<table>
<thead>
<tr>
<th>Topic: The Self-Portrait – Examining how Artists Explore Identity – Frida Kahlo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aims:</td>
</tr>
<tr>
<td>• Students should explore, consider and demonstrate – through the creation of individual mini-self-portraits – an understanding of Art’s ability to express identity.</td>
</tr>
<tr>
<td>• Students should explore and contribute to discussion on the Artist’s role, responsibility and opportunity in the creation process of art forms that express identity.</td>
</tr>
<tr>
<td>• Students should consider, explore, question and reflect upon inquiries considering specific artists who explore identity (Weekly Journal entry topic)</td>
</tr>
<tr>
<td>• Students should be able to discover and express connections between the key concepts and visual elements in their projects and the art works and Artists discussed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Victorian Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts - Level 7 and 8:</td>
</tr>
<tr>
<td>Explore and Express Ideas:</td>
</tr>
<tr>
<td>Explore visual arts practices as inspiration to explore and develop themes, concepts or ideas in artworks – (VCAVAE033)</td>
</tr>
<tr>
<td>Explore how Artists use materials, techniques, technologies and processes to realise their intentions in artworks- (VCAVAE034)</td>
</tr>
<tr>
<td>Respond and Interpret:</td>
</tr>
<tr>
<td>Analyse how ideas and viewpoints are expressed in artworks and how they are viewed by audiences --(VCAVAR038)</td>
</tr>
<tr>
<td>Identify and connect specific features of visual artworks from different cultures, historical and contemporary times – (VCAVAR039)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location / Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Period 3/4</td>
</tr>
<tr>
<td>• Classroom: Art Room</td>
</tr>
<tr>
<td>Organisation / Student Groups</td>
</tr>
<tr>
<td>------------------------------</td>
</tr>
<tr>
<td>• Whole Class discussion</td>
</tr>
<tr>
<td>• Table group peer presentations</td>
</tr>
<tr>
<td>• Self-portrait Practical workshop</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom management strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-verbal cues:</strong> Stopping and waiting for talking to die down in times that it is not beneficial. Approaching students who are talking/off task – Making eye contact with students who may be off-task</td>
</tr>
<tr>
<td><strong>Display of mutual respect:</strong> Don’t treat students as if they don’t know what they are doing – Don’t underestimate their ability. Allow for critical thinking discussions – do not “hand-feed” answers/ directions – offer prompts if needed.</td>
</tr>
<tr>
<td><strong>Sitting next to students/ not standing over them</strong> When offering individual feedback/answering questions.</td>
</tr>
<tr>
<td><strong>Roam the room:</strong> Spend time moving throughout class as they work on activities – making myself available to all students as needed – making sure that students know that I am available.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Self-Portrait</td>
</tr>
<tr>
<td>• Conceptual Art</td>
</tr>
<tr>
<td>• Visual Communication</td>
</tr>
<tr>
<td>• Art Analysis</td>
</tr>
<tr>
<td>• Composition</td>
</tr>
<tr>
<td>• Background/ Middle-ground/ Foreground</td>
</tr>
<tr>
<td>• Light and Shade</td>
</tr>
<tr>
<td>• Negative Space</td>
</tr>
<tr>
<td>• Balance</td>
</tr>
<tr>
<td>• Complementary</td>
</tr>
<tr>
<td>• Tone</td>
</tr>
<tr>
<td>• Aesthetics</td>
</tr>
<tr>
<td>• Juxtaposition</td>
</tr>
</tbody>
</table>
### Materials, Resources and Equipment
- A3 paper/ pencils/ pastels/ markers/ magazines
- Projection facilities
- Pre-prepared ppt. presentation
- Collection of Self-portrait images (25 – 1 per student)

### References/Sources
Images:
- Selection of images of different artist self-portraits – Un-named.
- **Self Portrait with Cropped Hair** – 1940 – Frida Kahlo, **The Two Fridas** – 1939 – Frida Kahlo,
- **Self Portrait with Thorn Necklace and Humming Bird** – 1940 – Frida Kahlo, **My Grandparents, My Parents and Me** – 1936 – Frida Kahlo, **Self Portrait Along the Border Line Between Mexico and the United States** – 1932 – Frida Kahlo.
INTRODUCTION
Connecting, Engaging and Modelling Inquiry

• Welcome students – Use their names, ask specific questions based on the knowledge I have acquired about them, what they like/jokes/banter etc. Reminder to students of previously negotiated safety guidelines/rules whilst in the art room.

Focus Task
• Take Polaroid photographs of each student as they walk in.
• Ask students to select an image from a collection displayed on a desk, that they feel they are drawn to (images of different artist’s Self-portraits).
• Ask students to organise themselves in a circle on the floor with their chosen images.
• Taking turns around the circle ask students to describe what they think they might know about the people in their images? Is it a positive/negative image? What does it make them ‘feel’ the people might be like?
• Reveal that all of the images are self-portraits and ask students to think about why the artists may have depicted themselves in such ways and what the purpose of a self-portrait is. (Probe exploration - What can images reveal/conceal, what are some expressive elements in these images)
• Hand out Polaroid photographs of students
• Facilitate discussion around what students think their Polaroid ‘says about them?’
• How expressive do they feel the images are in relation to their identity? – Making connections between artistic conventions in order to express identity, and their own making/creating.
• Ask students to take their Polaroid back to their desks.
<table>
<thead>
<tr>
<th>MAIN BODY</th>
<th>Guiding Inquiry and Practise</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Using the materials set out on their desks (A3 paper/ pencils/ pastels/ markers/ magazines etc.) ask students to create their own mini self-portrait, taking into consideration the elements they have seen in the Self-portrait images discussed. They may or may not choose to incorporate their Polaroid into their work – how can they express their identity visually?</td>
<td></td>
</tr>
<tr>
<td>• Walk around room/ ask questions about student’s choices/ offer advise – without giving them “ideas”</td>
<td></td>
</tr>
<tr>
<td>• Share mini-self-portraits with table group peers – Walk around room and take time to stop at each table to listen to their explanations.</td>
<td></td>
</tr>
<tr>
<td>• Facilitate class discussion about this task – what was easy to include in their self-portraits/ what was hard?</td>
<td></td>
</tr>
<tr>
<td>• ‘Artists Who Explore Identity’ pre-prepared ppt presentation.</td>
<td></td>
</tr>
<tr>
<td>• Ask students to find a comfortable spot in the room where they will be able to view the projector.</td>
<td></td>
</tr>
<tr>
<td>• Frida Kahlo Presentation – Self-portrait images as examples of an artist who was successful in expressing elements of their identity visually.</td>
<td></td>
</tr>
<tr>
<td>• Comprehensive collection of images and bio information about her culture, history and the events in her life and the impact and influence of these on her art.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONCLUSION</th>
<th>Sharing, Explaining and Reviewing Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analysis discussion of images – Composition/ subject matter/ context – life events/ time that the artwork was created/ colour/ juxtaposition/ medium – what do these artistic elements tell us about Frida?</td>
<td></td>
</tr>
<tr>
<td>• Discussion: Are there elements from the mini self-portraits that students may want to go back and add or remove from their work? Why?</td>
<td></td>
</tr>
<tr>
<td>• Time to reflect in project journey journals.</td>
<td></td>
</tr>
</tbody>
</table>