

# What's Under the Surface... Of YOU

## Intended grade level:

- PreK & K

## Big Idea / Central concept:

- How we look on the outside (our clothes, hair, and face).
- How we feel on the inside (our emotions, favorite things, dislikes and imagination).

## Essential Questions:

- What do we look like on the outside (surface)
- What do we feel like on the inside (underneath)
- How do both parts work together to make "You"

## National Arts Standard(s):

- VA:Cr1.1.PK – Engage in self-directed play with materials.
- VA:Re7.2.K – Describe what an image represents.
- VA:Cn10.1.PK – Engage with self and others in exploring a variety of ideas.

## OH State Arts Standard(s):

- 1PE: Recognize and describe a person's features and how they can be represented in art.
- 3PR: Explore art materials and tools to create works of art.
- 4RE: Share ideas about personal artworks and what they mean.

## Artists to be Discussed/Shared:

- Frida Kahlo– self-portrait that shows both surface and Under the surface collage-like
- Romare Bearden – super colorful and clear work, connects directly to collage, and very easy for students to recognize shapes and tell a story.

## Key Vocabulary:

- Portrait – A picture of a person.
- Self-portrait – A picture an artist makes of themselves
- Surface – What we look like on the outside (clothes, hair, face).
- Underneath – Things we can't always see but are part of us (hobbies, feelings, favorites).
- Collage – A picture made by gluing pieces of paper, fabric, or other things together.
- Symbols – Pictures or objects that stand for something else, like a heart for love.

## Learning Objectives:

- Students will create a two-layer portrait depicting "outside (appearance) and inside (feelings/emotions/likes or dislikes" **3PR**
- Students will practice identifying features of themselves and emotions/feelings they create in their artwork (**1PE, 4RE**)
- Verbally share their artwork by pointing to both layers and explaining what makes them unique. (**4RE**)



### **Art Activity:**

For this activity, students will first decorate a face and body stencil to show their **surface**: what we look like on the outside with hair, clothes, and facial features. After a short story break... Teachers will then add a clear sheet on top of each portrait. Students will then create their **underneath**: by collaging magazine cut-outs, stickers, and symbols that represent their feelings, emotions, and likes or dislikes. Finally, they will share their artist statement, "what's on my surface, what's under my surface, and how they work together to make me 'ME'"

### **Materials:**

- Pre-cut body/face stencil outlines (various skin tones and options)
- Construction paper cutouts of features (assorted colors and options)
- Clear sheet
- Liquid Glue + Brushes
- Staples (teacher use only)
- Markers & Crayons (if they would like to draw on a feature instead)
- Pieces of magazine cutouts that they can use to glue their parts for the inside surface
- Slides
- Digital Book (on Slides)
- YouTube Clip (on slides)

\*\*\*\* There will be no cutting whatsoever for the students\*\*\*\*

## **Lesson Sequence**

### Discussion/Presentation (15minutes)

- Slides

### Material Demonstration/Tutorial for part 1 (5 minutes)

- Show students a sample layered portrait.
- Step 1: Add hair, eyes, and clothes to the stencil (surface).  
Also keep in mind to let them know how to layer and stack in the correct order

Bathroom break (ask who has to go)

### Artistic Production #1 (15-20minutes)

- Students choose their face and body stencils and begin decorating the surface layer.

### Discussion/Presentation (5 minutes)

- Short video

### Material Demonstration/Tutorial for part 2 (5 minutes)

- Show students how to paste cutouts on the sheet
- Step 2: adding feelings, emotions, likes and dislikes

Bathroom break (ask who has to go)

### Artistic Production #2 (15-20 mins)

- With teacher support, brainstorm things that make them special, then decorate their clear sheet with magazine cutouts.
- Teachers will keep in mind to circulate, prompting with questions, "Why did you choose that?"

### Reflection/Closure (5minutes)

- Teachers will ask each student as they finish, "How does your surface and underneath work together to make you, YOU?" Then teachers will document these answers and display them alongside the artwork in the art show.

#### Clean-Up (5minutes)

- Students will put their materials neatly on the table in groups
- Teachers will come around, collect, and put away the materials

### Assessment

	Excellent	Satisfactory	Needs Attention	Assessment Method
Create a layered self-portrait that shows both the outside (surface) and inside (underneath) of themselves	The student will be able to point to their portrait and explain both:  #1 "This is me on the surface... (clothes, hair, accessories)  &  #2 and this is me underneath " (hobbies, interests, hidden details)	The student does not share an understanding of the lesson, but has both parts of their artwork completed	The student is confused and doesn't understand the lesson that was not completed	Discussion
What is "underneath" and "above" our surface that makes us special?	The student independently identifies both parts and explains them.	The student identifies at least one part with teacher support.	The student is unable to identify or describe either part.	Discussion during reflection
Create a layered self-portrait	Student completes both layers with clear effort and detail.	The student only completes one layer or minimal detail.	The student attempted but didn't complete any layers	Final review