

# Self-Portrait Triptych

1. Take 2 head & neck selfies using a digital camera, each with a different background.

## Option 1:

- Each photo must have the head in positions that are nearly identical, taken at identical distances. (Hint: this is more difficult than you might think.)

## Option 2:

- Try and create complete contrast in the tone of two digital poses (i.e. happy/sad, calm/excited)

The photos will be printed for your use in the next class.

2. The other frame of the triptych will be drawn in with a skull drawn in whatever way best reflects your inner spirit. This serves as both an anatomical study of the skull and practice drawing using line, form and shade gradients.
  - Ensure your skull is proportional to your head (if you placed your face over the skull – is there a fit?) Also, try and ensure that the gaze of the skull mimics the digital photos.
  - Options include (but not limited to): drawing the skull over a traced image of your face, sketch, anatomical drawing, sugar skull style.
  - If you are choosing Option 2 – this frame should express a different tone/mood than the 2 digital photos.
3. Attach the 3 images together to create the triptych on a large sheet of coloured paper. They can be placed in whatever way you find most appealing; vertically, horizontally or diagonally.

## Sample of possible results:



# Self-Portrait Triptych Rubric

Teacher Name: **Mrs. Mysko**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1	Score
<b>Creativity</b>	Student has taken the technique being studied and applied it in a way that is totally his/her own. The student's personality/voice comes through.	Student has taken the technique being studied and has used source material as a starting place. The student's personality comes through in some parts.	Student has copied some ideas from the source material. There is little evidence of creativity, but the student has done the assignment.	Student has not made much attempt to meet the requirements of the assignment.	
<b>Creation</b>	Student creation is expressive and detailed. Shapes, patterns, shading and/or texture are used to add interest. Student has great control and is able to experiment a little.	Student creation is expressive and somewhat detailed. Little use has been made of pattern, shading, or texture. Student has basics, but had not "branched" out.	Student creation has few details. It is primarily representational with very little use of pattern, shading or texture. Student needs to improve control.	The student creation lacks almost all detail OR it is unclear what the drawing is intended to be. Student needs to work on control.	
<b>Use of materials</b>	Student has used 3 or more media types and typically keeps materials and area clean and protected without reminders. The student shows imagination for subject matter and respect for the materials and fellow students.	Student has used 2 or less media types and adequately cleans materials and work area occasional reminders. Student shows some imagination for subject matter and respect for materials and fellow students.	Student has used only one media type and adequately cleans and takes care of materials only if reminded. Student has shown minimal imagination and respect for materials and fellow students.	Student has improperly used media and/or deliberately misused materials. Student does not adequately clean materials or area when reminded, has shown little imagination and respect for materials or fellow students.	
<b>Time/Effort</b>	Class time was used wisely. Much time and effort went into the planning and design.	Class time was used wisely but more effort could have been put into planning and design.	Class time was not always used wisely. Student should have increased time spent on planning and design.	Class time was not used wisely and there was no evidence of planning and design.	
<b>Reflection</b>	The student has effectively reflected on their creation and adequately defined their interpretation.	The student has reflected on their creation and defined their interpretation.	The student has provided inadequate reflection of their creation and minimally defined their interpretation.	The student has not provided a reflection of their creation and has not defined their interpretation.	