Self Portrait Boxes – Inspired by Joseph Cornell

2nd–7th Grade

1 hour

Essential Question this lesson addresses: How do I express/create a self portrait of myself in a 3-d manner without showing my face?

Specific Learning Targets (Outcomes):
The student will be able to:
- Express themselves and show who they are without showing their face
- Create a 3-d piece of art work
- Use materials found along with art materials to create their self portrait box

Brief Description
Students will create a self portrait box expressing who they are, not what they look like. They will have to think about what makes them special and different from everyone else. Then they need to figure out a way to create artwork using found objects and art materials placed inside a box to express this.

Materials Needed:
- Show boxes, cardboard, or cardboard boxes
- Found objects – each student should bring in items from home ahead of time to add to their box
- Construction paper
- Scissors
- Pencils
- Paint
- Magazines to be cut up

Reference:
Artworks by Joseph Cornell

Arts EALR focus
The students will:
1. understand/apply arts knowledge and skill, 1.1 understand arts concepts and vocabulary, 1.2 develop arts skills and techniques, 1.3 understand and apply styles, 2. demonstrate thinking skills using artistic process, 2.1 apply creative process in the arts, 2.3 respond to an arts presentation, 3.1 Uses the arts to express and present ideas and feelings, 3.3 Develops personal aesthetic criteria to communicate artistic choices 4. make connections within and across arts to other disciplines, life, cultures, and work

Teaching Plan--what the teacher does (attach additional page if needed): Pre-activities
- Present and introduce Joseph Cornell and his artwork
- Encourage students to think creatively in 3-d form
- Challenge students to create their own 3-d boxes that express who they are as individuals

Student Instructions—what the student does (attach additional page if needed):
- Students will look at Joseph Cornells works
- Students will construct a box – or if box exists they will paint or cover with paper the outside and inside of the box
- Students will take found objects either brought from home or supplied to create their expression of themselves
- Students may use collage techniques and painting to complete their self portraits
Possible extension activities: how could the teacher expand upon this lesson or adapt it for other in
subject areas?
Move into expressionist artists and work
Key arts vocabulary: expression, Joseph Cornell, self portrait, found objects

Assessment
Criteria: Describe the methods used to evaluate student performance

- Expresses who the student is as an individual
- Excellent use of materials to create an aesthetically pleasing self portrait
- Student used all materials; found objects, paint, paper to express who they are

GOALS/OBJECTIVES

- **Goal 1**: The learner will develop critical and creative thinking skills and perceptual awareness
  necessary for understanding and producing art.
  - Plan and organize for creating art.
  - Recognize in a world of imagination there is no right or wrong, but some solutions
    are better than others.
  - Develop perceptual awareness through the use of all senses.
- **Goal 2**: The learner will develop skills necessary for understanding and applying media,
techniques, and processes.
  - Recognize the unique properties of various media.
  - Differentiate among techniques and processes for working with each materials.
- **Goal 3**: The learner will organize the components of a work into a cohesive whole through
  knowledge of organizational principles of design and art elements.
  - Recognize and discuss the value of intuitive perceptions in the problem-solving
    process.
- **Goal 6**: The learner will reflect upon and assess the characteristics and merits of their work
  and the work of others.
  - Acknowledge and explain how unsuccessful efforts can be a constructive part of
    growth in the creative process.