



Let's Find Out About It: Creating Paint for Self-Portraits

Standard Connection:

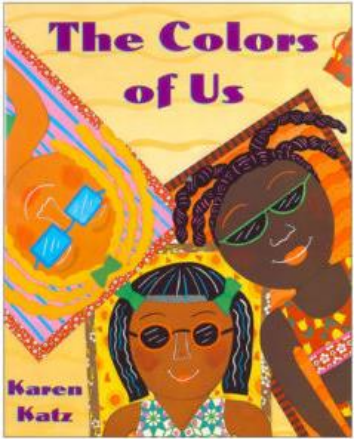
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Enduring Understanding(s):

- There is an infinite variety of colors.

Essential Question(s):

- How do people honor and respect a diverse range of feelings, opinions, and identities?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>The Colors of Us</i> • images of portraits (see Resource) • chart paper • paint • paintbrush(es) • palette or cardboard for mixing paint 	<p>experiment: a carefully planned test to discover the unknown</p> <p>feature: important part of something, such as a face (facial feature)</p> <p>match: to make the same as</p> <p>outline: a line showing the outside edge of something</p>	<p>self-portrait: an illustration of oneself</p> <p>shade: variation of a color, to make darker</p> <p>skin tone: the color of a person's skin</p> <p>tint: variation of a color, to make lighter</p> 

Let's Find Out About It:	
Preparation: <i>Set up materials.</i>	
“In <i>The Colors of Us</i> , Lena wanted to create a self-portrait - an illustration of herself. What do you notice?”	Show illustrations. Children respond.
“Why did Lena’s mother say that Lena needed ‘the right kind of brown’ for her self-portrait ?”	Children respond.
“I want to create a self-portrait , but none of these paint colors match my skin tone - the color of my skin. I will experiment with paint mixing to create tints and shades . What do you notice?”	Model. Children respond.
“I created a match for my skin tone . I could name the color _____.”	Model thinking of a color name based on an object, something in nature, or an emotion.
“Now, I will draw an outline of my face for my self-portrait . Next, I will paint inside the outline with my skin tone colored paint.”	Model.
“After the paint dries, I will add other features - eyes, nose, mouth, ears, and hair.”	