

# Brianna McCarthy Portraits

## OBJECTIVES

- SWBAT demonstrate an understanding that one's identity can be expressed visually through collage
- SWBAT evaluate and analyze Brianna McCarthy's portraits and utilize her themes in their own work
- SWBAT use art terminology properly to analyze their work and others

## MATERIALS

- 12x18 bogus paper for background
- 6x9 neutral color construction paper for shape of face
- Various size construction paper scraps
- Pattern paper scraps
- Fabric
- Scissors
- Glue
- Hole punchers
- Paper crimpers
- Sharpies
- Metallic sharpies

## ACADEMIC TERMINOLOGY

(Reinforced) Expressive, identity, self-portrait, craftsmanship, 3-dimensional, collage, contrast, layering



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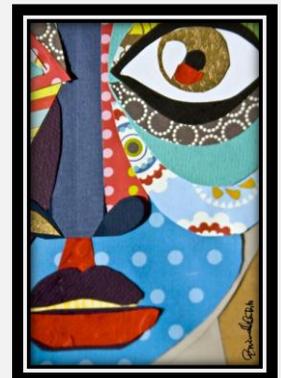
## STATE STANDARDS:

Standard 1.2 Creation

Standard 1.3 Elements and Principles

Standard 1.4 Critique

Standard 1.5 History



## DAILY PROCEDURES

1. Class discussion (Review)
2. Demonstration
3. Students engage in studio work
4. Students clean up

## OVERVIEW

*Week One:* Teacher will guide students in class discussion. (See PowerPoint presentation). Teacher will explain the culture of the Caribbean and describe how Brianna McCarthy's work is related to her Afro-Caribbean roots. Teacher will show examples of McCarthy's "Paper Queens" series. Students will sketch their portraits and decide what layers they will need to include to create all aspects of the face. *What shapes would you use to create an eye, nose, mouth?* Students will think about how their mask can also reflect his/her personality.

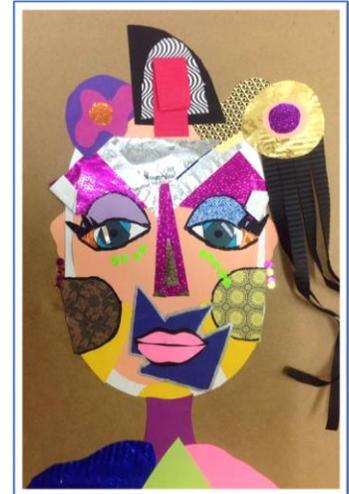
*Week Two:* Teacher will demonstrate general construction of the portrait. *Fold 6x9 paper in half lengthwise and cut out half of a "U" shape.* Teacher will reinforce prior knowledge of collage and stress that students must work strategically in order to properly construct their artwork. For example, *"Think of when you are making a sandwich, what is the first layer you construct? What comes next? If we do not put the parts in the right order the whole sandwich will fall apart."* This same analogy is used to describe how students should think about what layers will come first, second, third, etc. (Eyes, nose, mouth should be the final and last layer). . Students may deviate from their sketch and are encouraged to ask for feedback from teacher and peers.

*Week Three:* Students will continue to build their portraits. Teacher will reinforce key concepts and provide students with various techniques to complete their work. Teacher will encourage students to use both regular construction paper and pattern paper to create contrast. Too much pattern paper will make it difficult to see the components of the face. Teacher will demonstrate how to use paper crimper, hole-punchers, and paper quilling techniques to add further detail.



Week Four: Students will now concentrate on adding any further details such outlining details with black and metallic sharpies to finalize their work. Once complete students should get feedback from classmates, self-critique, and finally receive feedback from teacher.

Students will be assessed on composition, creativity, craftsmanship, effort, cooperation, and participation. (Questions to consider) *Did student create a cohesive piece? Did student layer correctly with great consideration to craftsmanship? Did student add elements to capture their identity/personality?*



## Important Links

- Brianna McCarthy's Website  
<http://www.briannamccarthy.com/>
- Brianna McCarthy's Facebook  
<https://www.facebook.com/macabrii/>
- Link to Prezi Presentation  
<https://prezi.com/view/Zgy4dKv5e98O5lgcEwNX/>

