

Digital Self-Portrait Morphosis



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Grade: Photography 1, 9-12 grade

Time Span: 5, 70 minute classes

Essential Question: How can a self-portrait offer insight about the artist?

Provoking Questions:

What is a self-portrait?

Can we read a self-portrait?

What is Frida trying to tell us?

How is she feeling?

What about this image tells you that?

If she had painted her regular body, would that change the mood or intention of this self-portrait?"

What do you want others to know about you?

How can we describe the characteristics of a lion?

What is this artist communicating to us by choosing to replace his face with that of a lion's?

What is she telling us about who she is through this self-portrait?

What is this artist revealing about herself?

What does the pose and animal choice tell us about this person?

Objectives:

- Students will make short term and long term goals based on rigorous criteria and related to time management or skill development that will lead to success in their project.
- Students will develop an understanding of contrast, unity, and balance by creating 2 digital self-portrait photographs that combine pictures of themselves and selected spirit animal/s that are representative of who they are.
- Students will demonstrate knowledge of visual art concepts representation and symbolism by communicating ideas, feelings, and meanings with their self-portrait morphosis.

Materials:

- Project handout
- Digital camera-one for each student
- Photoshop Elements
- Computers for each student
- Photopaper
- Colored printer

Vocabulary:

- Morphosis/Morph
- Combine
- Symbolism
- Representation/Representative
- Identity
- Self-Portrait

Direct Instruction: Day 1

1 The teacher will start the class off with a PowerPoint presentation. She will start with an image of Frida Kahlo self-portrait, The Wounded Deer, and ask studentS, “What is she trying to tell us? How is she feeling? What about this image tells you that? If she had painted her regular body, would that change the mood or intention of this self-portrait?”



2. After the slideshow, the students and teacher will read the project sheet together.

PHOTO I - Project 5: PART ONE

Self-Portrait Morphosis


Objective: You will develop an understanding of contrast, unity, and balance by creating 2 digital self-portrait photographs that combine pictures of you and selected spirit animal's that are representative of who you are.

We live in a superficial "selfie" culture, but self-portrait photography is much more than an up close shot of one's face, they reveal a lot about the person who made them. A self portrait is a study of yourself both physically and emotionally, which expresses your depth of personality. Spirit animals are an extension of the "self", a reflection of your identity. Instead of just turning the camera on yourself and clicking away, this project's challenge is to create photographs that capture who you are by blending parts of your actual body and parts of your spirit animal to become one self. In order to achieve this effect, you will employ tools in Photoshop Elements you have already learned as well as new techniques such as: blending; eraser; lasso; free transform; color replacement; masking brush; distort; and the skew tool.



- Fill out self-portrait questions to help you brainstorm and plan ahead (back of page).
- If you need to, take a quiz to help you find your spirit animal:
<http://www.spiritanimal.info/spirit-animal-quiz/>
- Take at least 20 photos of yourself. Get a combination of close up shots and full body shots.
- Try out various positions, angles, profiles (side views), and straight on shots.
- Do not take blurry pictures! Troubleshoot your camera settings (white balance and ISO speed) to correct any blurriness.

Things to consider: How to take a self-portrait

- There are several ways for you to create a self-portrait with your camera. One way is to use a tripod or set the camera on a solid surface and use the self-timer shutter feature. Look for a button or menu option on your camera with this icon:  This is the self-timer setting. When you depress the shutter, your camera will wait several seconds before taking the photograph. This gives you time to get into position.

OR

- Get someone to help you take the photos, while you direct them on how to take the photos.
- When creating your self-portrait, take into consideration the background. You may want to place yourself in an environment that says something about who you are. You may also want to use a blank wall or backdrop so that you are alone in the frame.
- Shots can be close-up or far-away.
- Pay attention to lighting if inside. Use lamps to add depth and dimension.



Questions to Ask Yourself:

1. What adjectives best describe me?
2. What animal/s do I relate to/What is my spirit animal?
3. How does this animal represent my identity and who I am?
4. How will I combine myself with the elements of my spirit animal: head, ears, nose, tail, fur, body, legs, etc?

Questions to Ask Yourself:

1. What adjectives best describe me?
Funny, Personable, Upbeat.

2. What animal/s do I relate to/What is my spirit animal?
Otter/Wolf/Deer, I decided on my spirit animal to be the wolf.

3. How does this animal represent my identity and who I am?
The wolf symbolizes fear of being threatened and also lack of trust. The wolf can be social in a pack and yet still have alone/independent time which explains me.

4. How will I combine myself with the elements of my spirit animal: head, ears, nose, tail, fur, body, legs, etc?
By combining my face and mashing it in with the wolves face.

Questions to Ask Yourself:

1. What adjectives best describe me?
funny, ~~strong~~, outgoing, cool
fast

2. What animal/s do I relate to/What is my spirit animal?
lion, sloth

3. How does this animal represent my identity and who I am?

Because their cool and like to hunt and ^{im} lazy and chill and like to eat food grass like

4. How will I combine myself with the elements of my spirit animal: head, ears, nose, tail, fur, body, legs, etc?
photo shop



DSCF0608



DSCF0609



DSCF0610

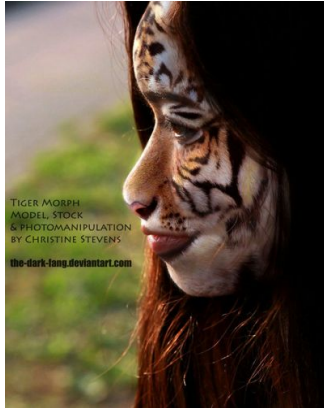


DSCF0611

Above, student is demonstrating the characteristics of a sloth, his spirit animal.

Day 2:

PHOTO I - Project 5: PART TWO Self-Portrait Morphosis



1. Choose 2 self portraits:

Close up portrait, side view or straight on, full body, or various poses including the whole body in the shot.

2. Choose Animal photo(s) on Google Images:

In Google Images, you need to search for high resolution animal photos.

- a. Below the image search bar, select **Search Tools**
- b. At the **Any Size** toolbar (far left), select **Large** - this will show you only images that are large in file size.
- c. When you select an image, click on **View Image** to enlarge to full size, **right click** and save image to your computer.

3. Answer the following question for each self-portrait: ***Now that you have your animal photos, how will you combine myself with the elements of my spirit animal(s): head, ears, nose, tail, fur, body, legs, etc?***

Portrait One:

Portrait Two:

4. Watch the following Youtube editing tutorials and take notes.


Animal Morph Blending: <https://www.youtube.com/watch?v=9qV2j7POeoo>

Animal Overlay: <https://www.youtube.com/watch?v=0AxrZW83c84>

Photoshop Elements editing:

1. Resize your portrait photo, one of two ways:
 - a. Image > Resize > Image size: Vertical - 5 inches x 7 inches / 300 resolution or Horizontal - 7 inches x 5 inches / 300 resolutionor
 - b. If you want to crop your photo: Use Crop tool > top toolbar, change width 5 inches, height 7 inches

Free transform tool: Choose Image > Transform > Free Transform.

- To scale, drag any handle of the bounding box. To scale the width and height proportionally, either press Shift as you drag a corner handle, or select Constrain Proportions in the options bar, and then drag a corner handle.
- To rotate, move the pointer outside of the bounding box and drag. When positioned outside the bounding box, the pointer becomes a curved, two-sided arrow . Press Shift and drag to constrain the rotation to 15° increments.
- To distort, press Ctrl (Command in Mac OS), and drag any handle.
- To skew, press Ctrl+Shift (Command+Shift in Mac OS) and drag a handle in the middle of any side of the bounding box.
- To apply perspective, press Ctrl+Alt+Shift (Command+Option+Shift), and drag a corner handle..

Warp tool: Edit > Transform > Warp. Hold and drag to desired placement

Blending tool

Blur tool

Mask and Paintbrush Tool:

1. Create a layer mask for this photo (At bottom of Layers palette - *Circle inside the square*).
1. Fill the layer mask with black to mask out the new photograph. (**tip: you can also create a black mask instantly by holding the alt key when clicking the mask button.**)

2. Using the brush tool, paint white over the area of the new photograph you're located at. This will reveal you very seamlessly since, aside from your body, the backgrounds are nearly identical (even if wind affects the location of the grass, branches, etc...).
3. Continue painting until everything in the new photo you want to reveal is revealed, and nothing looks out of place.

Color:

Curves Adjustment- Change to your liking

Last step:

Flatten each new image (Layers palette)

Resave photo and change file format from Photoshop (PSD) to TIFF.

Upload both portraits to Flickr- title & description:

- a. Describe what your spirit animal(s) are for each portrait, what they represent about you and who you are (think characteristics, etc)

Photoshop Tutorials:

Animal Morph Blending <https://www.youtube.com/watch?v=9qV2j7POeoo>

Animal Overlay: <https://www.youtube.com/watch?v=0AxrZW83c84>

Day 5:

1. Students should be finished editing and ready to print their photos. The teacher will ask the criteria will write it on the board for students to refer to during the critique. Criteria for this project is creating a composition that utilizes contrast, unity, and balance; communicating your identity through the characteristics of an animal, and employing the Photoshop Elements tools to make well-blended, believable self-portrait. Reminding students to stray from starting sentences with, "I like," the teacher will encourage students speak directly to the criteria on the board about what is working or not working. Each student will hang both of their photographs up with a number and each student will get a critique hand out sheet. Students will walk around and fill choose 4 to write about in the aforementioned sheet. Students will include their name at the top of the paper. The teacher will facilitate the conversation by standing by each photograph and asking. Teacher will collect and use as assessment and hand back to student the next day.

	Number	What makes this composition successful?	If changed, would improve composition?	What is being communicated through this self-portrait? How?
1				
2				
3				
4				

Modifications: Teacher will differentiate lesson by determining source of problems for students who can't acquire techniques and then remediate. Remediations can include written instructions, taking photos during school hours, working one-on-one with the teacher, taking less than 20 photos, and/or shortening or expanding the allotted time for working.

Assessment:

Formative-Project Plan Sheet-

100=turned in with well thought out answers with evidence of planning ahead.

50=turned in, but evident not much time spent planning ahead.

0=not turned in, or incomplete.

Formative assessment for participation of giving feedback:

-Final critique

100=Gave thoughtful feedback and spoke to criteria.

50=Some feedback, but did not use criteria to give feedback.

0=Did not participate or very little feedback.

PHOTO 1: Self-Portrait Morphosis Photo

Name: _____

Personal Statement - Self-Critique

1. What was your spirit animal and how does this animal represent your identity/who you are?

2. Describe each self-portrait morphosis in terms your process of how you chose to to morph/combine yourself and your spirit animal **and** the significance of the placement/s.

3. Do you feel that your photographs successfully communicate your identity to the viewer? Explain how they do or do not.

4. What would you do differently if you could do this project again?

5. Out of your two self-portraits, which is your strongest composition in terms of the Principles of Design: balance, contrast, unity?

6. How can you use what you have learned in future projects?

PHOTO 1 - Project FIVE: Self-Portrait Morphosis

Assignment	4 - EXCEPTIONAL	3 - STRONG	2 - DEVELOPING	1 - BEGINNING
<p>Project Content/Theme: -Took 20 photos - Edited strongest 2 photos that best visually communicates their identity through applied multiple editing tools in Photoshop.</p>	<p>Photo assignment fully meets or exceeds requirements, fully demonstrates concepts/techniques required.</p>	<p>Photo/project mostly meets requirements and demonstrates concepts/techniques.</p>	<p>Shows evidence of some requirements, techniques/concepts . Some missing components.</p>	<p>Photo/project shows no evidence or minimal evidence of requirements, concepts and/or techniques covered, or no project submitted.</p>
<p>Formal Qualities Strong compositions, clearly reflecting a self-portrait morphosis theme an understanding and application of unity, contrast, and balance.</p>	<p>Demonstrates above and beyond intention to communicate their identity. variance in composition style clearly illustrates <i>unity, contrast, and balance.</i></p>	<p>Photos address the theme and integrates <i>unity, contrast, and balance.</i>.. Some evidence of imagination, creativity, or thoughtfulness through composition.</p>	<p>Photos somewhat address the theme and integrates <i>unity, contrast, and balance</i> <i>adequately.</i>Weak connection to the theme and subject. Difficult to ascertain theme/subject..</p>	<p>Unable to ascertain subject or theme and do not integrate <i>unity, contrast, and balance.</i></p>
<p>Color Choice Use of color or grayscale to aid in communication of identity to viewer.</p>	<p>Photo taken at perfect exposure for the setting. Colors or grayscale is clearly intentional to be representative and aid in the communication of the student's identity. Coincides with the subject and the mood of the scene.</p>	<p>Photo taken at appropriate exposure. Colors or grayscale is intentional to be representative and aid in the communication of the student's identity. Coincides with the subject and the mood is adequate.</p>	<p>Some images are too dark or too light so that the viewer notices these as disturbances to the subject rather than as an added creative element.</p>	<p>Image(s) are too dark or too light so that the viewer notices these as disturbances to the subject. Hard to determine what subject is or get mood of picture because of flaws.</p>
<p>Technical and Media Skills: Utilized a variety of Photoshop tools to seamlessly combine animal and self-photographs. These include Hue/Sat, Sponge, Dodge/Burn,blending,eraser,lasso,free transform,color replacement,masking brush,distort, skew tool.</p>	<p>Photo's represent adventurous choices and excellent command of appropriate Photoshop techniques, and tools which strengthens creative intent.</p>	<p>Photo's exhibit a purposeful and thoughtful application of Photoshop techniques and tools in support of creative intent.</p>	<p>Photo compositions show sufficient control of Photoshop techniques, and tools, but does not show personal perspective.</p>	<p>Work reflects limited or no proficiency of Illustrator techniques and tools.</p>
<p>Imaginative Expression Visual solution is creative and unique. Photography shows a unique perspective and communicates identity of artist.</p>	<p>Photography embodies a strong and uniquely individual concept of visual imagery and point of view.</p>	<p>Photography exhibits an individual approach in the development of concept and context. Point of view is emerging.</p>	<p>Photography demonstrates a basic understanding of concepts and ideas..</p>	<p>Work shows little or no understanding of creative or original point of view.</p>

Reflective Statement <i>Thoughtful written exploration of creative process, project requirements, and intent reflecting knowledge of the world around you and available resources.</i>	Detailed self-analysis demonstrating insight and objectively related to all concepts, techniques, and photography process.	Understanding of concepts, photography rules, and use of Photoshop through writing.	Underdeveloped statements, only some understanding of concepts demonstrated.	Writing incomplete or not attempted.
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Points:

24 = 100 23 = 98 22 = 96 21 = 94 20 = 92 19 = 90 18 = 88 17 = 86 16 = 84 15 = 82 14 = 80 13 = 78 12 = 76 11 = 74 10 = 72 9 = 70 8 = 68 7 = 66 6 = 64 0 = Not turned in	93 – 100 = A 85 – 92 = B 77 – 84 = C 70 – 76 = D 0 – 70 = F
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Maine Learning Results:

B2 Composition Skills - Students use Elements of Art and Principles of Design to create original artworks that demonstrate development of personal style in variety of media and visual art forms.

B3: Making Meaning- Students create a body of original artwork.

- a. Demonstrate sophisticated use of media, tools, techniques, and processes.
- b. Demonstrate knowledge of visual art concepts.
- c. Communicate a variety of ideas, feelings, and meanings.

C1 Application of Creative Process - Students apply and analyze creative problem-solving and creative thinking skills to improve or vary their own work and/or the work of others.

E3: Goal-Setting- Students make short term and long term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts.

D1 Aesthetics and Criticism - Students analyze and evaluate art forms.

- a. Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.
- b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non- print sources.
- c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment

Instructional Resources:

- https://docs.google.com/a/meca.edu/presentation/d/1WCnOjL-WbzWeeeGZEE_YAEASeV5qAeR0U3II8EMhoQI/edit -my PowerPoint
- <http://piccsy.com/2012/04/rasta/> -lion with dreads
- <http://quericoelmambo.tumblr.com/post/4940502861/fredrik-odman> -bird with towel
- <http://animal-kid.com/humans-with-animal-heads-hipster.html> -ostrich
- <http://museummasters.weebly.com/frida-kahlo-1907-1954.html> -frida kahlo
- <http://www.ufunk.net/en/photos/etranges-creatures-hybrides-francesco-sambo/> -frog

<https://www.youtube.com/watch?v=0AxrZW83c84>
<https://www.youtube.com/watch?v=9qV2j7POeoo>

Technology:

Macbook Pro computer.

LCD Projector to project the slideshow on the whiteboard.

Wireless internet for Google Slide sharing.

Adaptor/dongle for Mac to LCD

Photoshop Elements

Digital cameras