

Course: Forensic Art
PEIMS Code: N1170190
Abbreviation: FORART
Grade Level(s): 10-12
Number of Credits: 1.0

Course description:

Forensic Art is a career used to provide visual evidence in legal proceedings and/or to assist law enforcement. This course will provide the student with an opportunity to pursue a career as a forensic artist by acquiring skills such as composite drawings, postmortem and facial approximation aids, and the ability to communicate these effectively.

Essential knowledge and skills:

- (a) Introduction
 - (1) Required prerequisite for this course is Drawing I. Anatomy & Physiology is highly recommended.
- (b) Knowledge and Skills
 - (1) The student develops an understanding of the definition and historical foundations of forensic art and its importance to society. The student is expected to:
 - (A) evaluate the impact of forensic art;
 - (B) recognize historical foundations of forensic art such as illustrations, wanted posters, and how the introduction of photography impacted art;
 - (C) summarize how forensic art is observed in everyday life such as age progressions on milk cartons, post office postings, popular TV programming, and social media; and
 - (D) recall and create summaries for group review and discussion of well known cases or events in which forensic art was used to assist law enforcement; such as the nationally recognized case of “Baby Grace”;
 - (E) identify vocabulary associated with forensic art such as postmortem, age progression, witness, perpetrator, visual aids, composite sketch;
 - (F) identify vocabulary associated with law enforcement; and
 - (G) describe different law enforcement agencies, and levels within each agency.

- (2) The student investigates skills necessary for career opportunities in the field of forensic art. The student is expected to:
 - (A) identify the responsibilities of a professional artist;
 - (B) identify and practice productive work habits;
 - (C) demonstrate effective communication skills; and
 - (D) demonstrate the correct use of tools, equipment, and supplies, such as easels, paper, pencils or pastels, facial identification catalogs and reference guides that are required to be prepared for a successful composite sketch.
- (3) The student develops knowledge of facial anatomy by recognizing and studying the features of the human face. The student is expected to:
 - (A) compare and contrast anatomical parts and unique characteristics of the human face and skull such as bone structure, muscle placement, and skin variations; and
 - (B) identify features of human skulls, such as size, shape, and bone placement that determine age, ancestry and gender.
- (4) The student develops knowledge of how the brain interprets facial features. The student is expected to:
 - (A) examine the cognitive processes involved in recognizing and distinguishing facial features; and
 - (B) summarize how the fusiform gyrus effects memory and visual perception.
- (5) The student applies drawing skills to forensic art. The student is expected to:
 - (A) apply drawing skills to create realistic composite drawings;
 - (B) create value scales using various mediums;
 - (C) illustrate various skin tones; and
 - (D) generate composite drawings using Steinberg's Facial Identification catalog during peer witness sessions.
- (6) The student applies drawing skills to produce possible sketches based knowledge of skeletal features. The student is expected to:
 - (A) illustrate facial features including facial shapes, characteristics, and attributes of the lips, nose, and eyes;
 - (B) identify hair types, styles, and textures in order to accurately illustrate various combinations including popular hairstyles for each gender and age for each decade;
 - (C) illustrate a subject's age based on facial features such as ears, nose, and teeth;
 - (D) identify typical growth patterns and development of the human face from infancy to adulthood;

- (E) compare and contrast skeletal markers that may indicate the ancestry of a subject;
 - (F) estimate the age of a subject based on skeletal markers and facial features;
 - (G) discuss the skeletal and facial features that indicate the sex of a subject; and
 - (H) discuss the specific choices the student makes in completing an illustration.
- (7) The student applies drawing skills and strategies to assist law enforcement in the identification of unrecognizable or missing persons. The student is expected to:
- (A) develop techniques for age progression in adults and children including variations in weight;
 - (B) create overlays that exhibit variations such as facial hair, weight, eye glasses, and hairstyles;
 - (C) demonstrate superimposition techniques such as postmortem drawings and facial reconstruction using photos of skulls to produce a composite drawing of a lifelike human face.
 - (D) illustrate scars, tattoos, piercings and jewelry;
 - (E) incorporate factors that produce atypical sketches such as physical abuse, malnourishment, and birth defects; and
 - (F) compare and critique finished composite drawing with photos of unidentified missing persons cases that have been solved.
- (8) The student applies sculpting techniques using oil-based clay and knowledge of anatomy to produce an anatomically correct human head. The student is expected to:
- (A) demonstrate proficient use of sculpting techniques, including additive and subtractive methods and creating realistic textures;
 - (B) reconstruct a three-dimensional human skull complete with dental attributes and muscular form; and
 - (C) locate facial depth marker placements and age identifying characteristics in order to produce an identifiable human face.
- (9) The student models ethical behavior standards and appropriate interviewing techniques. The student is expected to:
- (A) determine and exhibit ethical practices such as confidentiality standards, professional standards, and industry best practices;
 - (B) apply skills required to support the witness during the interview process such as engaging the witness in congenial conversation, assuage their anxiety by reducing the pressure of the task, maximizing witness' privacy, and introducing visual aids.

- (C) demonstrate the ability to remain impartial during the interview process;
 - (D) demonstrate appropriate listening skills;
 - (E) interpret verbal and nonverbal communication;
 - (F) practice communication skills that assist in the production of realistic portrait drawings;
 - (G) provide encouragement and a comfortable environment for the witness; and
 - (H) explain how to use the Facial Identification catalogs.
- (10) The student demonstrates skills necessary to enhance career effectiveness in the field of forensic art. The student is expected to:
- (A) maintain professional record keeping;
 - (B) recognize and demonstrate appropriate media interaction;.
 - (C) maintain documentation of cases studied and the results of efforts to establish credibility; and
 - (D) build a resume portfolio of forensic artworks.
- (11) The student engages in multiple levels of evaluation throughout the course to determine the effectiveness of their progress and the processes. The student is expected to:
- (A) participate in regular peer to witness composite drawings followed up by a group critique to determine accuracy of said drawings;
 - (B) determine effectiveness of activities by comparing progress of composite sketches on a weekly basis;
 - (C) participate in composite sketch critiques both oral and written;
 - (D) assess the demonstrated professional behavior and communication skills of self and others throughout the course; and
 - (E) review and evaluate methods to continue to actively promote the field of forensic art for a positive community impact such as investigating and applying to professional organizations, developing relationships with various local law enforcement agencies.

Description of specific student needs this course is designed to meet:

The student will be able to market themselves to various law enforcement agencies by using the skills learned to pursue a career in the field of forensic art, a career that is currently accessible in a local and/or global industry with minimal post-high school education requirements. Students can meet course requirements toward a fine arts endorsement as well as explore this high-demand career path.

Major resources and materials:

- Gibson, L. (2008). *Forensic art essentials: A manual of law enforcement artists*. Burlington, MA: Academic Press.
- Steinberg, S. (2005). *Facial Identification Catalog*.
- Steinberg, S. (2006). *Facial identification ethnicities catalog*.
- Bailey, L. (2014). *Ask a Forensic Artist: Skulls, Suspects, and the Art of Solving Crime*. Colorado Springs, CO: Create Space.
- Nafte, M. (2009). *Flesh and Bone: An Introduction to Forensic Anthropology*. Durham, NC: Carolina Academic Press.
- White, T.D. & Flokens, P.A. (2005). *The human bone manual*. San Diego, CA: Elsevier Academic Press.
- Martini, F.H. & Bartholomew, E.F. (2010). *Essentials of Anatomy & Physiology*. San Francisco, CA: Pearson Benjamin Cummings Press.
- Bailey, L. *Forensic Art 101*. (2015). www.asaforensicartist.com
- Gibson, L. *Kissing Sailor*, (2014). www.loisgibson.com

Suggested methods for evaluating student outcomes:

Student outcomes will be measured using rubrics for portrait drawing, oral and written critiques as well as observation, continued improvement, and application of drawing skills.

Teacher qualifications:

Teachers of this course would require an art certification: Secondary, Grades 9-12, or All Level: Art.

Additional information: