

Proportions of the Face

Fall, 2009



Lesson Plan Title: Proportions of the Face

Grade Level: 5th -6th Grade

Your name: Group 6

Objectives:

1. Domain 1: Artistic perception

Students will learn the basic elements of art including proportion, line, form, and texture.

2. Domain 2: Creative Expression

Students will experience the realistic proportions of the face and then make a self-portrait using cut pieces of assorted colored construction paper.

3. Domain 3: Historical and Cultural Context of the Visual Arts

Students will learn about the origins of the *Golden Section* in ancient Greece, and its later uses in renaissance art.

4. Domain 4: Aesthetic Valuing

Students will learn to critically evaluate the use of proportions in art, whether a piece has good proportion, or how proportion is used to portray an emotion or message.

5. Domain 5: Connections, Relationships, and Application

Students will learn about the use of mathematics in art to create proportions. They will also learn about the history and origins of Pythagoras and Euclid and the application of mathematics to art. Students will also learn about the physical proportions of the face.

Students Materials:

1. Mirror
2. Dry erase marker
3. Assorted colored construction paper
4. Scissors
5. Glue
6. 9"x12" skin tone piece of paper
7. 9"x12" piece of manila paper

Teacher Materials:

1. Same as above
2. Example of project
3. PowerPoint of historical background

Vocabulary:

1. Proportion
2. Pythagoras
3. Euclid
4. Golden Section
5. Harmony
6. Balance
7. Variety
8. Unity
9. Sighting
10. Relative

Procedures:

1. Introduction: Discuss the historical background of the use of proportion in art. Show PowerPoint describing the theories of Pythagoras and Euclid and the *Golden Section*. Show example of project.
2. Do demonstration of how to complete project.
3. Pass out mirrors and dry erase markers.
4. Have the students draw around the contour of their head on the mirror starting at the top of the head.
5. Have the students make a line across the center of their face through their eyes.
6. Have the students mark where the tip of their nose is and make a line between their lips.
7. The students should then place their thumb on the bridge of their nose and their third finger on the top of their head. Using this same measurement the students should examine that this is the same distance from the bridge of the nose to the chin. (For this examination of proportions you may choose to use a photograph or a picture from a magazine.
8. Next, using their fingers students should measure the width of one eye and the distance between eyes; they should be the same. Mark these proportions on the mirror.
9. The students should mark the corners of their mouths; this should be aligned with the center of the eye.
10. The students should then mark the tops and bottoms of their ears; this should be the same length as their nose.
11. Students will use these proportions to create their portrait.
12. Fold a 9"x12" piece of skin tone paper in half (hotdog style) and draw a half-oval shape about 7" high on the folded side. Cut it out. The unfolded piece of paper will be the head.
13. Next cut out a neck, more narrow than the head; and cut out shoulders.
14. Place these pieces on the manila paper, or the colored piece of paper of their choice. This is the foundation of the portrait.
15. Now, looking in their mirror, and using the proportions that they mapped out earlier, have the students cut two pieces of paper in the shape of eyes and place them on the face in the proper proportions.
16. The same technique that was used for the eyes should be used to make the eyebrows, nose, lips, and ears.
17. Next make the hair and clothes.

18. The pieces should be secured to the paper using glue.
19. Closure: Hang the students work in the wall and critique the proportions used.

Visual Procedures:

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Step 1

Mark Proportions
of face on mirror

Step 2

Cut out the shapes
of the facial features

Step 3

Glue the shapes onto
the manila paper with
appropriate proportions

Step 4

Hang finished
pieces on wall for
critique

Assessments, Suggestions and/or Comments:

Students will be assessed based on how accurate their proportions are, or the use of proportion to portray and emotion. This project can be tied into a math lesson or a history lesson.