



Paula Bullwinkel - Self Portraits Residency Description

Self Portraits: (All grade levels)

Identity is about a person's essence: how they see the world and their place in it. Students will explore their own and family identity to discover how they will tell their story in their own artworks. Through several painting and collage projects, students will explore their own identity, how they see themselves and how they think others see them, and use it as the theme of their art. We will review famous artworks that show a "story" about the artist's identity.

The art lessons will be strongly connected to discussion of the principles of design: balance, movement/rhythm, contrast, unity, and emphasis. The students will use some contemporary art making techniques, including creating in layers. The art history portion explores multicultural art. We will discuss and look paintings by Frida Kahlo, Henri Rousseau, James Ensor, Jacob Lawrence and Yoshitomo Nara (Japan's foremost artist). This residency can range from one week to six weeks, and can be repeated with new projects, new art making techniques, and different artworks for study and discussion.

Objectives: Students will learn:

- Art can be made in stages and layers
- Art making can be a communication of identity and expression of one's culture
- Art can communicate a timeless story
- What is "art" and who gets to decide if something is art or not

Lesson Plan: Exploring Painting: (All grade levels)

Through several painting projects, we will explore different ways to use paint. We will look at and discuss some famous painters' artworks for inspiration.

- Session one: Introduction: slide presentation, lecture and class discussion of identity and culture in several artworks by Frida Kahlo and Jacob Lawrence. Discussion of some of our own individual cultures. Students then sketch some ideas for an artwork about their own identity. *Vocabulary: figure, identity, culture.*
- Session two: Create a painting on the theme of personal identity with tempera paint and oil pastels based on previous sketch, using the principles of design of *balance* and *emphasis*. *Vocabulary: balance, emphasis.*
- Session three: Slide Presentation and discussion of paintings by Henri Rousseau and how his art tells a story. Sketch ideas for one's own visual story. Using black marker, white crayon and watercolor, paint using the crayon-resist technique, using the principle of design of *movement/rhythm*. Homework: bring in images you like (photos, magazine, book or newspaper images). *Vocabulary: movement/rhythm.*
- Session four: Trace the images brought in on acetate. Print the tracings onto damp watercolor paper. Review and discuss slides of art by Yoshitomo Nara. Using watercolor, *collage* with colored tissue, and printmaking techniques to make art piece, using principles of design of *contrast* and *repetition*. *Vocabulary: collage, contrast repetition.*



- Session five: Finish artwork from day four. Looking at the three artworks that each student has made, the class will discuss similarities, differences, favorite parts, and difficulties in the creation of their art. (Time permitting: Instructor presents 5-6 of her own oil paintings for a talk and discussion on an artist's process, including inspiration, challenges, with an emphasis on the ways in which "mistakes" were solved).

Staff Development: Teachers would be given a presentation as an introduction to the residency. They would be provided with information incorporating the four disciplines of art education: art making, art history, art aesthetics, and art criticism. They will be given a list of age-appropriate picture books or a handout that could be read prior to the residency. For follow-up activities, a related writing project will be suggested as well as an additional simple art project.

Facilities and Supplies: A classroom space is needed with large tables and access to water, where students may share materials and work on larger papers.

- #2 pencils, letter size
- drawing paper
- rolls of acetate
- black Vis-à-vis markers
- black sharpie markers
- 11 x 14 or 11 x 17 student-grade watercolor paper,
- watercolor and tempera paint
- oil pastels
- glitter
- tissue paper
- glue
- various sizes of paint brushes

Material Costs: Approximately \$2 per student

Multi-Disciplinary: Describe specific ways your residency could connect with or support other subjects (e.g., math, social studies, science, language arts).

Language arts: Students write a poem or story about the identity of the figure they created in art class. Students write a letter to their figure or character telling it how it came to be: what inspired it, etc.

Social Studies: Students will explore how the stories told through artworks are a visual history of the time. The painter Pieter Bruegel, for example, is studied for his lively depictions of culture and relationships of peasants in the Renaissance.