



George Agnew Reid
Canadian (1860-1947)
At The Window, 1888
Oil on canvas
Collections of Glenbow Museum
80.49.1

Portraiture: Conversations with Art
Teacher's Program Guide

TeacherResources
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Teacher's Program Guide for School Visits

Portraiture: Conversations with Art is a program designed for the Grades 4 - 12 Alberta Art curriculums. This program explores methods individuals apply to view and react to art through the examination of paintings, sculptures and artifacts in Glenbow Museum's galleries. The program takes place in the art galleries discussing the breakdown of a portrait and provides students with the skills necessary to explore key questions such as: Who is this? & Why did the artist create this portrait? The goal of the program is to introduce simple tools that students may use in everyday encounters with art to teach them how to look more critically at the work. Throughout the program students present their findings to the rest of the class, initiating dialogue and generating discussion about their thoughts.

This guide will assist you in preparing for your visit to Glenbow Museum. It contains pre-visit lessons, vocabulary terms as well as follow up activities. Engaging in the suggested activities before and after your visit will reinforce the ideas in the program and link classroom learning to the Museum experience. Most activities require few materials and can be adjusted to meet the age and needs of your students.

CURRICULUM CONNECTIONS

Art, Social Studies

Art

Level 1, 2

Students will notice similarities within classes of objects or forms

Students will assess the visual qualities of objects (form follows function)

Students will create an original composition, object or space based on supplied motivation

Students will use media and techniques, with an emphasis on exploration and direct methods

Level 3 (Grades 5 - 9)

Students will interpret artworks for their symbolic meaning

Students will modify forms by abstraction, distortion or other transformation

Students will create unity by integrating the parts of a composition into the whole

Students will create an original composition, object or space based on supplied motivation

Students will use media and techniques, with an emphasis on exploration and direct methods

Art 10 20 30

Compositions

Composition is a search for a unified visual statement. It articulates meaning through control of elements and their relationships. The student organizes visual material to generate thought and to make thought visible.

Components

Students will become familiar with the components of images, media techniques and design elements.

Students will analyze the relationships among components of images.

Students will use the vocabulary of art criticism to develop and accept analyses of their own works

Students will use the vocabulary and techniques of art criticism to interpret and evaluate both their own works and the works of others

Students will use the vocabulary and techniques of art criticism to analyze and evaluate their own works in relation to the works of professional artists

Social Studies

Grades 1 – 6

S.1 develop skills of critical thinking and creative thinking

S.4 demonstrate skills of decision making and problem solving

S.8 demonstrate skills of oral, written and visual literacy

VOCABULARY

Portrait - A pictorial representation of a person usually showing the face

Line – A basic element of art. There are many different types of lines. They can be combined to make shapes or used to create textures.

Shape – A combination of lines to create geometric or organic forms such as a circle, triangle, square, rectangle, etc

Colour – The shade or hue of something, colours can be warm and cool, primary and secondary

Gallery – A room in a museum dedicated to a particular focus

Composition - Arrangement into specific proportion or relation and especially into artistic form

Collage - An artistic composition made of various materials (as paper, cloth, or wood) glued on a surface

Narrative - The representation in art of an event or story

5 Senses – Sight, Sound, Smell, Touch, Taste

Before coming on your visit to the museum discuss with the class relevant art vocabulary terms.

LESSON PLANS

PRE-VISIT ACTIVITY

1. Students will be creating a collage that is representative of a person. Have the students do some work by interviewing or gathering information about someone (friend, family member or even a famous person). They will need to think of questions that will help them come up with a description of the person. Possible questions:
 - *What is your favourite food?*
 - *What is your favourite colour?*
 - *Do you have any pets? What kind?*
 - *What would I find in your bedroom that would tell me about you?*
 - *What kind of music do you like? Sports do you like? Etc...*
 - *What is their job?*
2. Once they have enough information allow them to go through magazines, books, boxes of fabric, used packaging etc. to find images that may complement their answers; allow them to draw any other images they may need. Begin cutting up both the drawn and found images. Provide each student with a large piece of heavy paper to collage on. Have the students randomly lay out their images on the page. Once they have created a dynamic looking piece they may start gluing. The students may add text as well if they wish.
3. Once all of the students have finished their collage, have them set up a presentation of their pieces. Designate each student one piece to study, allow the student's time to look carefully at the piece. While the class is looking through the collages, have them discover as much as they can about the person and write it down.
4. Once everyone has had a chance to look thoroughly, sit as a group and have a discussion about each student's piece. After each presentation ask students to try to guess who the different people might be. Did the group get a good indication of what their person is like? Continue this until the entire group is finished.

POST-VISIT DISCUSSION AND ACTIVITY

After your visit to the museum, ask the students to define portraiture. Has their definition changed? Discuss with the students different ways in which an artist can create a portrait. Are the students able to identify the various kinds of portraits? (Portraits can be a picture into the past, a history or a narrative of a person's life or it can be a reflection of subject matter.

1. Using the Pre-Activity as inspiration, have the students create a triptych, this time, reflecting on their own life.
2. As a group, create a list of relevant questions and allow the class time to answer these through words and images, both drawn and found.
3. Using a durable material (cardboard or matte board), create a surface with 3 sections for the student's triptychs.
4. In the middle, have the students draw a self-portrait using a mirror and any kind of drawing materials. On either side of the portrait, have them create a collage of themselves, using the same method as in the Pre-Activity.
5. Encourage the students to continually add on to the piece, as they grow and change. In conclusion, each student will have an interesting and dynamic portrait that will change over time.

RESOURCES

Websites

Incredible Art Department

<http://www.princetonol.com/groups/iad/lessons/elem/selfport.htm#value>

A great site with a many lessons on portraiture and self-portraits.

Karsh

http://www.karsh.org/#/the_work/home/

A selection of portraits photographs taken by Yousef Karsh that include short stories about the famous person in the portrait.

OUR COLLECTION

<http://www.glenbow.org/collections/>