

Studio Lesson Idea for Grades 3-5

The following lessons may be adapted for use with any artwork(s) by Julie Blackmon, Kat Wilson, or Ananda Balingit-LeFils. Works by these artists will be on display in the Baum Gallery during the 2010-2011 season (please note the Exhibition Schedule) and images are included on the ARTclicks! website for lessons in the classroom at 3-5 grade levels.

Objectives/Goals

Students will:

- Discuss identity as manifested in outward appearances, environments, and objects portrayed in portraiture.
- Analyze portraits for clues about the historical period(s), the subject(s), and the artist(s).
- Experiment with various media and combine visual clues, symbols, color, line, texture, shape and various principles of art to create portraits that illustrate students' sense of their identity.

Suggested activities:

- Display selected images of the artwork by Julie Blackmon, Kat Wilson, or Ananda Balingit-LeFils included on ARTclicks! website and select ***Looking and Interpreting Activities*** appropriate for your students.
- For the artmaking project, students will be asked to work with a partner to make a "bust" trace of their shoulders and head.
- Then students will work independently to create self-portrait using things that are important to them, make them happy, make them feel safe and secure, and give them comfort.
- Explain to the students: *For example, you might use a soccer ball for your head because that is your favorite sport and you enjoy playing soccer; you might use a piano keyboard for your mouth because you play the piano as a way to calm down and feel happy; you might make your eyes a pond because sitting by a pond relaxes you; you might make your ears look like dog ears because you have a dog that is your best friend; get the idea?*
- You may further encourage students: *You might prefer to make your portrait look more like a collage of drawings that represent who you are, rather than using symbols for physical features. There are magazines and newspapers that you may use if you want to cut and paste things that identify you. You might include words that identify you. Think about the things you like to do, where you like to go, what you have in your home and your room. Think about things you do on a regular basis, like music lessons, sports, church, music you listen to, what you do to entertain yourself, where you live. Think about your family, friends and your pets. These are things that help create or identify who you are.*
- Students will share and discuss what they see in each others' portraits and connect how they relate to portraiture ideas raised in the introduction lesson.

Extension:

- Consider having students create a self-portrait using things that are not necessarily happy things—such as things that make them sad, or afraid, or anxious—which are also an aspect of identity.

(thanks to UCA student Julia Calloway for providing ideas in this lesson)