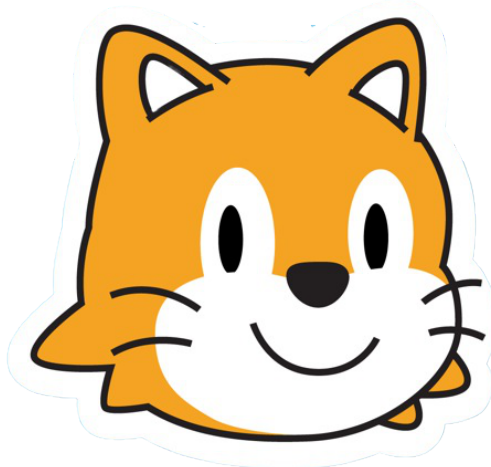




# ScratchJr Art Curriculum: Self-Portraits



Created by DevTech Research Group  
Headed by Marina Bers

This work by the DevTech Research Group is licensed under a Creative Commons Attribution NonCommercial-ShareAlike 3.0 Unported License. Under this license, you may use and adapt this work, but you must attribute the work to the DevTech Research Group. You may not use or adapt this work for commercial purposes

© DevTech Research Group, 2022

## Overview:

Students will draw or paint a self-portrait on paper which they will photograph and upload into ScratchJr. Students will then be able to create a story in ScratchJr utilizing their self-portrait to tell a story about themselves. This is a unit of 3 lessons that each take approximately 30 minutes. This is a beginner to intermediate ScratchJr activity - students should know how to add a character and change the background. The lessons will culminate in students creating frames from recycled materials that will frame their iPads to show off their self-portraits.

## Lesson 1: I Can Make a Self Portrait! (30 Minutes Total)

### Materials:

- Projector to project images
- Paper
- Pencil
- Markers, crayons, etc.
- Optional 3D materials: Playdough, buttons, sequins, macaroni, etc.
- Small mirrors

### Vocabulary:

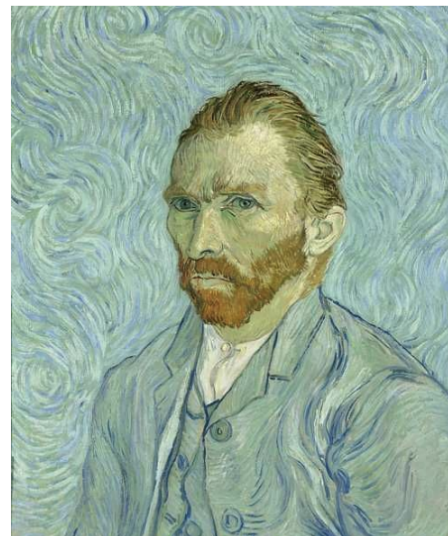
Portrait

**Intro** (15 minutes): Before people had cell phones and cameras, the only way to show other people how you looked was through portraits. A portrait can be a drawing, painting or photo that shows how a person looks, especially their face. Let's look closely at some examples of portraits and talk about what we see.

Examples:



- Guiding Questions:
  - What do you see?
  - What do you like about these portraits?
- Here's another example, but this one is a *self-portrait*. That means the artist painted it of herself! Today, you guys are also going to be painting self-portraits.



- Guiding Questions:
  - What do you see?

- Why do you think she put animals in her self-portrait? This is a great chance to explain to students that they can include important pieces from their life in their self-portrait.
- Each of these artists did very different backgrounds, you're going to get to choose a background too!

**Create** (10 minutes):

Example:



Now we are going to create our own self-portraits. Pass out mirrors and have students quickly look in the mirror. You can also let them use the mirror throughout their drawing time.

Think about what you look like in the mirror, but also think about the things that are important to you.

- Do you have favorite clothes that you want to draw yourself wearing?
- Do you have a pet you want to be in your self-portrait?
- What is your favorite thing about yourself?
- What is it that I want my classmates to know about myself?

Have students first draw themselves in pencil. Once students have completed a great first draft in pencil, have them fill it in using crayons, markers or 3D elements.



**Share** (5 minutes): Let students pair up to discuss their self-portraits. Have them explain what they drew and offer feedback to their partners.

- “My favorite part of my portrait is.....”
- “My favorite part of your portrait is...”

Collect all portraits and save them for the next lesson. Let the class know that next class they will upload their portrait in ScratchJr so they can add detail and program it to move!

## Lesson 2: I can program my portrait!

### Materials:

- Self-portraits created in the last lesson
- An iPad or tablet with ScratchJr for each student

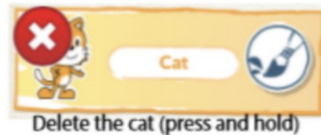
### Vocabulary:

Program

**Intro** (5 Minutes): Last lesson, we made awesome self-portraits. Today, we are going to make them even better by programming them. We will upload our portraits into ScratchJr. Then we will be able to make them move and use them to tell stories!

**Create** (20 Minutes):

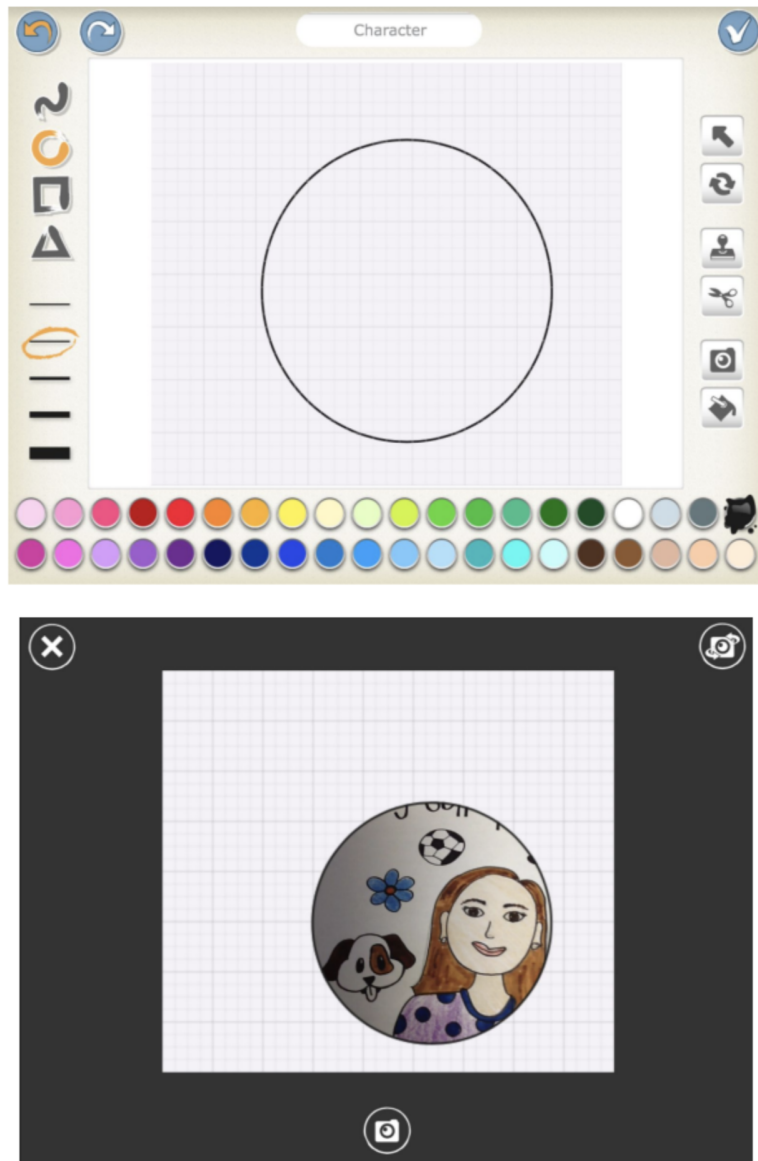
1. Open up ScratchJr and start a new project.
2. Delete the cat character:



3. Tap the blue plus sign to add a new character:

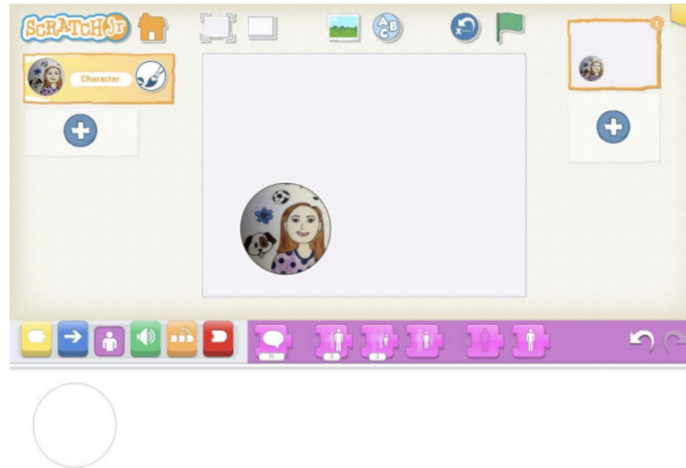


4. Use the circle tool to draw a large circle. Then, tap the camera icon to take a picture of your self-portrait! Click the check mark in the top right corner when you are done.



5. Your self-portrait will appear on your project as a character. Use your finger to drag your self-portrait to wherever you would like it to start on the screen.





New Background to

6. Choose a background for your self-portrait! Click on the select a new background for your self-portrait.
7. Give your portrait a program!



- Start with the green flag:
- Use the green microphone to record your voice introducing yourself. Example:



“Hi I’m ..... and I like .....”

- Optional extension: Programs can end here, or students can explore using different blocks to move around their portrait.





**Share** (10 Minutes): Lead a class wide or small group discussion. Guiding questions include:

- What was difficult about programming your portrait?
- What is your favorite thing about your portrait?
- Does your portrait program tell a story? If so, what is it?

**Optional Extend** (10 Minutes or more):

- What other details could you add to your portrait?
- Could you add another character that's important to you?
- Could you record your voice to tell a story?

## Lesson 3: I can make a frame for my portrait!

**Objective:** Students will use recycled materials to create frames for their programmed portraits.

**Materials:**

- iPads or tablets with completed self-portraits
- Recycled materials to create frames (cardboard, pipe cleaners, buttons, eyes, sequins, bulletin board edging, popsicle sticks, etc.)

**Vocabulary:**

Frame

Example:



**Intro** (5 Minutes): Last lesson, we made super cool portraits of ourselves in ScratchJr and gave them programs. Today we are going to give our self-portraits frames! A frame is like a border for your work. Frames make our artwork look nice, but they also make it look ready to present. Do you see any examples of frames in our room?

**Create** (20 Minutes):

- Give students time to create their own frame for their iPad. It may be easier to have sheets of paper for students to decorate that are slightly



larger than the iPad. That way, they can simply lay their iPad on top of the paper to help with sizing.

**Share** (10 Minutes): Lead a class wide or small group discussion, giving students a chance to

present their self-portraits. Guiding questions include:

- What materials did you choose to make your frame?
- What is your favorite thing about your portrait?
- Tell us about one thing in your portrait or frame that is important to you.

Optional Extend Presentation:

- Set up Ipads with frames around your classroom and host a “gallery walk.” Invite another class or parents to come see your self-portraits!