

**Teacher:** Ms. Bielecki **Lesson Title:** Artist Portraits (Native American Heritage & Black History Month)

**Class:** 7<sup>th</sup> Grade Elective (2 sections) **Time:** ~12+ sessions

**Essential Qs:** How can I draw a portrait from observation using step-by step face proportion guidelines and value shading techniques (blending stump, smudging, and an ebony pencil)?

**Blueprint Benchmark:** “Students hone observation skills and discuss works of art; develop visual arts vocabulary to describe art making, the tools and techniques used to produce art, and the elements and principles of design; interpret artwork by providing evidence to support assertions; reflect on the process of making art.”

**Project Overview:** In recognition and celebration of Native American Heritage Month (November) and Black History Month (coming up in February), students learn about 2 Native American artists: Wendy Red Star and Jeffrey Gibson, and 2 African American artists: Kehinde Wiley and Faith Ringgold. Students learn about 3 forms of balance: Symmetrical, Asymmetrical, and Radial. Students learn step-by-step how to create recreate the basic proportions in the human face. Students first practice face proportions while following along with a step-by step class packet with illustrations and accompanying text. They add imaginary individual characteristics to the practice portrait. After the practice run, students are introduced to the artwork of Wendy Red Star, Jeffrey Gibson, Kehinde Wiley, & Faith Ringgold through discussion. Students then choose an artist portrait to draw (Wendy Red Star, Jeffrey Gibson, Faith Ringgold, or Kehinde Wiley). Students start out with the basic face proportion guidelines (up to step 8) and then adjust and add the individual characteristics that they observe in the reference photo. This lesson is vital for students to learn in preparation for Piece 1-3 portfolio requirement for art high school auditions. Students also learn how to give “kind, specific, and helpful” feedback through a “glow” and “grow” activity.

**Project Objectives:** SWBAT...

- Discuss the artwork of contemporary artists: Wendy Red Star, Jeffrey Gibson, Kehinde Wiley, and Faith Ringgold.
- Create a practice portrait following a step-by-step guide to establish placement and proportion within the face.
- Create a portrait of an artist using proportion techniques and value shading techniques (ebony pencil, blending with tortillon, smudging) from observation.

**Materials:** Paper, pencils, ebony pencils, erasers, rulers, step-by-step proportion packets, tortillons (blending stumps), reference images of artists, PowerPoint slides.

**Vocab:** Symmetrical, asymmetrical, radial balance, portrait, proportion, value, blending stump, ebony pencil

**Vocab4all: elaborate, inference, shift:** *Can you elaborate? What inferences can we make about the work? Does knowing the title of the work shift or support your ideas about the art work?*

**Procedure:**

**Day 0 (Prior):** Teach students (individually and in small groups) how to draw a perfect circle using the “compass method” where you turn your hand into a compass and turn the paper to create a circle.

**Day 1:** Face proportion technique practice (see slides and step-by-step packet). Highlight that the human body and face is symmetrical, discuss what it means as a class. Pass out printer paper. Go through all steps together as a class, ensure that everyone understands, assist students in need, let students move ahead independently at their pace through the steps. Go over mistakes to avoid when drawing a portrait (slides).

**Day 2:** Add individual characteristics to portrait practice run. Assist struggling students, catch-up students that were absent (small group table).

**Day 3:** Artists Introduction (see slides) and discussion + artist portrait selection.

Lenape Land Acknowledgment, intro to Native American Heritage Month and Black History Month

**Wendy Red Star:**

- *The Last Thanks, 2006.*
- *Fall, 2006. (from Four Seasons, 2006).*

**Jeffrey Gibson:**

- *People Like Us, 2018.*
- *Let Everything Happen To You, 2020.*
- *Our Freedom Is Worth More Than Our Pain, 2017.*

**Faith Ringgold:**

- *Woman on a Bridge #1 of 5: Tar Beach, 1988.*
- *We Came to America. 2016.(Children's book).*

**Kehinde Wiley:**

- *Napoleon Leading the Army over the Alps, 2005.*
- *Rumors of War, 2019. Times Square, NYC.*

Provide 1 of each artist portrait reference at each table (students decide which one they will draw). Students may begin the proportion guidelines up to step 8 using packet if time allows.

**Day 4-10:** Observational drawing from reference: adding details, value, characteristics. Emphasize that you will need to trust the process, not to rush, draw lightly at first and slowly introduce shading and darker values. Share my example portrait of Faith Ringgold. Introduce smudging with tortillon (blending stump), finger, or tissue for even subtle shading. Introduce ebony pencils for creating darker values. Introduce placing paper under hand to protect paper and hand when shading. Review value scale. Have small gallery walk so that students see each other's work in progress.

**Day 8-9 (Towards Project End):****Lesson Objectives:** SWBAT...

- Assess their own progress on their artist portrait through a criteria checklist and think-write-pair-share.
- Give peers "good" (kind, specific, helpful) feedback through a glow and grow activity and gallery walk of in-progress work.

At this point students are midway/ finishing up their portraits, some are finished and working on practicing observational drawing of variety of unique face features (eyes, nose, mouth, ears) on a packet.

1. Have students move seats according to the new seating chart for this lesson displayed on the board. Do Now drawing "It's computer security day, draw a person using a computer." -this relates to observational drawing of people and recent internet safety school assembly.
2. Review techniques we have learned for creating values in our work. *What techniques have we learned to create values in our work?* Ebony pencils for darker values and bold lines. Blending stump for creating subtle grays and creating a smooth finish. You can also smudge with a tissue or fingers.
3. Think-Write-Pair-Share.

Share one thing you think you did well and share one thing you think you can improve on with a partner at your table. Can be pairing of 2 or three. Share out as a class. *Was there something you shared in common in your responses?*

4. Kind Specific Helpful feedback.

Go over “good” feedback example and emphasize the positive purpose of glows and grows. The goal is to make each other better, not to make people feel bad. Students are not out to insult each other, make hurtful remarks, or write anything off topic. Introduce sentence starters for “glow” and “grows” (slides & class poster).

5. Gallery walk rotations at group tables for peer “glow” and “grows.” The work stays put on table (reference and work side-by side and glow and grow sheet underneath. I announce rotations and encourage students to be specific and elaborate on what they liked/ their suggestions.

6. Reflect & clean-up

*What was one glow that you gave to someone? What was one grow you gave to someone? What did you notice while walking around the room to see each other’s work?*

**Day 10- Last:** Finishing touches, complete work, start/continue face features packet, reflect on the project as a whole (challenges, techniques and strategies, what they liked).

**Formative Assessment:** Observation of student work while circulating the room, monitoring behavior and appropriate discussion and use of materials, class discussions for artwork, think-write-pair-share, clip board (record class participation)

**Differentiation:**

Rearrange seating for the Glow and Grow activity (mix ability, language assistance, split-up talkers)

Student Choice in Do Now and artist that they draw (varies in difficulty).

Provide translation of self-assessment and glow and grow sentence starters for ENL students. Also give them opportunity to write in the language they are most comfortable in.

For early finishers, I provide more challenge with the face features packet.

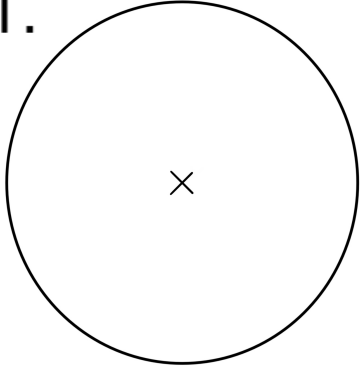
Select students will not be participating in the Glow and Grow activity because they need to catch up on work due to services or absences (give them face practice packet instead).

I often redirect students’ attention to work and ask them about their next steps several times in the period (especially if they get easily distracted).

Particular attention to lower performing students who are struggling with sketching the face features and need more encouragement, redirection, and guidance. Sentence starters are available to students on the board, poster, and small card at their table.

# HUMAN FACE PROPORTIONS DRAWING EXERCISE

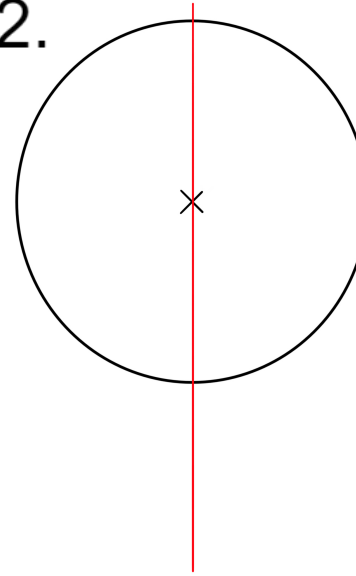
1.



**Make an "x" to mark the center of your circle.**

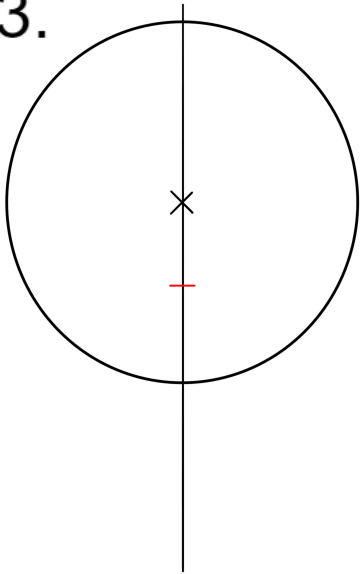
**Create a circle using the compass method.**

2.



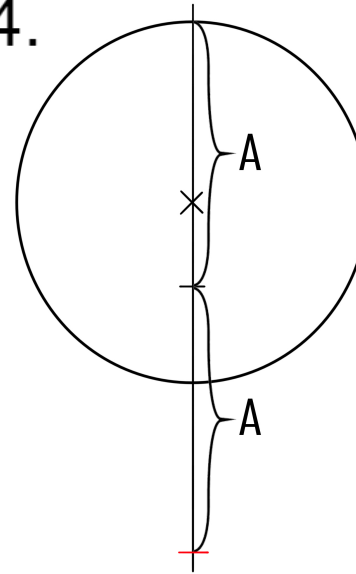
**Draw a straight vertical line down the center of the circle, extending it past the circle as shown**

3.



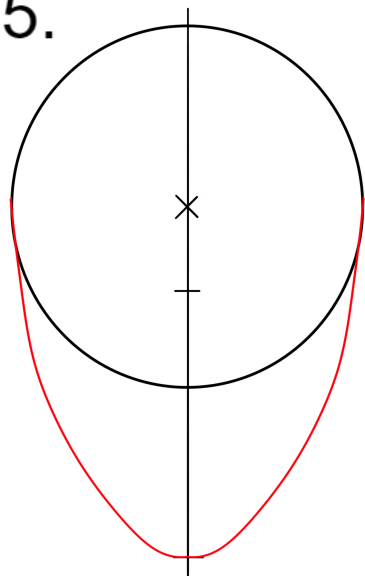
**Mark the middle of the lower half of the circle on the vertical line**

4.



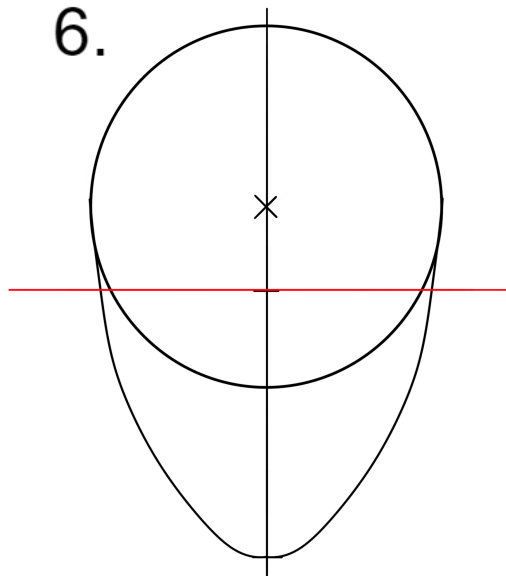
**Mark the chin by duplicating the length of "A" on the vertical line below.**

5.



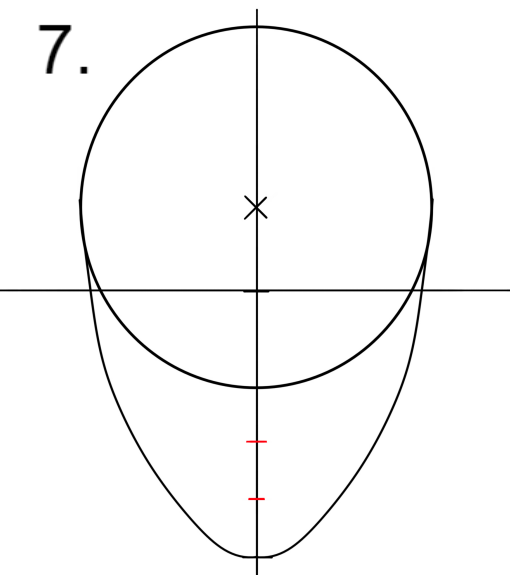
**Draw the lines connecting the circle with the chin line. It becomes an egg-like shape, which is the basis for the head.**

6.



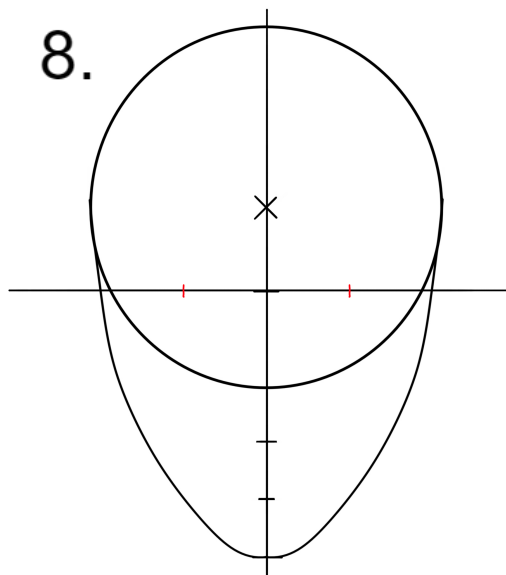
**This line represents where the eyes will go.**

7.



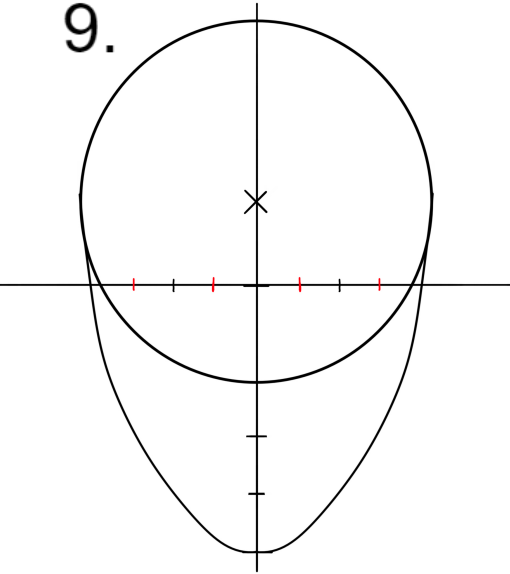
**Divide this lower section into three with two marks as shown. These marks represent center of lips and top of chin.**

8.



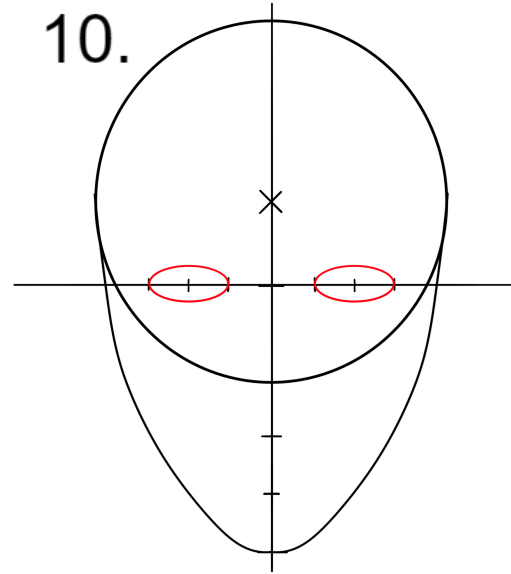
**On the eye line, mark the center of the right and left half. This marks the pupils.**

9.



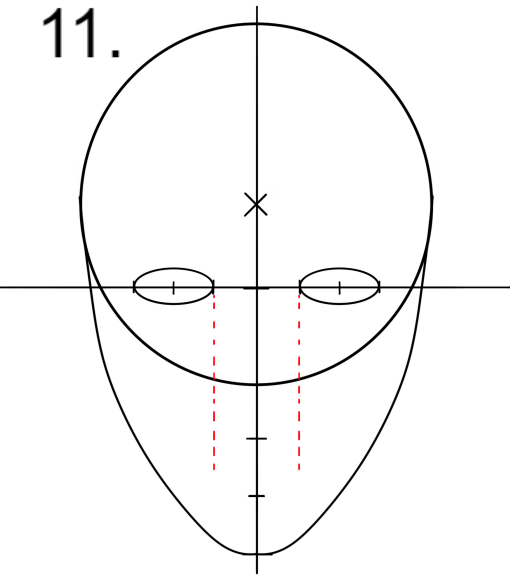
**Mark the middle of the distance from the pupil and the center, and the middle of the distance from the pupil and the edge of the face.**

10.



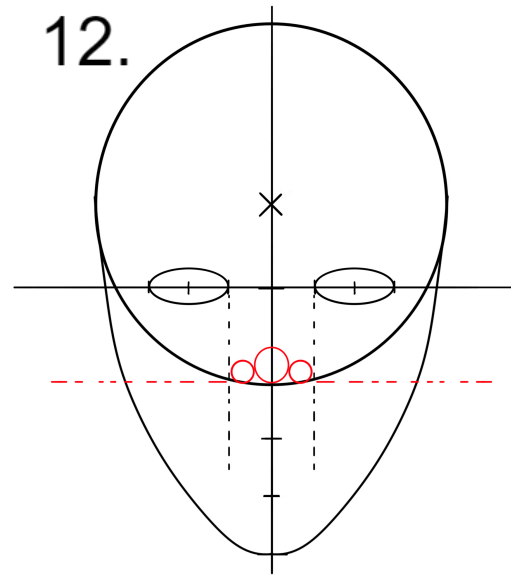
**Create the oval shapes for the eyes as shown.**

11.



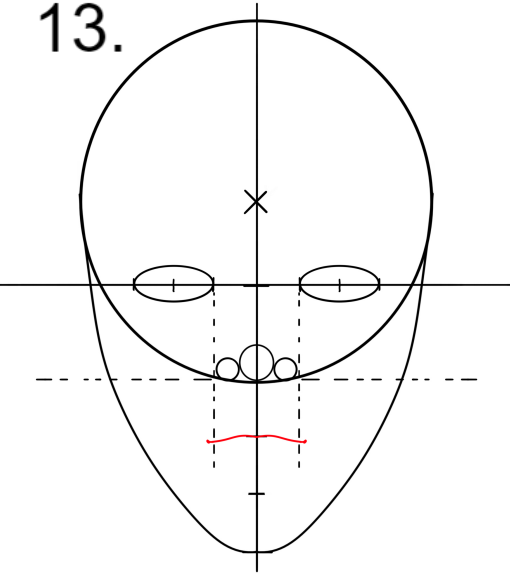
**Extend the inner edges of the eyes downwards vertically. These are represented by the two dotted lines.**

12.



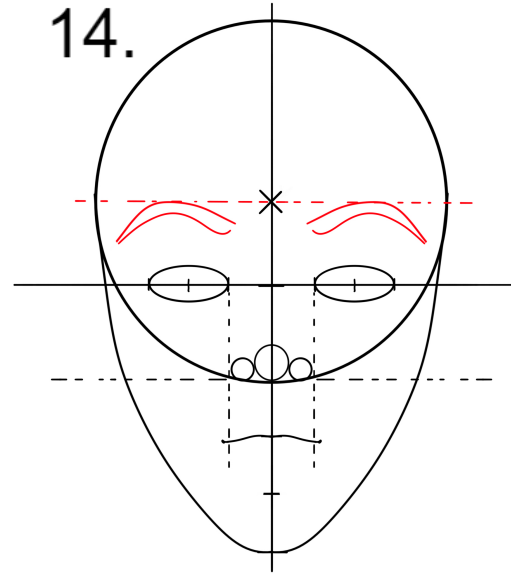
**This line marks the bottom of the nose. To create the bottom line of the nose, draw the circles as shown.**

13.



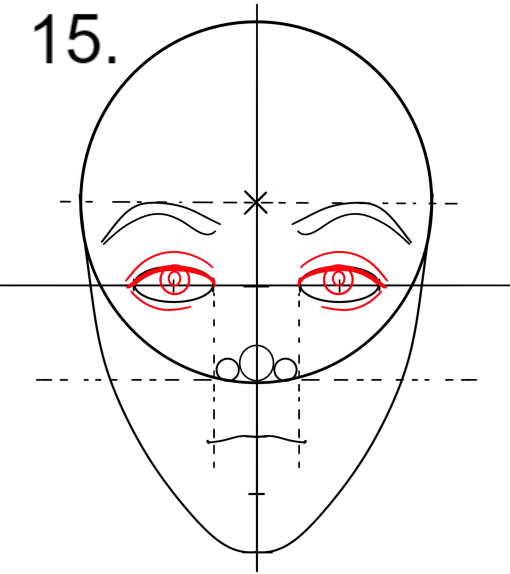
**Draw the center line  
of the mouth (where  
the lips meet).**

14.



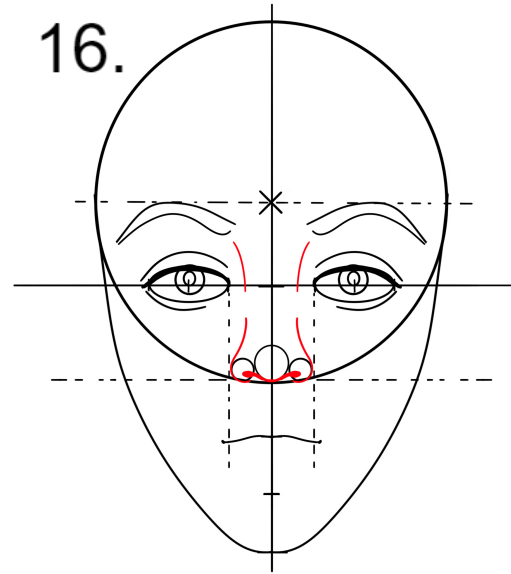
**The dotted line  
represents where  
the arch of the  
eyebrows go. Draw  
the eyebrows.**

15.



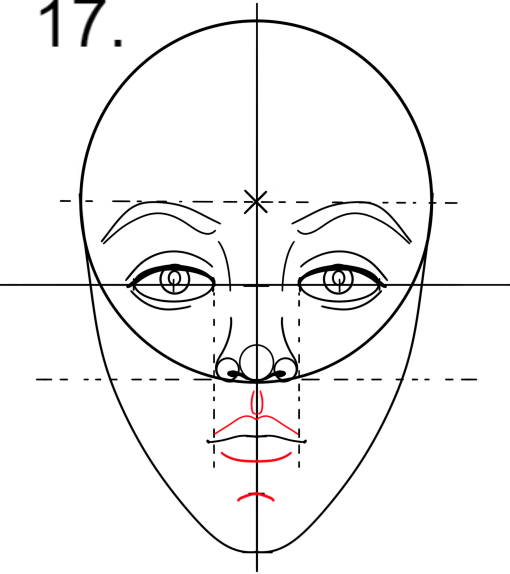
**Draw the irises and  
pupils. Then draw  
the eyelids.**

16.



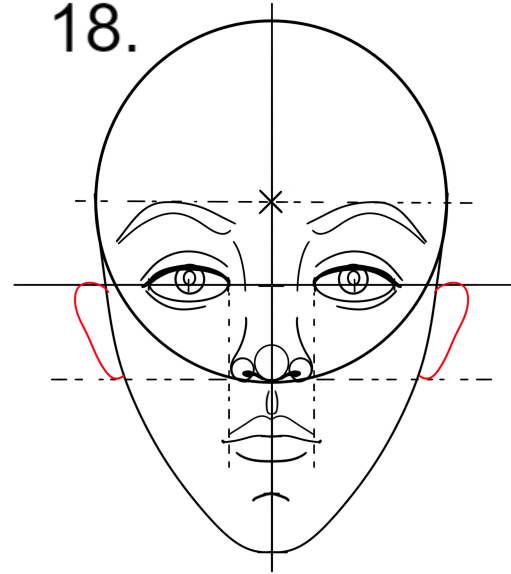
**Using the 3 circles as  
a guide, draw the  
bottom of the nose  
(including the  
nostrils). Draw the  
sides of nose  
extending up  
towards start of  
eyebrows.**

17.



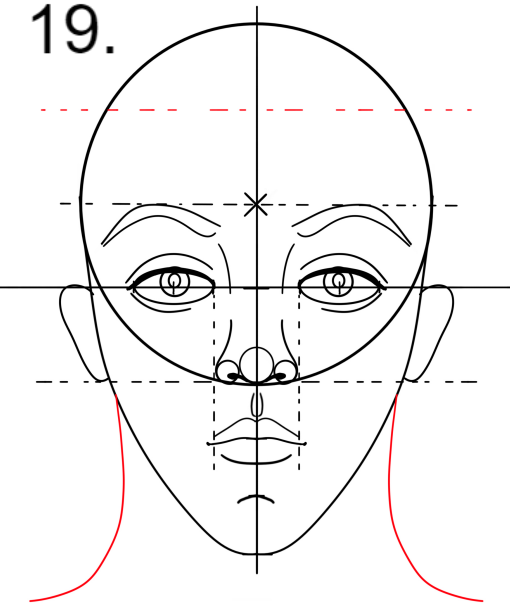
**Draw the top and bottom lip lines, and a curve for the top of chin.**

18.



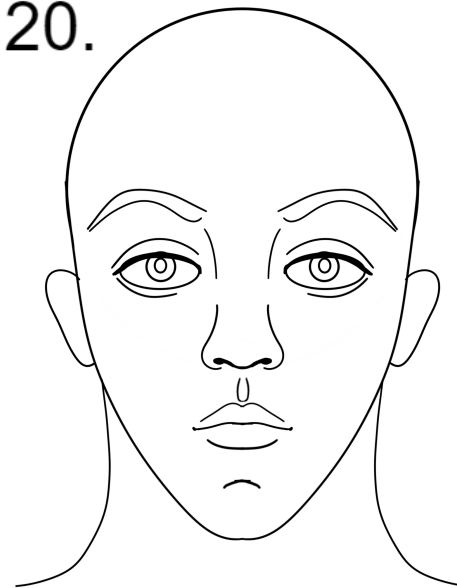
**The ears go between nose line and eye line on the sides of the head.**

19.



**Draw lines for the neck as shown. The dotted line represents where the hair line may go. You can draw any hair style you like.**

20.

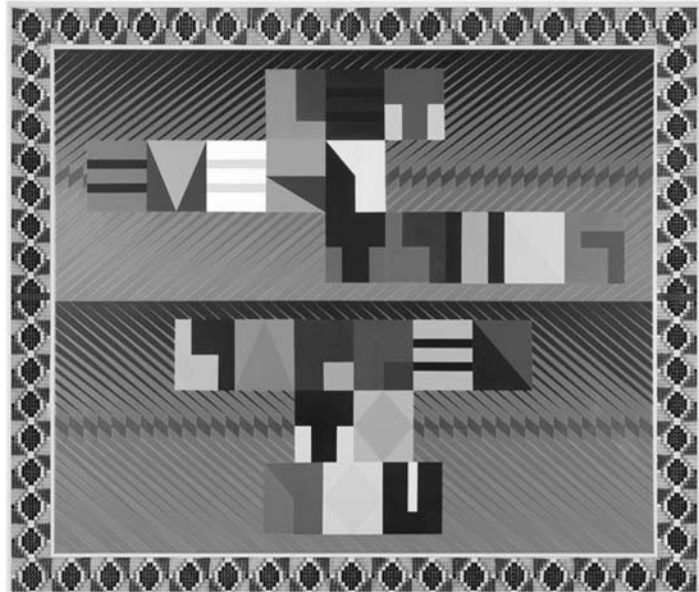


**Erase guidelines that you no longer need. This drawing is an exercise in representing basic human face proportions. You can then add details you actually see or imagine them to be.**





*PEOPLE LIKE US, 2018. Over 5ft tall.*



*LET EVERYTHING HAPPEN TO YOU, 2020. ~4x5 ft.*

## Jeffrey Gibson

**Native American Artist-based in Hudson, NY.**

**Born 1972 in Colorado.**

**Queer Native American man of Choctaw & Cherokee descent.**

**Trained as a painter, he also creates multifaceted sculptures that draw upon his heritage to explore the complexity of identities, specifically those of Native Americans in today's culture.**

**He first received significant acclaim for his punching-bag series, which became a cathartic way for him to explore his anger around race, class, and entitlement. In this series and other work, he unites Indigenous aesthetics (such as rawhides, geometric patterns found on parfleche containers, beadwork, and powwow regalia) with non-Native influences (including modernist geometric abstraction, dance clubs, pop music, and sports). Over the years, Native craftspeople taught him specific beadwork and drum-making techniques, which he utilizes to this day. By doing so, Gibson builds upon Native American traditions to create his own visual language.**



*OUR FREEDOM IS WORTH MORE THAN OUR PAIN, 2017.*

Over 9ft tall.



**WENDY RED STAR**

**JEFFREY GIBSON**

**FAITH RINGGOLD**

**KEHINDE WILEY**



*The Last Thanks, 2006.*



*Fall, 2006. (from Four Seasons, 2006)*

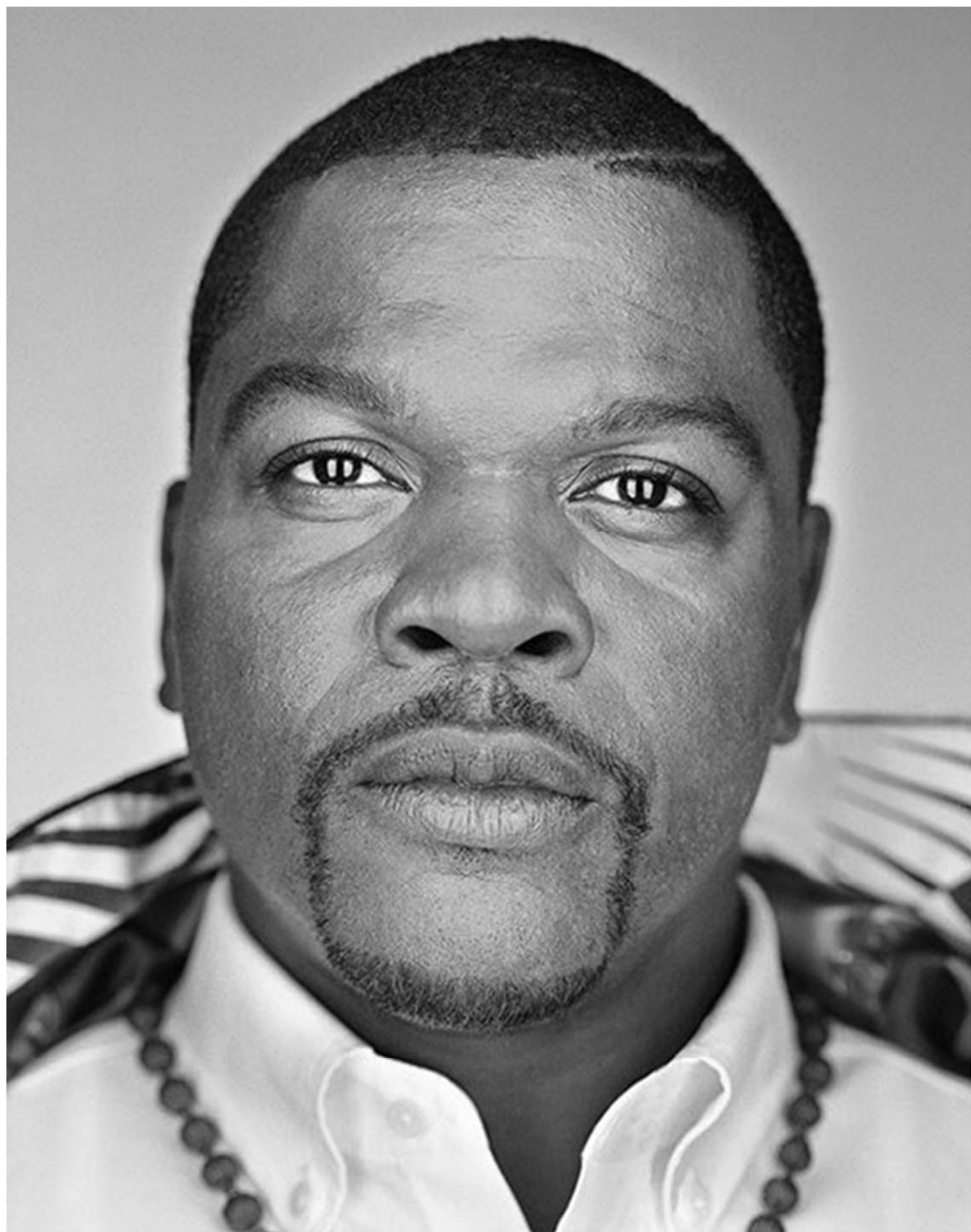
## **Wendy Red Star**

**Native American Artist-  
based in Portland, OR.**

**Born 1981 in Montana.**

**Growing up on the Apsáalooke (Crow) reservation in Montana, Wendy Red Star was immersed in Crow culture and art.**

**Today, Red Star explores her cultural heritage and the role of Native women through a variety of media, including photography, sculpture, video, fiber arts, and performance.**





*Napoleon Leading the Army over the Alps, 2005.*

## **Kehinde Wiley**

**New York-based  
Portrait Painter.**

**Born 1977 in  
California.**

**Wiley's work reflects his profound understanding of portraiture's ability to construct images that convey the power of the sitter and to highlight the fact that he and other brown and Black people have been written out of this historical narrative. Through his work, he redresses this omission, offering a counter narrative.**



*Rumors of War, 2019. Times Square, NYC.*



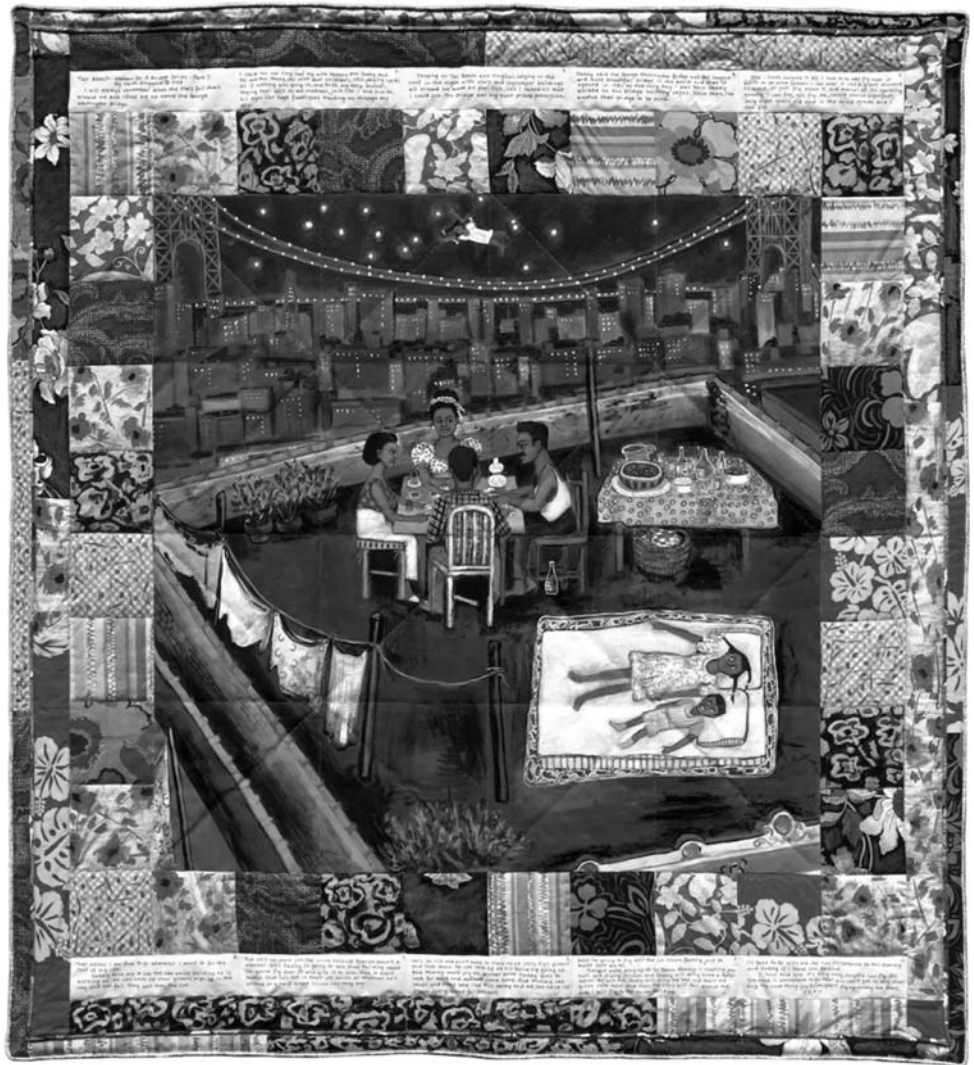
## We Came to America

By FAITH RINGGOLD

We came to America,  
Every color, race, and religion,  
From every country in the world.  
Some of us were already here  
Before the others came.  
And some of us were brought in chains,  
Losing our freedom and our names.  
We came to America  
Every color, race, and religion,  
From every country in the world.  
We traveled from our birthplace  
By boat and by plane.  
Some of us came running  
From injustice, fear, and pain.  
We came to America,  
Every color, race, and religion,  
From every country in the world.  
We brought along our joyful songs,  
Our stories wise and true.  
Our music colored the air,  
Beautiful sounds and patterns everywhere.  
Our joyful dance now freed our pain,  
Gently, like soothing rain.  
Our food, our fashion, and our art  
Made America great.  
We came to America,  
Every color, race, and religion,  
From every country in the world.  
In spite of where we came from,  
Or how or why we came,  
We are all Americans,  
Just the same.



Faith Ringgold's children's book,  
*We Came to America*. 2016.



*Woman on a Bridge #1 of 5: Tar Beach, 1988.*

## Faith Ringgold

**New York-based Artist & Educator.  
Born 1930. (over 90 years old!)**

**American painter, writer, mixed media  
sculptor, educator, and performance  
artist.**

**She is best known for her narrative quilts  
and children's books.**

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Grade: \_\_\_\_\_

## Artist Portraits Self-Assessment

### Artist Portraits Criteria Check List:

- ☐ Did I use my class time fully to complete my work?
- ☐ Did I draw the portrait big enough to fill the paper?
- ☐ Are the proportions accurate in the face? Are facial features in the right size, shape, and position?
- ☐ Do I have at least 6 or more values in my work? Did I create values using the blending stump and ebony pencil?
- ☐ Did I capture all of the details that I see in the reference? (shadows and highlights, wrinkles, texture, facial hair, accessories, clothing, background, etc.)
- ☐ Is my work neat, free of stray marks, smudges, tears, rips, folds, and mistakes?

One thing that I did well is...

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One thing that I could do better is...

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PEER GLOW & GROW FEEDBACK for \_\_\_\_\_

| Glow | Grow |
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|      |      |

Name: \_\_\_\_\_

| Glow | Grow |
|------|------|
|      |      |

Name: \_\_\_\_\_

| Glow | Grow |
|------|------|
|      |      |

Name: \_\_\_\_\_

| Glow | Grow |
|------|------|
|      |      |

Name: \_\_\_\_\_

| Glow | Grow |
|------|------|
|      |      |

Name: \_\_\_\_\_

| Glow | Grow |
|------|------|
|      |      |

Name: \_\_\_\_\_

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Grade: \_\_\_\_\_

## Artist Portraits Self-Assessment

### Lista de verificación de criterios para retratos de artistas:

- ☐ ¿Utilicé mi tiempo de clase completamente para completar mi trabajo?
- ☐ ¿Dibujé el retrato lo suficientemente grande como para llenar el papel?
- ☐ ¿Son exactas las proporciones en el rostro? ¿Los rasgos faciales tienen el tamaño, la forma y la posición correctos?
- ☐ ¿Tengo al menos 6 o más valores en mi trabajo? ¿Creé valores usando el difuminador y el lápiz de ébano?
- ☐ ¿Capturé todos los detalles que veo en la referencia? (sombras y luces, arrugas, textura, vello facial, accesorios, ropa, fondo, etc.)
- ☐ ¿Mi trabajo está limpio, libre de marcas perdidas, manchas, rasgaduras, rasgaduras, pliegues y errores?

**Una cosa que hice bien es...**

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**Una cosa que podría hacer mejor es...**

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PEER GLOW & GROW FEEDBACK for \_\_\_\_\_

| Glow | Grow |
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|      |      |

Name: \_\_\_\_\_

| Glow | Grow |
|------|------|
|      |      |

Name: \_\_\_\_\_

| Glow | Grow |
|------|------|
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Name: \_\_\_\_\_

| Glow | Grow |
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|      |      |

Name: \_\_\_\_\_

| Glow | Grow |
|------|------|
|      |      |

Name: \_\_\_\_\_

| Glow | Grow |
|------|------|
|      |      |

Name: \_\_\_\_\_

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Grade: \_\_\_\_\_

## Artist Portraits Self-Assessment

### Контрольный список критериев портретов художников:

- ☐ Полностью ли я использовал время занятий для выполнения работы?
- ☐ Нарисовал ли я портрет достаточно большим, чтобы заполнить весь лист бумаги?
- ☐ Точные ли пропорции лица? Являются ли черты лица правильного размера, формы и положения?
- ☐ Есть ли у меня в работе хотя бы 6 или более ценностей? Создавал ли я значения, используя растушевку пня и черного карандаша?
- ☐ Уловил ли я все детали, которые вижу в ссылке? (тени и блики, морщины, текстура, волосы на лице, аксессуары, одежда, фон и т. д.)
- ☐ Является ли моя работа аккуратной, без пометок, пятен, разрывов, разрывов, складок и ошибок?

Одна вещь, которую я сделал хорошо, это...

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Единственное, что я мог бы сделать лучше, это...

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PEER GLOW & GROW FEEDBACK for \_\_\_\_\_

| Glow | Grow |
|------|------|
|      |      |

Name: \_\_\_\_\_

| Glow | Grow |
|------|------|
|      |      |

Name: \_\_\_\_\_

| Glow | Grow |
|------|------|
|      |      |

Name: \_\_\_\_\_

| Glow | Grow |
|------|------|
|      |      |

Name: \_\_\_\_\_

| Glow | Grow |
|------|------|
|      |      |

Name: \_\_\_\_\_

| Glow | Grow |
|------|------|
|      |      |

Name: \_\_\_\_\_

| <b>GLOW</b>                              | <b>GROW</b>                   |
|------------------------------------------|-------------------------------|
| I like how you...                        | Next time try to...           |
| You did a good job...                    | You might want to add...      |
| I think the best part of your work is... | One suggestion would be to... |
| You succeeded in...                      |                               |

| <b>СВЕТИТЬСЯ</b>                            | <b>РАСТИ</b>                      |
|---------------------------------------------|-----------------------------------|
| Мне нравится, как ты...                     | В следующий раз постарайся...     |
| Ты сделал хорошую работу...                 | Возможно, вы захотите добавить... |
| Я думаю, лучшая часть твоей работы - это... | Одним из предложений было бы...   |
| Вам удалось...                              |                                   |

| <b>GLOW</b>                              | <b>GROW</b>                   |
|------------------------------------------|-------------------------------|
| I like how you...                        | Next time try to...           |
| You did a good job...                    | You might want to add...      |
| I think the best part of your work is... | One suggestion would be to... |
| You succeeded in...                      |                               |

| <b>BRILLO</b>                               | <b>CRECER</b>              |
|---------------------------------------------|----------------------------|
| Me gusta como tu...                         | La próxima vez intenta...  |
| Hiciste un buen trabajo en...               | Tal vez quieras agregar... |
| Creo que la mejor parte de tu trabajo es... | Una sugerencia sería...    |
| Lo lograste...                              |                            |

Assessment Rubric for  
**Artist Portraits (100 points)**

STUDENT NAME: \_\_\_\_\_ INSTRUCTOR: Ms. Bielecki ART Class \_\_\_\_\_

|               | CATEGORIES                                                                                                                                                       | 10 points                                                                                                                                                                                           | 7 points                                                                                                                                    | 2 points                                                                                                                                           | 0 points                                                  | GRADE |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-------|
| CLASS TIME    | Good use of <b>CLASS TIME</b> was exhibited.                                                                                                                     | Student took time to develop design & complete project. Project is not rushed. Good use of class time was exhibited.                                                                                | Student completed project on time. A little rushed but good class time was exhibited.                                                       | Student rushed through project. Student displayed several days of inattentiveness to project. Only worked on the project outside of class.         | Student did not turn in any work.                         |       |
| Proportion    | Student's work demonstrates knowledge of step-by-step <b>PROPORTION</b> guidelines/rules in portraits.                                                           | Student drew the guidelines lightly and accurately. Exceptional care was put into facial feature positions, sizes, and shapes. Student's guidelines are hardly visible.                             | Student mostly depicted proportions and features accurately. A few guidelines may still be visible and are not erased.                      | Student did not erase guidelines or did not use them at all. The guidelines, position, shape, size of features is all inaccurate or misunderstood. | Student did not turn in any work                          |       |
| VALUE         | Student created at least 6 <b>VALUES</b> using several techniques (ebony pencil, blending stump, smudging & shading).                                            | Student shaded in their work fully with more than 6 values. There are clearly areas that are really dark & areas left really light with several grays in between. Exceptional use of tools & media. | Student shaded their work with at least 6 values but the work may lack contrast (shadows or highlights) or grays in between in a few areas. | Student attempted coloring in their work but it clearly is not complete. There is lots of white unfinished space.                                  | Student did not color in their work/ or turn in any work. |       |
| DETAILS       | Student clearly represented several <b>DETAILS</b> in their work (shadows, highlights, wrinkles, texture, facial hair, accessories, clothing, background, etc.). | Work done with exceptional care, attention to detail, and effort. Student included all of the details listed and beyond.                                                                            | Student's work has some details, but there could be more added. Student may not have depicted the background in detail.                     | There any hardly any details in the student's work. Clearly work is unfinished.                                                                    | Student did not turn in any work.                         |       |
| CRAFTSMANSHIP | Student's <b>CRAFTSMANSHIP</b> is demonstrated in work that shows skill and is free of smudges, tears, rips, folds, stray marks, and mistakes.                   | Work is neat, clean & complete with no stray marks or folds. Skillful use of the art tools and media. The student followed the steps in project properly.                                           | Work is complete and in sufficient condition; with only one or two noticeable folds, smudges, or stray marks.                               | Work is incomplete and unfinished. Work is in poor condition with multiple folds, rips, stray marks, and/or tears.                                 | Student did not turn in any work.                         |       |
|               | <b>Total: 50 X 2= 100</b><br>(possible points)                                                                                                                   |                                                                                                                                                                                                     |                                                                                                                                             |                                                                                                                                                    |                                                           |       |

COMMENTS/ FEEDBACK: \_\_\_\_\_

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