

# Who I Wish To Be

7-13 year old students (can be modified)  
3-4 Classes

## Essential Questions

What is a portrait? What is a self-portrait?  
Why are portraits made?  
What can a portrait tell us about a person?  
How does the artist give us clues about who the person is?

## Enduring Understandings

Portraits can tell a story.  
A portrait can help us understand who a person is.  
Portraits can help us remember someone.  
Artists make choices in how they want to communicate their ideas with the viewer.

## Investigate

What is a portrait? What is the difference between a self-portrait and a portrait? Why would someone want to have a portrait painted? Lead a discussion exploring some of the portraits of the Ogden's collection including the Tenant Farmer by Marie Atkinson Hull, Portrait of a Negro by John McCrady and Sophisticated Ladies by Benny Andrews (see note below). What do the students notice about the portraits? What do they wonder? Then, have the students compare and contrast the different portraits and the choices that the artist made in representing this person: what materials the artist used, the different techniques, the person's expression, the clothes that they were wearing, the setting and how the artist chose to depict who the person was.



Marie Atkinson Hull Tenant Farmer

## Create

Using the attached files and a mirror, teach students about facial features, facial proportions, and the different shapes of the face. Ask the students if they could be anyone or anything in the world, who would they like to be? How can they express this in a portrait? Give the students 30 minutes to do a quick sketch of their portrait and begin drawing the canvas.

Once the portrait is drawn, including the background, have students experiment with paints and color mixing (ie red and blue creates purple.). Teach the students about different skin tones and encourage the students to practice mixing colors on a spare piece of paper. Emphasize the importance of thinking about how the students will show the viewer who they want to be when they grow up.

## Final Product

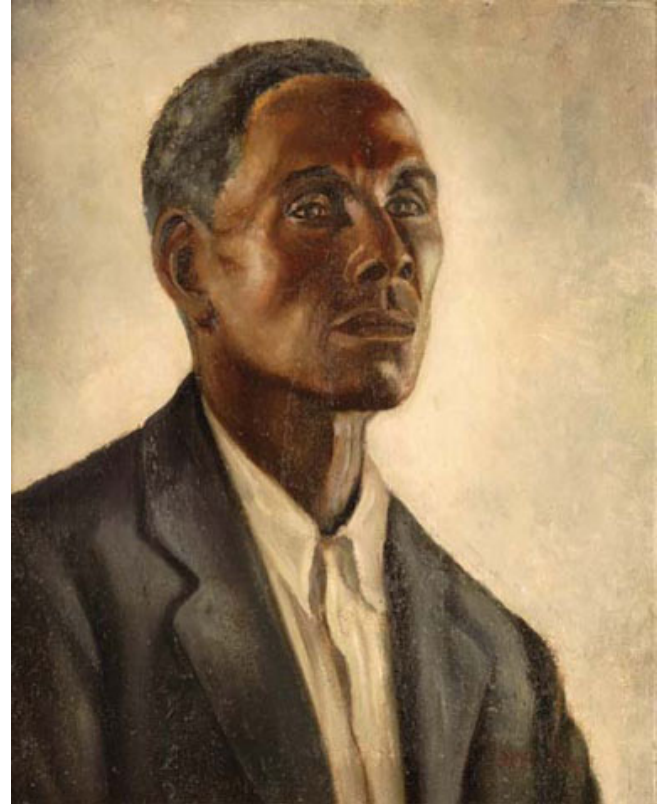
The students will create a self-portrait on canvas using tempera paint depicting whom they would like to be when they grow up. Portraits can be hung gallery style for a class walkthrough and discussion.

## Materials

Canvas  
Tempera Paint  
Paint Brushes  
Mirrors  
Water  
Pencils  
Palette Paper  
Scrap Paper

## Vocabulary

Portrait  
Self-Portrait  
Symbolism  
Setting  
Proportion  
Facial Features  
Brushstrokes  
Emotion  
Collage



John McCrady Portrait of A Negro

## Adaptations

Substitute Oil Pastels for paints and thick paper for canvas. Students will still learn color theory.

For younger children, compare features to shapes or common objects. For example, head like an egg, eyes like almonds, top lip like the top of a heart, etc.

Have students create a face in shapes collage using facial features from old magazines to create their own self-portrait.



Benny Andrews Sophisticated Ladies

*All artwork can be accessed on the Ogden Museum's website under Collections and ArtSearch.*

# Visual Arts Standards

## CREATIVE EXPRESSION

Students develop creative expression through the application of knowledge, ideas, communication skills, organizational abilities, and imagination.

## AESTHETIC PERCEPTION

Standard: Students develop aesthetic perception through the knowledge of art forms and respect for their commonalities and differences.

## HISTORICAL AND CULTURAL PERSPECTIVE

Standard: Students develop historical and cultural perspective by recognizing and understanding that the arts throughout history are a record of human experience with a past, present, and future.

## CRITICAL ANALYSIS

Standard: Students make informed verbal and written observations about the arts by developing skills for critical analysis through the study of and exposure to the arts.

