# MANGA INSPIRED SELF PORTRAIT

Students will learn about the basic concepts of portrait drawing and exaggerating aspects.

Name:_____HR:_____

## Connect

◯ Step One:Research Due Date:____

Students will investigate and comprehend the techniques of traditional Japanese scroll painting, and analyze these in comparison with contemporary manga art.

Use the links provided in google classroom read through the articles and complete the questions on the research page of the unit packet.

◯ Step Two:Explore Due Date:____

Students will examine contemporary manga artists to identify and articulate their preferences within the style.

Students will use the links provided on Google Classroom to explore manga artists and uncover characteristics they like.

## Create

◯ Step Three:Explore Due Date:_____

Students will create a self-portrait, focusing on achieving accurate proportions.

Watch the totorial on google classroom to better understand the proportions of a portrait and sketch your own se portyrait in the box provided. .

◯ Step Four:Develop Due Date:_____

Students will sketch a self-portrait incorporating manga-inspired exaggerations.

Using the visuals and demonstration on Google Classroom, recreate your portrait in a manga style.

◯ Step Five:Explore Due Date:_____

Students will explore four different blending techniques with alchol markers

Watching the tutorial on Google Classroom, create and practice your blending techniques.

◯ Step Six: Construct Due Date:____

Students will create a manga-inspired self-portrait using blending techniques with alcohol markers.

Begin by creating a final sketch on paper, adding alcohol marker and two different blending techniques. Finish by creating a black outline around your portrait.

## Respond

◯ Step Seven: Reflection Due Date:____

Students will reflect on creative process using art and design vocabulary.

Now that you are done reflect on your creating process using using art and design vocabulary on the reflection page of your packet.

◯ Step 8: Present Due Date:____

# RESEARCH

## JAPANESE ILLUSTRATED HANDSCROLLS

1. How long can a scroll become?

3. Who primarily commissioned the emaki ?

4. Who generally created the scrolls?

## ILLUSTRATED SCROLL FROM THE TALE OF GENJI

1. Who wrote the classic story and first major literary work written by a woman?

2. How long ago was The Tale of Genji writtern?

3. What were Aristocratic women in Heian Japan were forbidden to do?

4. What are some stylistic characteristics of facial fetures during this time?

5. What does the technique called fukinuki yatai refer to?

# RESEARCH

## MANGA

1.Were did Manga originate?

_____

2. What does the word Manga mean?

_____

3. What do Manga stories often focus on?

_____

## WHAT IS MANGA? | THE HISTORY OF MANGA FOR KIDS

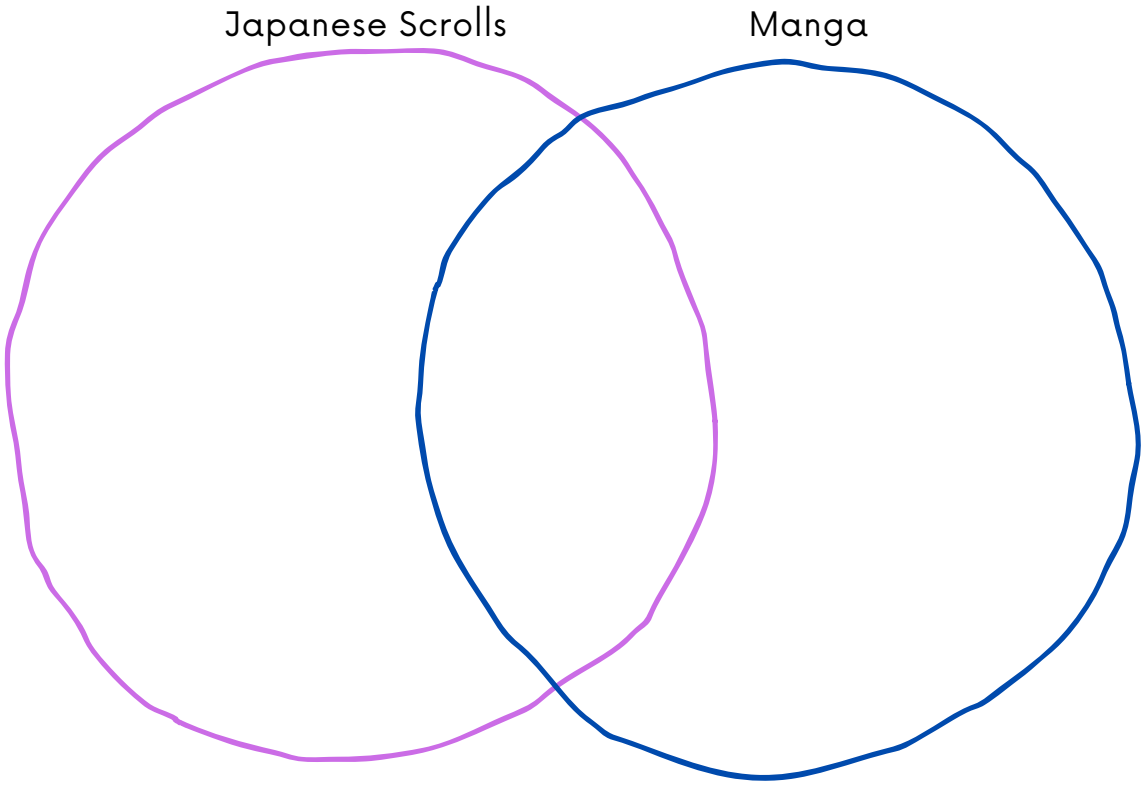
1.What was the name of the manga that became a world wide sensation?

_____

2. What is the main focus of manga?

_____

## COMPARE AND CONTRAST: LIST THREE FOR EACH SECTION



# EXPLORE

Explore Manga artists and take notes on what you like about their work and want to incorporate into your work.

## ARTIST: _____

Record three interesting facts about this artist

_____

_____

_____

## ARTIST: _____

Record three interesting facts about this artist

_____

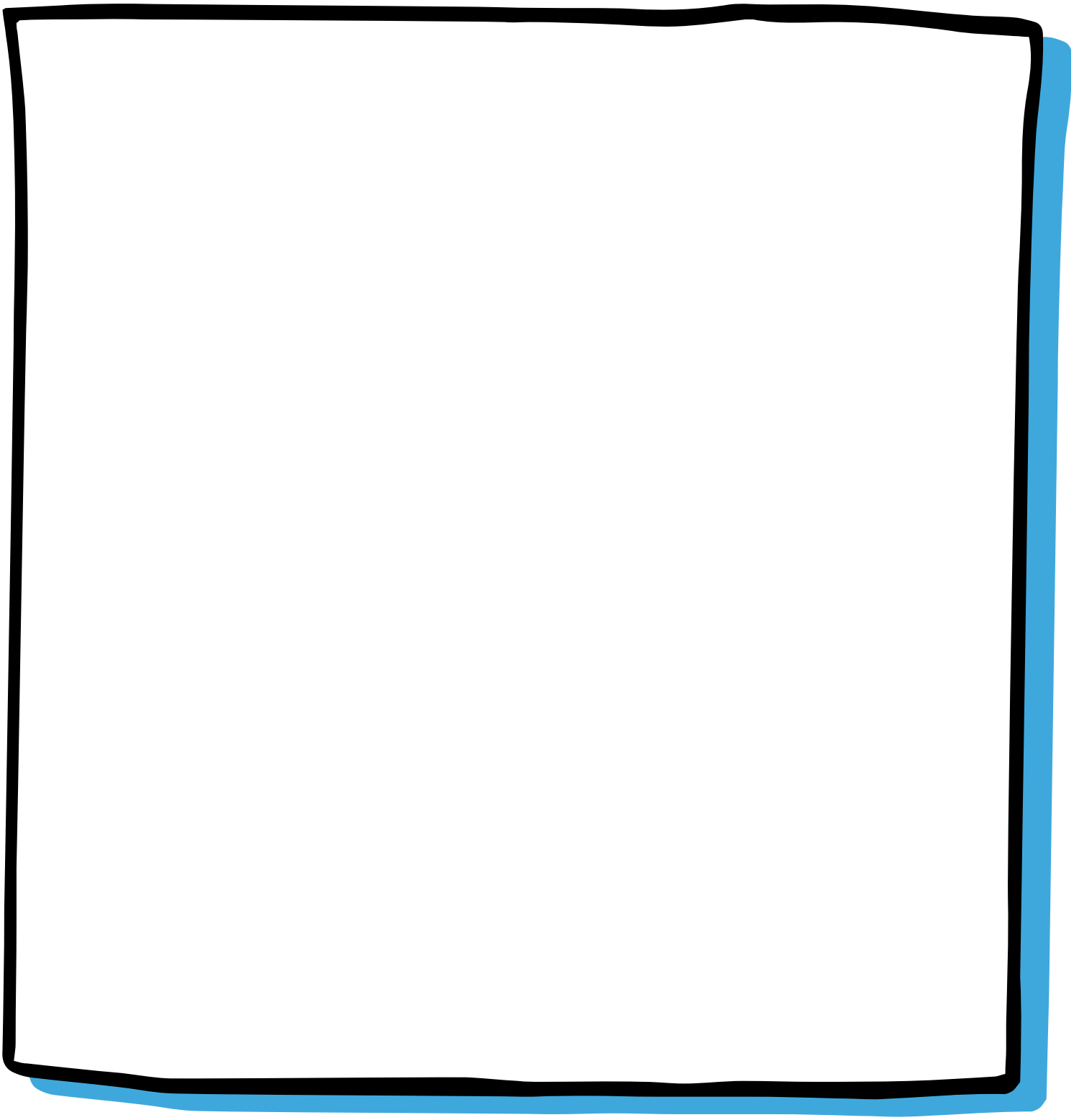
_____

_____

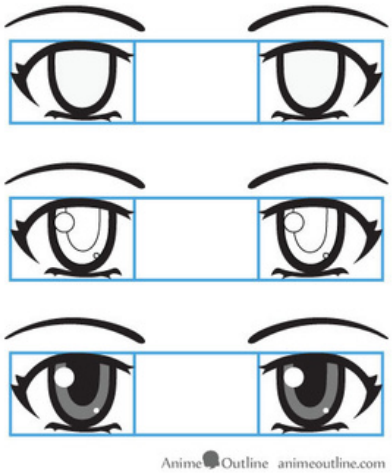
Watch the tutorial for drawing portriats and fill in the blanks bellow.

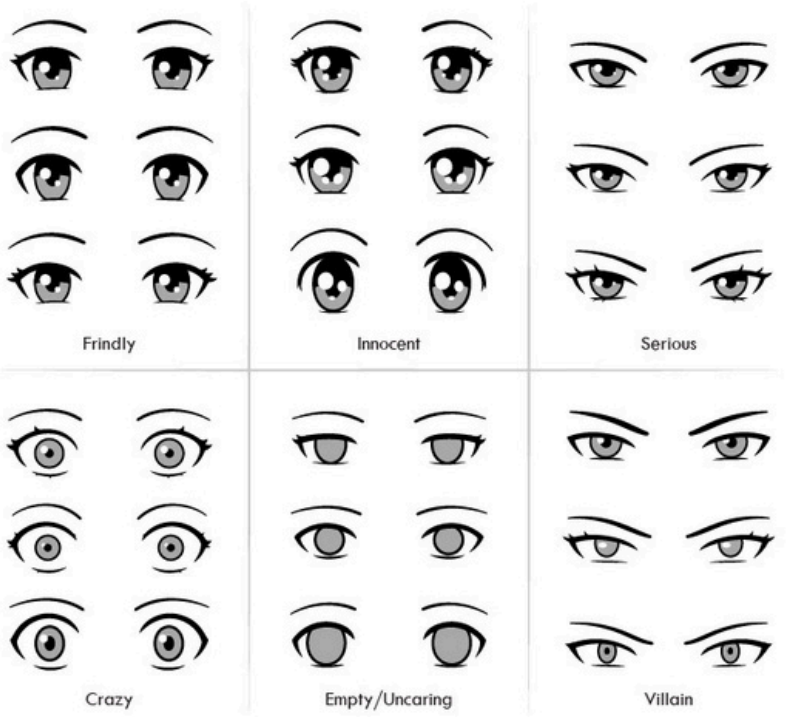
1. The eyes are _____ between the top and bottom of the head.
2. The head is vertically _____.
3. There is _____ eye width between the eyes.
4. The human head is _____ eyes wide.
5. The nose is a _____ shape with the bottom of the nose _____ between the _____ and the chin.
6. The _____ of the eyes line up with the _____of the nostrils.
7. The top of the ears line up with the _____.
8. The bottom of the _____ line up with the bottom of the _____.
9. The mouth is _____ between the bottom of the nose and the chin.
10. The _____ line up with the _____ of the mouth.

# SELF PORTRAIT DRAWING

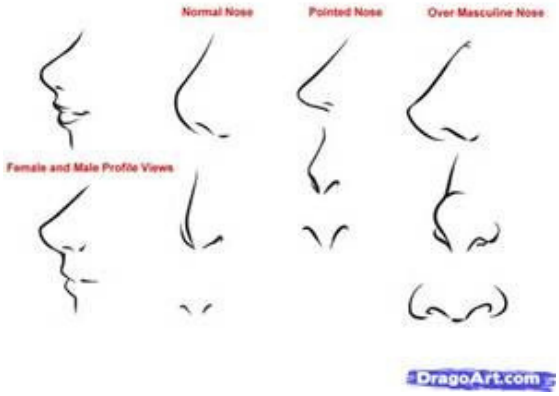


# MANGA INSPIRED EYES

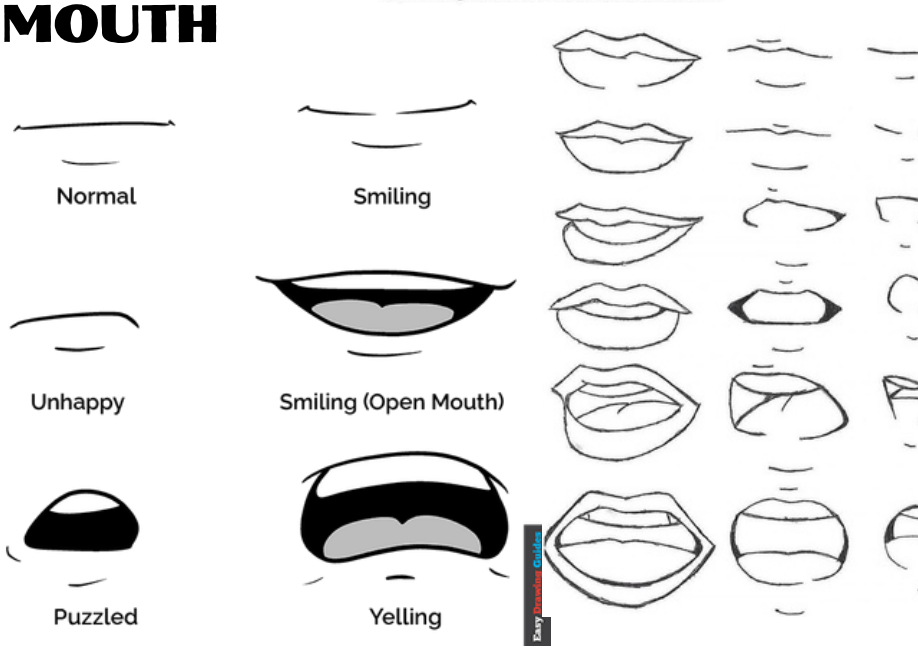


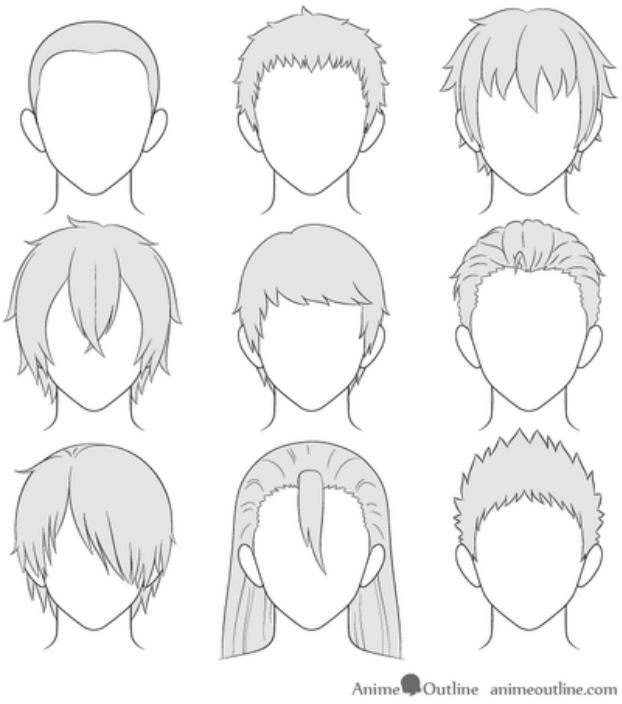

# NOSE

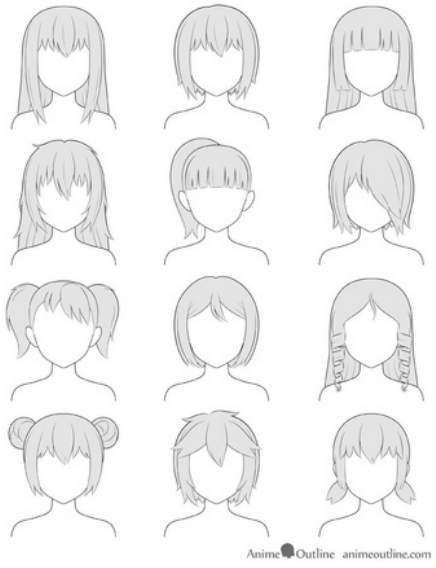



# MOUTH

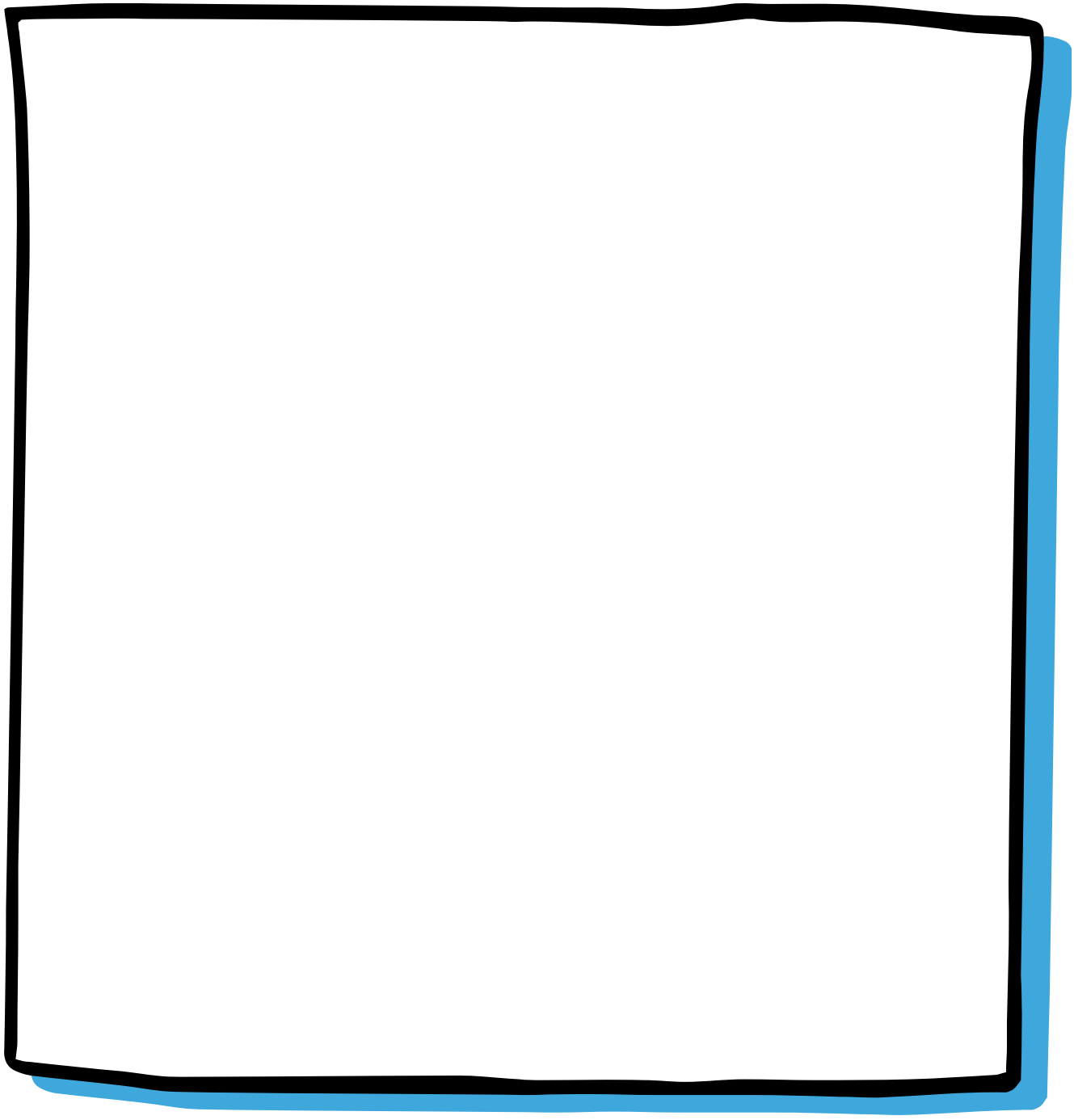



# HAIR



Now that you understand how to draw a self-portrait exaggerate some of your features to create a more manga inspired portrait.

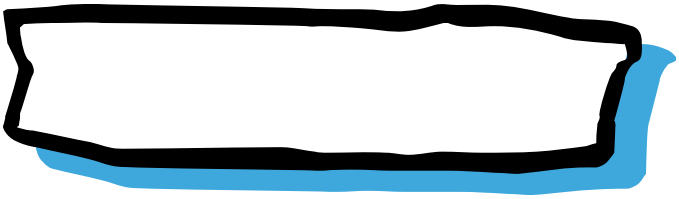


# MARKER BLENDING

Bellow explore different ways to blend with Alcohal markers.

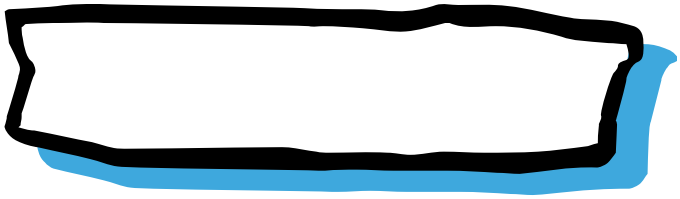
## PRIMING METHOD:

Using the chisel nib create a basing moving quickly across area. Now select another color and use the brush nib starting from the left side and blending across to the right. This must be done while the base color is still wet.



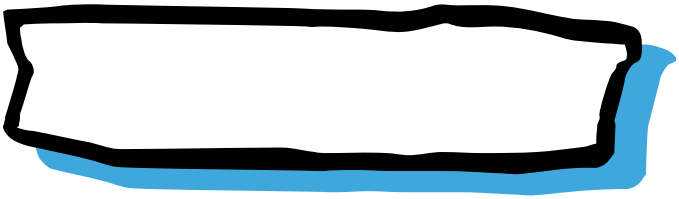
## FLICKING METHOD:

Start with the brush nib of a marker add this color from the right side into the middle of the box. in the middle use a flicking motion. Now do the same thing using a different color from the left side into the middle.



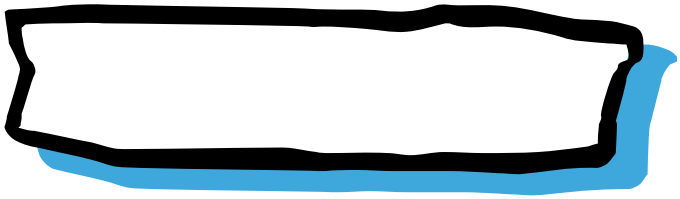
## COLORLESS BLENDER MARKER:

This method uses the color of the paper to blend start by priming paper with the blending markers. Before it is dry add a second layer with a mediumtone flicking the pigment into the transparent ink.



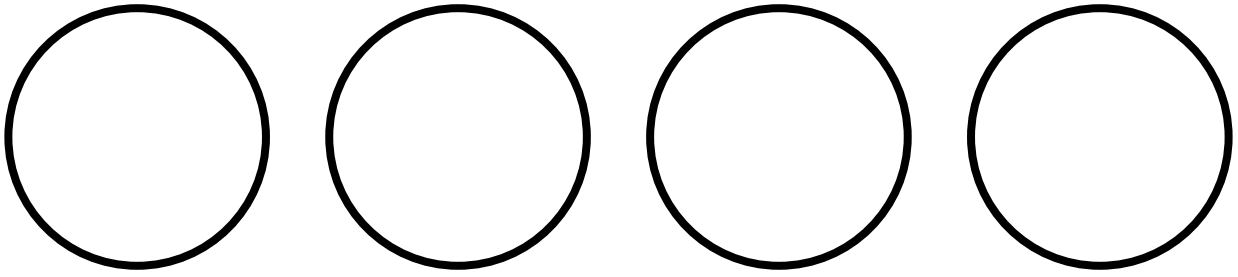
## ONE COLOR METHOD:

For this method, you will use one color. Start by using the chiseled end to color the entire area one color. Now moving back and forth between chisel and brush ends, create a second layer of color and blend into the first.



## MANGA PORTRAIT COLOR SCHEME:

Below is a plan of the colors for your portrait, remember they do not have to be traditional colors.



MId-skin tone | High lights | Low lights | Hair color

# REFLECTION

1 What did you do to this artwork to make it unique to you?

2 What are three things that went well with this project?

3 What is one thing you would do differently if you could do this project again?

4 Did you enjoy this unit? Do you have any suggestions or recommendations for the next time?

Name Project Title:

| 6th Grade Rubric | Masters Standard | Meets Standard | Approaching Standard | Working Towards Standard |
|---|---|---|---|---|
| | 4 | 3 | 2 | 1 |
| **Planning and Research** Students will investigate, explore and plan for artistic work. A.A.Cr.8. A.A.Cn.9. | The student investigated more than 3 artists/techniques/ methods and became confident in techniques before executing artistic work. | The student investigated at least 3 artists/techniques/ methods and practiced prior to execution of artistic work | The student investigated 2 artists/techniques/ methods but did not practice or only practiced but did not explore 2 artists. | The student did simple sketches with little to no research or practice. |
| **Control of the Media** Student can use materials and medium correctly to craft artwork that reflects deliberate control of the media A.A.Cr.9. | The student used materials and medium correctly and was able to assist and aid others in the use and care of materials and medium. | The student used materials and mediums correctly to create a successful work of art without damaging materials or harming themself. | The student used some materials and mediums correctly. | The student did not use materials and medium correctly which led to artwork falling apart or the student was unable to finish it. |
| **Well-Crafted** Student created art that looks professional and is well crafted A.A.Cr.9. | The student completed work of art and students' craftsmanship demonstrated professionalism, their work was completely their own. | The student completed a work of art and it was well crafted. The student had control of the medium and their artwork is unique. | The student completed a work of art but it had one or two issues with craftsmanship. | The student's artwork was broken due to a lack of craftsmanship or unfinished. |
| **Reflection** Student can explain the process of creating the artistic work as well as changes or improvements for the future. A.A.Pr.8.m | The student answered all three questions on the reflection and added additional details about their creative process and work. | The student completed all three questions on the reflection. | Students complete two of the questions on the reflection. Or the student did not use complete sentences or fully respond to the question. | The student only answered one of the questions on the rubric. Or the student did not use complete sentences or fully respond to the question. |
| **Presentation** Student completed work of art and photographed and displayed artwork. A.A.Pr.9.m | The student completed work of art and photographed and displayed artwork for presentation and considered how the artwork was being presented and added elements to enhance the presentation | The student completed work of art and photographed and displayed artwork for presentation | Student completed art but the photograph and/or presentation took away from the final product. | The student did not complete artwork and the photograph and/or presentation took away from the final product. |