Silhouette Self-Portrait
KS2: Digital Art in the Classroom
Exploring Line, Shape and Space

CCEA Digital Art & Design

KS2: Exploring Line, Shape and Space, Activity 1: My Logo (page 72-73)

We are learning to:

• take pride in ourselves and respect one another as individuals;

• explore positive aspects of our personality;

• choose object and images to represent my personality;

• take photos with some control;

• draw and trace with some control;

• understand and use layers in an image editing app; and

• make decisions, solve problems and be creative (TS&PC).

Shared Vocabulary

• *Personality*

• *Photograph*

• *Mid-shot, Close-up*

• *Profile*

• *Self-portrait*

• *Silhouette*

• *Trace*

• *Layer*

• *Transparent*

• *Opaque, Opacity*

• *Layer order*

PLAN AND EXPLORE Encourage your pupils to explore their personalities and think about things that they like and represent them, for example their hobbies or a favourite food, book or season. Ask them to search online for images that represent them and save these to their camera roll. Alternatively, they could bring objects, images or photos in from home. Ask them to photograph, scan, save or add the images to their camera roll. Explain that they are going to create a self-portrait by tracing over a photograph of themselves to create a silhouette. Look at examples of Victorian silhouette portraits and discuss these with your pupils.

DO Ask your pupils to work in pairs, taking turns to photograph each other side-on (profile) against a plain background if possible. Encourage them to choose either a close-up or mid-shot, holding the camera steady and trying to keep it in focus.

If your pupils are unfamiliar with the concepts of layers and layer order, demonstrate their use in the app or software they will be using. Explain that layers:

• are like sheets of stacked acetate or see-through plastic;

• are transparent so that layers below are visible;

• stack on top of each other and are numbered from bottom to top, with the higher number being above the lower number;

• can move to position the content on the layer, like sliding a sheet of acetate in a stack;

• can change opacity to make the content partially transparent; and

• help you build up a picture (for example, with layers for background, midground and foreground) and make changes to each layer without altering the other layers (for example, rubbing parts out).

Once they are happy with their photos, ask them to use an app such as Brushes to import their photo. Encourage them to create a new layer above and trace their portraits in black using a hard brush on the new layer.

TIP! If using, Brushes they may need to create a new brush to do this.

Suggest lowering the opacity of the photo layer to help them. They can also use the hide layer option to hide the photo layer and see how their work is progressing. Remind them to make sure they have their silhouette layer selected before they continue drawing.
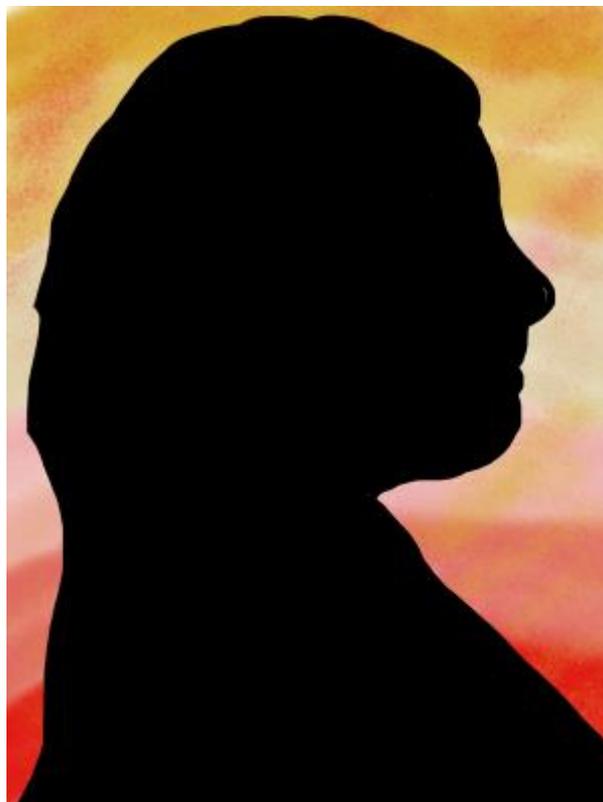
Once they are happy with their silhouette layer, ask them to delete the picture layer below. Depending on their experience and ability, ask them to:

• add a new image layer, choose a photo that represents their personality and move it below the silhouette layer;

• export their work;

• create a new layer and move it below the silhouette layer to create a background drawing that represents their personality and favourite colours;

• export their work;

• add different photo layers that they can resize, cut out (using the rubber tool), move and reorder to create their final portrait; and

• export their work.

REVIEW Encourage your pupils to think about the task and discuss what they enjoyed. Did they find anything difficult? What do they like about their photo? Would they do anything differently next time? Give them time to look at each other's work and give positive feedback along with some ideas for improvements.

Samples of work made using Brushes app   (Courtesy of Elmgrove Primary School)