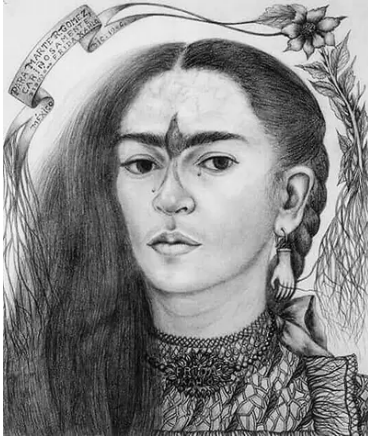




Lesson Plan: Self-Portrait Inspired by Frida Kahlo

Grade Level: 9–12

Lesson Objectives

By the end of this lesson, students will be able to:

- Draw a self-portrait that expresses emotion and personal symbolism using pencil and colored pencil.
- Apply observation, proportion, and symbolic imagery inspired by Frida Kahlo's self-portraits. (This is a self-portrait drawing of Frida Kahlo (www.fridakahlo.org))

Supplies and Media

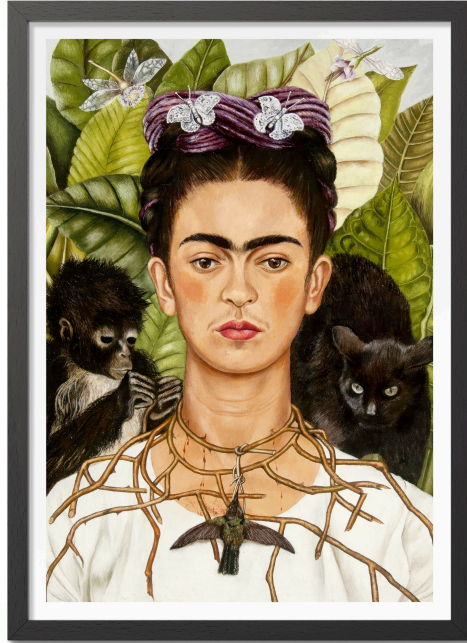
- Drawing paper (9x12") on drawing board put on with artist tape to secure placement.
- HB & other Drawing Pencils and erasers, circle drawing compass, and ruler
- Colored pencils or markers
- Mirror (one per student or shared)
- Images of Frida Kahlo's self-portraits (printed or projected)
- Optional: sketchbook for warm-up thumbnail sketches

Vocabulary

- **Self-Portrait** – An image of oneself created by the artist.
- **Symbolism** – Using visual elements (objects, colors, animals, or plants) to represent emotions or ideas.
- **Composition** – The arrangement of visual elements on the page.
- **Proportion** – The relationship of one part of the face to another in accurate measurement.
- **Expression** – The visual communication of emotion or personality in art.

Activity and Procedures

1. Anticipatory Set / Introduction (5–10 minutes)



- Begin with a slideshow featuring several of **Frida Kahlo's self-portraits** such as *Self-Portrait with Thorn Necklace and Hummingbird* (1940) and *The Frame* (1938).

- Discuss how Frida used symbolism to express her emotions, culture, and personal experiences rather than aiming for photographic realism.

- Ask students:

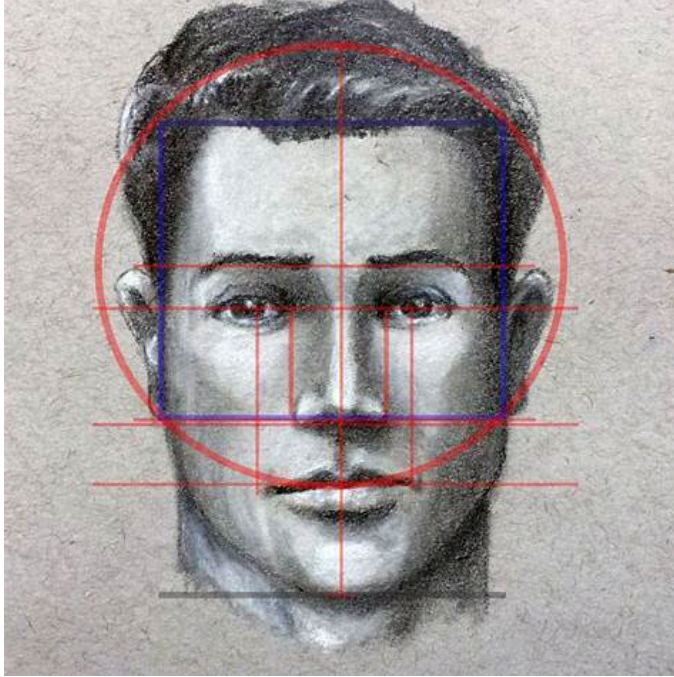
“What objects or animals might represent something about you?”
“How can color show mood or emotion in a self-portrait?”

2. Teacher Demonstration (10–15 minutes)

- Model how to lightly sketch a head shape using the Loom basic proportions (circle, jaw triangle, center line, and eye/nose/mouth placement).
- Demonstrate how to use a mirror to observe unique facial features and draw them in proportion.
- Show how to plan composition: placing the head, shoulders, and background symbols in a balanced way.
- Demonstrate adding symbolic elements (e.g., favorite flowers, animals, or patterns) that express identity or emotion.
- Add selective color to emphasize meaning — for example, warm colors for passion or cool tones for calmness.

3. Student Activity (25–30 minutes)

- Students create their own self-portraits using mirrors for reference a circle making compass and ruler and these graphs for proper proportions.



- Encourage inclusion of **two or more personal symbols** (objects, patterns, or colors).

- Circulate to give feedback on proportion, placement, and creative use of symbolism.

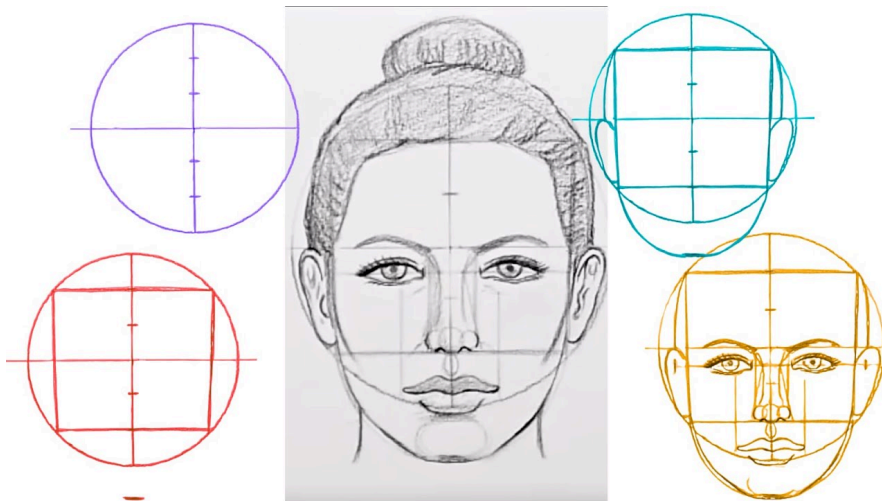
4. Closing / Reflection (5–10 minutes)

- Students share their work-in-progress with a partner and explain one symbol they included and why.

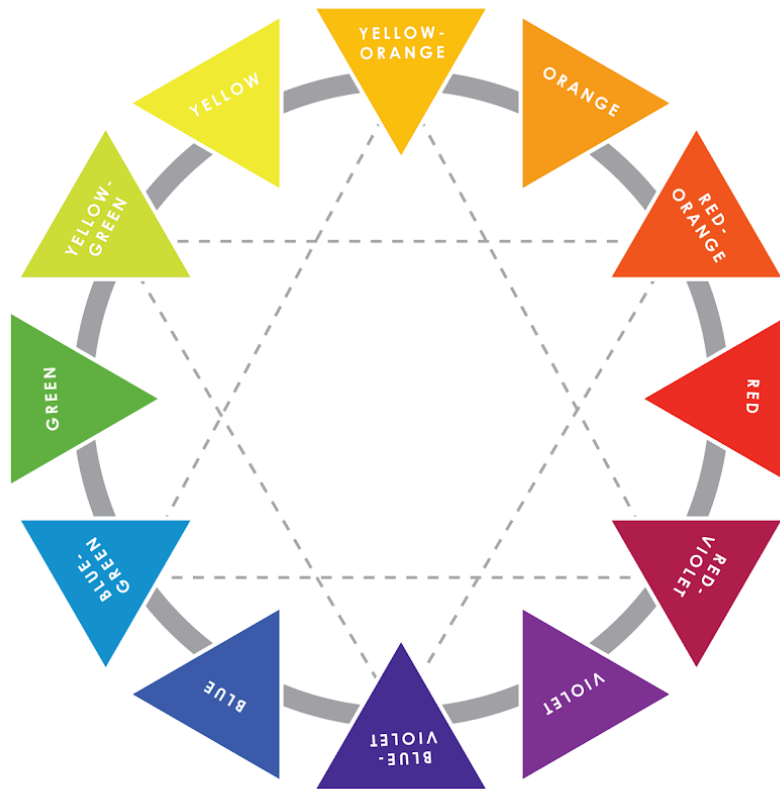
- Ask reflection questions:

“How did Frida Kahlo inspire your self-portrait?”

“What emotion or message does your portrait express?”



COLOR WHEEL CHART



PRIMARY COLORS



COMPLEMENTARY



WARM COLORS



SECONDARY COLORS



COOL COLORS



Accommodations and Modifications

- Presentation/share options: verbal, written, or symbolic gesture.
- Flexible medium choice for diverse learners.

English Language Learners (ELLs):

- Provide labeled visual references of facial features and proportions.
- Use bilingual or image-based vocabulary cards for “symbol,” “composition,” and “expression.”
- Model verbal instructions while demonstrating each step visually.

Students with ADHD:

- Break drawing steps into smaller chunks (head shape → features → background).
- Offer time reminders or visual timers during independent work.
- Allow movement breaks or short check-ins between stages.

Students with Autism Spectrum (ASD):

- Offer printed facial proportion guides or stencils.
Encourage choice of familiar or calming symbols rather than emotionally intense ones.
- Provide clear structure: “First we sketch, then we add symbols, then color.”

Students with Fine Motor Challenges:

- Provide thicker pencils or adaptive grips
- Allow digital drawing or tracing over printed reference outlines for support.

General Differentiation:

- Allow creative freedom in symbolic expression—students can use abstraction, realism, or color alone to show meaning.
- Offer one-on-one support during proportion demonstration and individual reflection time for processing.

Assessment

Students will be evaluated on a basic understanding of the Loomis Face Drawing Method:

- **Proportion and Composition:** Accurate and balanced facial structure and layout.
- **Symbolic Expression:** Inclusion of personal symbols that express identity or emotion.
- **Use of Color & Technique:** Warm/Cool. Primary, Secondary, and Complimentary Colors
- **Craftsmanship:** Careful use of materials and attention to detail and clean up after class.
- **Effort and Participation:** Engagement during demonstration and work time.

Teacher observation and final artwork will determine mastery of objectives.

Assessment Rubric — Self-Portrait Inspired by Frida Kahlo

Criteria	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Developing (1 pt)
Proportion & Composition	Facial features are well-proportioned; composition is thoughtfully balanced and visually engaging.	Facial features mostly proportional; composition shows basic balance and planning.	Facial proportions inaccurate or composition lacks structure.
Symbolic Expression	Includes multiple symbols or background imagery that deeply express identity or emotion; clear personal meaning.	Includes at least one symbol that connects to self-expression or emotion.	Symbols unclear, unrelated, or missing; limited personal meaning shown.
Use of Color & Technique	Color use intentionally enhances mood and symbolism; clean and confident technique.	Colors chosen appropriately; technique is careful and shows control.	Colors random or incomplete; technique appears rushed or careless.
Craftsmanship	Exceptional attention to detail; paper and materials used neatly and effectively.	Overall neat and complete; minor smudging or unevenness.	Work is messy, incomplete, or lacking care.
Effort & Participation	Fully engaged during demo and work time; asked questions, gave thoughtful input during reflection.	Participated appropriately and completed all parts of the lesson.	Minimal engagement or incomplete work.