



# Self-Portraits

Standard Connection:  
 ELA.RL.PK4.7  
 ELA.W.PK4.1b  
 M.MD.PK4.3  
 PD.FM.PK4.1  
 PD.FM.PK4.4  
 S.PS.PK4.1  
 VA.CR1a.2.PK  
 VA.RE8a.1.PK

**Enduring Understanding(s):**

- Colors can be mixed to make new colors.

**Essential Question(s):**

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

Book	Vocabulary
	<p><b>feature:</b> important part of something, such as a face (facial feature)</p> <p><b>match:</b> to make the same as</p> <p><b>outline:</b> a line showing the outside edge of something</p> <p><b>reflection:</b> image that bounces off an object/surface</p> <p><b>self-portrait:</b> an illustration of oneself</p> <p><b>skin tone:</b> the color of a person's skin</p>

Materials		
<p><b>Main Materials for all parts</b></p> <ul style="list-style-type: none"> <li>• <i>The Colors of Us</i></li> <li>• images of portraits (see Resource)</li> </ul>	<p><b>Part 1:</b></p> <ul style="list-style-type: none"> <li>• paint</li> <li>• smocks</li> <li>• mirrors</li> <li>• tag board</li> <li>• paintbrushes</li> <li>• small containers for paint/water paper towels or sponges (for drying)</li> </ul>	<p><b>Part 2:</b></p> <ul style="list-style-type: none"> <li>• Beautiful Stuff</li> <li>• Adhesives</li> </ul> <p><b>Part 3:</b></p> <ul style="list-style-type: none"> <li>• writing utensils</li> <li>• sentence starters/frames paper</li> </ul>

Intro to Centers		
<b>Preparation:</b> <i>Set up materials.</i>		
<b>Part 1</b>	"In <i>The Colors of Us</i> , Lena wanted to paint a <b>self-portrait</b> - an illustration of herself. What do you notice?"	<b>Show illustrations. Children respond.</b>
	"Here are other <b>portraits</b> . What do you notice?"	<b>Show images. Children respond.</b>
	"Today, in the Creative Arts, you can create a <b>self-portrait</b> with these materials. What do you notice?"	<b>Show materials. Children respond.</b>
	"Why did Lena's mother tell her she needed 'the right sort of brown'?"	<b>Show illustrations. Children respond.</b>
	"You can create a paint color that <b>matches</b> - is the same as - your <b>skin tone</b> by mixing different colors together. Experiment with tints and shades."	<b>Model.</b>

<b>Part 1</b> continued	"Next, look at your face in the mirror and draw an <b>outline</b> - the shape - of your face."	<b>Model.</b>
	"Then, paint your <b>skin tone</b> color inside the <b>outline</b> ."	<b>Model.</b>
<b>Part 2</b>	"Here are the <b>outlines</b> of your <b>self-portraits</b> . What do you notice?"	<b>Show self-portraits. Children respond.</b>
	"Today in the Creative Arts, you can add your facial <b>features</b> - your eyes, mouth, nose. You can add other details - your hair and clothing - with these materials."	<b>Show materials.</b>
<b>Part 3</b>	"Here are the <b>self-portraits</b> you created with facial <b>features</b> and details like your clothing. What do you notice?"	<b>Model.</b>
	"In <i>The Colors of Us</i> , Lena wrote words to describe her paintings. Today in Creative Writing, you can write words that describe your <b>self-portrait</b> ."	<b>Show self-portraits. Children respond.</b>

### During Centers:

**Part 1:** Support children in drawing the outline of their face using the template. Support children in painting the entire area inside the outline. Encourage children to collaborate in creating skin colors. Encourage children to use strategies from *Color Mixing* and *Tinting and Shading*. Compare and contrast creating paint that matches their skin tones to Lena's process in *The Colors of Us*.

**Part 2:** Encourage children to accurately represent facial features and other details such as clothing. Encourage children to collaborate (one child describes what they notice about his/her features, the other child chooses appropriate materials to depict those details).

**Part 3:** Provide sentence starters for children. Support children in sounding out letters/words. Compare and contrast children's finished self-portrait to Lena's finished paintings in *The Colors of Us*.

## Guiding Questions during Centers:

### Part 1:

- How did you create the paint color to match your skin tone?
- How is the skin tone color you created similar to or different from your friend's?
- What will you name the color that you created?

### Part 2:

- How will you use these materials to depict your facial features/clothing?
- How are your facial features/clothing similar to or different from your friends/Lena's friends and neighbors?
- How is looking in a mirror helpful as you create your self-portrait?

### Part 3:

- How is your self-portrait similar to or different from Lena's paintings/your friends/images of portraits?
- How will you describe/write about your self-portrait?
- If someone wanted to create the same paint you did, what formula would you write?

## Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

## Documentation:

Collect samples of the children's work as well as photographs and/or video of their processes; use the documentation to launch a discussion during Thinking and Feedback.

## Provocation:

Use children's self-portraits to create a class book (*The Colors of Pre-K*). Compare and contrast children's self-portraits to photographs of children.

## Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, strategically partner children together for activities. Provide sequencing cards to remind children of the steps to mix paint. Some children may benefit from photos of themselves to draw facial features. For Part 3, provide varying levels of support as needed by individual children for letter/word writing.