

**Topic:** Narrative Portraits

**time needed:** 2 forty minute classes

**Theme:** To explore the expressive and/or narrative potential of portraiture and the effect of repetition on an image by making self-portraits based on Andy Warhol's grid compositions.

**Materials:**

Digital camera, IBM computer, projector, Adobe Photoshop software, artwork of Andy Warhol

**Art Standards:** 1 ,2, 3, 4 (double check)

**Objectives:**

The student will:

1. examine Troy Diptych by Andy Warhol and discuss the effect of repetition, symmetry, asymmetry, and balance on a single image.
2. manipulate eight copies of a single image to create a series of slightly or dramatically dissimilar images.
3. calculate, measure, and lay out an eight-part grid to accommodate their images.
4. organize a series of images in a grid pattern to express an idea or create a narrative.

**Opening:**

Yesterday, we learned we learned that Andy Warhol's painted portraits of celebrities so that the public will see these celebrities as icons. Today, we are studying the way Andy Warhol created the portrait "Troy Diptych" to demonstrate the mass production of images. We are also going to create a digital portrait that demonstrated the same affect of the "Troy Diptych" painting.

**Motivation:**

Students are asked to read an article about the use of repetition in Andy Warhol's painting "Troy Diptych".

The teacher projects the painting "Troy Diptych" by Andy Warhol on the computer and discusses the effect of repetition of a single image and design issues related to symmetry, asymmetry, and balance. She also explores the narrative and expressive possibilities of images that use these elements in relation to various subjects.

**Procedures:**

**Direct lesson:**

The teacher takes a digital photograph of each student (props and poses optional). The teacher demonstrates on the computer utilizing the projector:

The teacher opens a new file in Adobe Photoshop that is letter size ( 11" w x 8.5" h ). Then the teacher turns on the grids and rulers. With this grid, the teacher measures the size of an image to fit across this grid eight times. Then the teacher opens one of the digital shots taken of his or her students and copies it to this new file. With this image, the teacher resizes this image to the calculated size of the grid.

With the filters and tools in Adobe Photoshop, the teacher created eight different variations of this image. These images are moved and duplicated by the teacher so that they butt each other and fit in the vertical and horizontal rows of the grid. The teacher instructs her students that each image must be manipulated one at a time. She doesn't want her students to make alterations after the images were placed. The teacher explains that these series of images can be organized as a pattern, narrative, or create asymmetrical balance.

**Student centered: (hands-on)**

The students follow the steps that were demonstrated by the teacher utilizing their own digital image.

**Closing:**

Today we learned the how to utilize concepts of graphic design on a digital portrait. Tomorrow, we are going to create portraits that can be viewed as mosaic tiles and three dimensional cubes.

**Homework:**

The teacher instructs the students to write the vocabulary words written on the board. The teacher tells the students to study this vocabulary for a quiz.

**Vocabulary**

asymmetry an unbalanced grouping of parts on either side of a line

balance the arrangement of parts of an artwork to create a sense of equality in visual emphasis

expressive communicates feelings, moods, or ideas

grid pattern of intersecting parallel lines used to divide a surface into squares

narrative narrative art tells a story with one image or a series of images

pattern lines, colors, or shapes organized and repeated over and over in a planned way

sequence one thing after another; succession

symmetry balanced grouping of parts on either side of a line or around a center