Lesson 3

DEVELOPING A PERSONAL STYLE

Lesson 3: Developing a Personal Style

GRADE LEVEL: HIGH SCHOOL

DURATION: 90 MINUTES

OBJECTIVE:
Students will identify and explore various artistic styles and begin to develop their individual artistic style by creating a sample portrait in their chosen style.

MATERIALS NEEDED:

- Art supplies: pencils, charcoal, colored pencils, paint (acrylic, watercolor), brushes, and paper
- Visual references of different artistic styles (realism, impressionism, abstraction, etc.)
- Magazines, printed images, and digital devices (optional) for creating mood boards
- Scissors, glue, poster board, or digital tools (e.g., Canva, Pinterest) for mood boards
- Mirrors or face references for portrait creation

WARM-UP ACTIVITY:
ARTISTIC STYLE EXPLORATION (15 MINUTES)

Goal: Introduce students to different artistic styles.

Instructions:
- Present examples of three main artistic styles with visual aids:
  - *Realism: Art that aims to represent subjects as they appear in life. Example: John Singer Sargent's Portrait of Madame X.*
  - *Impressionism: Art that focuses on capturing the "impression" of a moment through loose brushwork and light. Example: Claude Monet's works.*
  - *Abstraction: Art that emphasizes shapes, colors, and forms, often reducing or distorting realistic representation. Example: Picasso's Cubist portraits.*

- Discuss the key characteristics of each style. Ask students:
"Which style do you feel drawn to, and why?"

- Allow students to take notes or sketch small examples to reinforce understanding.

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ACTIVITY 1:

CREATING A MOOD BOARD (20 MINUTES)

Goal: Reflect on personal artistic preferences and inspirations.

Instructions:
- Students will create a mood board to reflect their artistic vision and personal style. They can choose to do this:
    - *Physically (using magazines, printed images, and poster board).*
    - *Digitally (using tools like Canva or Pinterest).*

- Include the following on the mood board:
    - *Images of artworks they admire (any style).*
    - *Favorite color schemes, patterns, or textures.*
    - *Words or phrases that describe their artistic vision (e.g., "expressive," "detailed," "bold," "soft").*

- Encourage students to incorporate diverse sources of inspiration, including nature, people, emotions, or culture.

ACTIVITY 2:

SHARING AND RECEIVING FEEDBACK (15 MINUTES)

Goal: Collaborate, receive constructive input, and clarify personal style.

Instructions:
- Students will pair up or work in small groups to share their mood boards.
- Each student will explain:
    - *Why they chose their specific images, colors, or words.*
    - *What artistic style they are most inspired to explore.*

- Group members will offer feedback by answering questions such as:
    - *"What stands out to you about this mood board?"*
    - *"How would you describe this style in your own words?"*

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ACTIVITY 3:
CREATING A SAMPLE PORTRAIT (30 MINUTES)

Goal: Apply chosen style to create a sample portrait.

Instructions:
- Students will choose their preferred artistic style (realism, impressionism, abstraction, or a mix).
- Using a mirror, reference photo, or imagination, they will create a small portrait (e.g., head and shoulders).
- Encourage students to:
  - *Focus on expressing their chosen style (e.g., loose brushstrokes for impressionism, simplified shapes for abstraction).*
  - *Experiment with materials that suit their style (e.g., charcoal for realism, watercolors for impressionism, bold colors for abstraction).*

- Remind students: **"This is about exploring your style, not perfection!"**

CLOSING REFLECTION AND DISCUSSION: (10 MINUTES)

Goal: Reflect on personal growth and artistic exploration.

Instructions:
- Gather students to share their portraits with the class (optional).
- Ask reflective questions:
  - *"How did you decide on your chosen style?"*
  - *"What challenges did you face while working in this style?"*
  - *"What makes this portrait unique to you?"*

- Encourage students to set a personal goal for further developing their style (e.g., **"I want to practice painting in an impressionistic style with more light and shadow."**).

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MODIFICATIONS FOR STUDENT NEEDS

SIMPLIFIED MOOD BOARD (FOR STUDENTS NEEDING SUPPORT):

- Provide pre-selected images or a style-specific template to guide students.
- Focus on a smaller number of visuals (3-5 key images).

ALTERNATIVE TOOLS (FOR STUDENTS WITH FINE MOTOR CHALLENGES):

- Allow digital tools for creating both mood boards and portraits (e.g., digital drawing apps).
- Offer tools like soft pastels or markers for easier handling.

TIME CONSTRAINTS:

- Combine sharing and feedback into a quick "gallery walk" where students leave written feedback on sticky notes.
- Limit the sample portrait to basic sketches with one element that reflects the chosen style (e.g., color scheme, shapes).

ADVANCED LEARNERS:

- Encourage students to combine multiple styles into a single portrait (e.g., abstract background with realistic facial features).
- Ask them to research an artist whose style inspires them and incorporate techniques from that artist into their portrait.

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ENRICHMENT ADD-ONS

MIXED-MEDIA EXPLORATION:

- **Task:**
  - Encourage students to experiment by combining different materials to reflect their artistic style (e.g., pencil and watercolor, charcoal and pastels, or collage and paint).
- **Outcome:**
  - Students create a portrait where the mixed-media approach adds texture and depth while staying true to their style.

STYLE MASH-UP CHALLENGE:

- **Task:**
  - Students combine two artistic styles (e.g., realism + abstraction, impressionism + surrealism) into a single portrait.
- **Outcome:**
  - Students explain how the two styles interact and enhance their personal vision.
  - This activity pushes students to think outside the box and break traditional boundaries.

MOOD BOARD EXTENSION: DIGITAL VS. PHYSICAL

- **Task:**
  - Ask students to create both a physical and digital mood board, exploring how each medium influences their artistic choices.
    - Physical: Using magazines, photos, and drawings.
    - Digital: Using platforms like Canva, Pinterest, or Google Slides.
- **Outcome:**
  - Compare the two boards in terms of ease, creative flow, and inspiration gathered.

INCORPORATING CULTURAL INFLUENCES:

- **Task:**
  - Students explore how cultural art styles (e.g., Japanese ukiyo-e, African tribal art, Mexican folk art) might influence their work.
- **Outcome:**
  - Students integrate cultural patterns, colors, or techniques into their personal style.
  - Reflection: "How does exploring cultural influences help you develop your own artistic voice?"