

Created in partnership with the Kennesaw State University School of Art and Design's Art Education Program | Fall 3302 Course, Instructor: Margret Fancher

FINGERPRINT SELF-PORTRAIT

Media: Visual Arts

Grade Level: 9-12

Instructor: Madeline Carpenter

Unit: Element of Value

Objective:

- To turn an idea into a tangible, 2D form
- To reflect upon the role of fingerprints and their link to identity to cultivate a concept
- To use the element of value to express the concept
- To continue to build knowledge of new techniques, particularly those of portraiture
- To foster proficiency of new tools and materials
- To sharpen craftsmanship skills

Concept of Project and Procedure:

Fingerprints are not only unique to each individual, but they are also genetic transfers that continue DNA cycles. Fingerprints are unique to each person, and are directly connected to the vital sense of touch. Students will develop a 2D work that explores the idea of personal expression, individuality, identity, and the sense of touch. The content of this portrait is to be based off of a black and white photo that each student will individually select and/or edit. Students will use the medium of ink to create their portraits using their fingerprints, and will make aesthetic inferences regarding problem-solving and appropriate representation of values. Content should be personal, meaningful, and visually appealing. Planning methods will be thorough, and proper knowledge of technique and craftsmanship will be assessed.

Skills Needed:

Vocabulary knowledge of value, unity, variety, composition, and emphasis.

Standards: Georgia Performance Standards

VAHSVAMC.1 Engages in the creative process, imagines new ideas by using mental and visual imagery, conceptualizes these ideas by using artistic language and contextual understandings in assessing learning, and develops a personal artistic voice that gives unique form to these concepts.

Element: VAHSVAMC.1 b: Recognizes personal motivations and interests

Element: VAHSVAMC.2 f: Recognizes and develops art making as a risk-taking process that incorporates existing knowledge, brainstorming, planning, and discovery of unexpected connections.

VAHSVACU.1 Articulates ideas and universal themes from diverse cultures of the past and present.

Element: VAHSVACU.1 d: Discusses the importance of art in daily life (personal significance, social commentary, self-expression, spiritual expression, planning, recording history, for beauty's sake, and marketing/.advertising).

VAHSVAPR.1 Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning.

Element: VAHSVAPR.1 c: Uses thumbnail sketches and visual/verbal notes to plan compositions.

VAHSVAPR.5 Creates artwork reflecting a range of concepts, ideas, and subject matter.

Element: VAHSVAPR.5 e: Works to find individual voice (creativity within guidelines); understands that creativity is problem-solving within given parameters.

VAHSVAAR.1 Makes written and oral critiques of own works of art.

Element: VAHSVAAR.1 d: Sets high standards for craftsmanship and skill mastery in own artwork.

VAHSVAAR.2 Critiques artwork of others individually and in group settings.

Element: VAHSVAAR.2 a: Provides respectful and constructive criticism to peers in formal class critiques.

VAHSVAC.2 Develops 21st century life and work skills and habits of mind for success through the study and production of art.

Element: VAHSVAC.2 a: Manages goals and time.

Common Core Correlation:

Students will participate in a thorough class critique of each student's work. Students will articulate techniques and production processes, as well as content and message specific to their particular artwork. Students will also complete a written response reflection after completion of the lesson.

Requirements:

1. Format: Portrait will achieve unified representation through black, white, and midtone values. The final self-portrait will be 9" x 12".
2. Materials & Tools: 8" x 11" black and white photograph, F, H, HB, 2B, 4B pencils, 9" x 12" Acrylic paper, black ink stamp pads, India ink, black paint, wipes, paper towels, water and water cups, sketchbook.
3. Artwork: Images and concept are created by the student. No photographs or artwork from another artist may be used. Effort should reflect originality.

Documentation:

Student must have description, thumbnail sketches and selected photo submitted to instructor and checked off before progressing further in the project.

Accommodations:

Follow IEP program. Instructor will help in photo editing. All students will have opportunity for aid and assistance in all things from preliminary sketching to utilizing the fingerprint painting technique.

Clean Up:

Reserved for last ten minutes of each class period. All artwork placed on drying racks. Trash picked up, materials returned, all tools put in place, and tables cleaned.

Essential Question:

How will you utilize your sense of touch and particularly your own unique fingerprints to reflect a mindful approach to the values that are prominent in your photo?

Guiding Questions:

How does your unique fingerprint correlate with your own unique identity and personality?

How will you experiment with your individual fingerprints to form a level of contrast that matches that of your photo?

Will you be able to distinguish the parts of your face with the range of values that you are creating?

How will you utilize and manipulate your fingerprints in order to compose and develop your work?

In what ways will unity and variety be achieved through your composition?

Procedure and Project Timeline

Day 1: Instructor outlines expectations for final product, reference materials, and tools and materials needed for completion of project. Students will be made aware of parameters of project and will observe as instructor models fingerprinting techniques and skills for 2D projection. Rough draft brainstorming plans in sketchbook begin. Preliminary thumbnails are drawn.

*Homework: Have at least two photos on flash drive, in dropbox, or emailed to begin editing for day 2.

Day 2: After approval of photo by instructor, students will edit photo in Photoshop to black and white to use as a reference. Formulations of solid plans continue, in the form of sketches and visual notes, with commentary to support the emotion and identity expressed in the content of the photo. Drawing paper is to be cut out in measurements of 9" x 12". Guideline sketches of self-portraits begin. Instructor will answer questions, provide assistance, and discuss plans with each individual student.

Day 3: Drawing continues and culminates by the end of class period. Instructor approves each drawing on measured paper, circulates classroom, and checks progress of content and ideas. Student should identify the best procedures for production and establishment of unity, variety,

and value within composition. Experimentation with and utilization of materials begins: fingerprint stamping with ink.

Day 4: Final production continues on portrait. A more in-depth layout of fingerprinting develops. Placement of proper values is discussed. Continued use of technique is applied.

Day 5: Students will continue with progression of portrait while staying mindful of the contrast and value apparent in original photograph. Representation of accurate values should now be apparent in final painting.

Day 6: Continuation and wrap-up of self-portrait concludes in this class period.

*Homework: Finish portrait for class critique!

Day 7: Students will participate in class critique and discussion of final projects evaluating and assessing content, value production and reproduction, technique, craftsmanship, aesthetics, and adherence to guidelines. Begin answering and completing student project reflection questions.

*Homework: Complete question handout and submit next period.

Reflection

Select fingerprint self-portraits for display and return to students after critique and grading. What adjustments will I make if teaching this lesson in the future classes? Identify and evaluate time management of project, successful completion, student adherence to guidelines, and quality of instruction and content.

Evaluation/Assessment:

Students' work will be assessed in classroom-wide peer critique, a discussion of their final collage as it pertains to content, a self-evaluation handout, and an instructor assessment of composition.

- Demonstrations and modeling fingerprint painting technique, materials, and tools
- Class-wide critique
- Self Evaluation Questions
- Instructor assessment rubric

Grade Sheet

Media: Visual Arts

Grade Level: 9-12

Instructor: Madeline Carpenter

Name: _____

Project: *Fingerprint Self Portrait*

Unity/Variety: of techniques and values used in image		5
Concept: Clear statement is made based on reflection of self identity		6
Media: Choices are well thought out and constructed, and exhibit texture and skill		5
Creativity: Flourishes; unity achieved through cohesive whole; experimentation with materials and methods reflects innovation; wide range of values depicted through texture and fingerprint technique		10
Craftsmanship: neatness in problem-solving and arrangement, mindfulness taken in final presentation		10
Aesthetics: Produced image connects with and accurately represents values and image in photograph		8
Preparation and Time Management: Prepared to work in class, makes headway in a timely manner, progresses as required; Critique and evaluation participation		6
TOTAL GRADE:	Points Received	Points Possible 20
COMMENTS:		

Name _____

Class _____

Reflect on this project and answer the questions below. Give thoughtful and meaningful responses!

1. What emotions did you portray through your photograph of choice that relate to your own identity?
2. In what ways does the fingerprint technique allow you to convey your message in comparison to other painting techniques?
3. Do you believe that a feeling or mood was apparent in your self-portrait even without the use of color?
4. Are you satisfied with your representation of values? Is there strong contrast?
5. What do you think about the craftsmanship you exhibited in your work?
6. What individual voice do you feel you are representing through this project? In other words, how did your own creativity shine through?
7. Explain how you experimented with your fingerprints to create value and texture?
8. What was your favorite part of the critique process? Do you feel as though the critique helped you?
9. What was the most difficult part of this project?
10. What did you enjoy the most about this project?