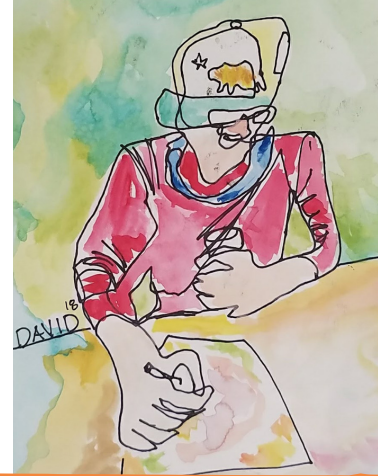


CLOSE OBSERV(ART)ION

LOOKING CLOSELY TO UNDERSTAND



LEVEL
9TH - 12TH



MATERIALS

Watercolor Papers
Pencils
Extra Fine Tip Sharpies
Watercolor Palettes
Paint Brushes
Cups for Water

VOCABULARY

Color | Skin | Skin Color | Race | Beauty
Identity | Self-Identity | Attribute | Countour

OBJECTIVE

Students will understand the importance of close observation to help improve our understanding of and communication with others in our community.

ADAPTATIONS

Make this a 2-class lesson by having students do self portraits (from selfies or mirrors) first and discuss ways to express self-identity through the use of color and attributes in their paintings. Then have them paint a portrait of their partner and have them compare and contrast the process of self-identity vs portraying another person's identity.

STEP 1

Have a class discussion: What does it mean to look closely? Why is it important to look closely at people in school? Why is it important to look closely in life outside of school? What can you learn about someone by looking closely? What can't you? Continue the questioning to help students define skin color, race, beauty, and/or cliques as they are relevant to your school. Have students pair up with someone outside of their friend group.

STEP 3

Next, have students paint outline their drawing with sharpie and begin painting. Meanwhile, the partners should get to know one another and incorporate what they learned about their partner into their painting. Prompt students with get to know you questions like: Where does your partner live? Do they have any hobbies? Special talents or skills? Where do they hang out? What are their favorite colors? What adjectives would they use to describe themselves?

STEP 2

Set a timer for 10 minutes and have one partner do a blind contour line drawing of the other. Instruct students to remain quiet for focus, keep their eyes on their sitter, not to look at their paper, and to draw their partner using one continuous line. Prompt students to pay close attention to their partners unique physical attributes. When time is up, have them switch.

STEP 4

In small groups, have partners share their portraits and introduce their partners. Have students reflect of key points from the discussion in Step 1 - how do they connect to their experiences painting their partners? Is their more to be added to the list?

Share your finished projects on Facebook or Instagram and be sure to tag @YoloArts!