.

Lesson 20 (Single):

- Students work on their large self-portrait while referring to their preliminary sheet and responding to the piece of music.

Week 6:**Lesson 21 (Single):**

- Students work on their large self-portrait while referring to their preliminary sheet and responding to the piece of music.

Lesson 22 (Double):

- Students start finishing up their self-portraits.
- They give a presentation on their work and how they developed it.
- They note the changes they made from their original ideas.
- Discuss how we should exhibit the work.

Lesson 23 (Single):

- Organise an exhibit.

Lesson 24 (Single):

- Create exhibition in school.

Assessment Rubric: