

PEOPLE: Family portrait

FORM: DRAWING

STAGE: 3

ACTIVITY: 1

OBJECTIVE

Use observations, experiences and imagination as a source for creating images of people.

OUTCOMES

To demonstrate achievement students can:

- discuss and compare different approaches used in painting portraits
- demonstrate an ability to use media to express an idea
- show a willingness to share their artwork with others.

LANGUAGE

self-portrait	object	profile
subject	sculpture	figurative
life drawing	background	
model	foreground	

RESOURCES

reproductions of portraits by known artists	black crayons
family photographs	paint
paper	brushes

TEACHING NOTES

Artworks which show one person or a group of people are called portraits. A portrait by the artist, of him or herself, is called a *self-portrait*.

In visual arts a portrait can be *portrayed* in the form of a photograph, painting, drawing, collage, or sculpture.

Ask students to think about the position of the people and objects, the lines and shapes of the subject and how the

people and objects might feel to touch.

Define *full face* as a front view and *profile* as a side view of a head.

Drawing a grid onto the photograph assists in transferring and enlarging the image to scale.

Using oil crayons will allow colour mixing and enhance tonal variations.

SUGGESTED TEACHING AND LEARNING ACTIVITIES

Students will:

• look at portraits by famous artists, and photographs of the student's family. Describe the clothes. *What do they tell us about the person and his/her life? Where was the photograph taken: inside, outside? What do the objects surrounding the person tell us? How do you think they are feeling? Explain your reasons. Suggest reasons that people have for wanting to capture, or record people.*

• research the works of other artists. *Were they commissioned to paint, draw or sculpt portraits? Did they want to express a feeling or belief? What style does the artist use? Students present their findings to the class in the form of a newspaper story.*

• use a photograph as a guide to drawing a portrait of one or more members of their family. Sketch in crayon an outline of the picture. Include some of the surrounding objects and living things.

• recall past learning experiences (knowledge, skills, techniques) in rendering shape, form and texture and work back into the artwork.

• model for each other. What features can be seen in profile? How much is revealed?

• working in pairs, complete a profile portrait of a classmate by directly observing the sitter. Show evidence of a light source and attention to details in the features, clothing, etc. Compose the work with a distinct background, middle ground and foreground.



ASSESSMENT

Were the students able to:

- explain the different functions of a portrait?
- generate ideas from the artworks of other artists?
- appraise artwork according to criteria selected by the class?

EVALUATION

- Were sufficient reproductions readily available?
- Was there enough variety to stimulate discussion and make comparisons?
- Were the students challenged by, and interested in, the activity?

LINKS WITH OTHER:

Visual arts activities

Visual Arts K-6 Syllabus 1989, p. 72: *Self-Portraits*

Key learning areas

English K-6 Teaching Unit – Book 4: Using the ESL scales:

Family Viewing pp 16 & 21

PD/H/PE K-6: *Getting it together* p. 104 ;

Getting along with others p. 112.

PEOPLE: Caricatures

FORM: DRAWING

STAGE: 3

ACTIVITY 2

OBJECTIVE

Use observation, experiences and imagination as a source for creating images of people.

OUTCOMES

To demonstrate achievement students can:

- recount ways in which visual elements are used to give meaning to cartoons and caricatures
- identify and draw the features and peculiarities unique to themselves
- explain the purpose and impact of cartoons and caricatures in advertising.

LANGUAGE

caricature	reduce	caption
cartoon	simplified	speech bubbles
distortion	detail	(balloons)
enlarge	emphasise	

RESOURCES

pen/ink	paper
felt tip pens	newspapers
pencils	magazines
textas	

TEACHING NOTES

A caricature is as much a portrait as a traditional painting. Newspapers and magazines contain caricatures. These are often of well known identities like politicians, sports stars, actors.

A caricature emphasises personal features by distortion: enlarging some features while often reducing others, for example, a small head with a large nose and ears. Artists who draw caricatures are called cartoonists. Cartoonists, like painters or sculptors, have a unique style.

They communicate their ideas with wit and humour.

Honore Daumier (19th Century French artist), like many modern day cartoonists, used caricature to make political

and social comment.

A cartoon character (for animation or strip cartoon) has a simplified shape. This allows the cartoonist to repeat the image many times, adding details to express different feelings and actions.

Display the examples of cartoon characters, comic strips, and newspaper caricatures collected by the students.

Encourage them to look at the different drawing styles, use of materials and equipment, techniques for expressing moods etc. Explanations and annotations can take the form of speech bubbles.

SUGGESTED TEACHING AND LEARNING ACTIVITIES

Students will:

- analyse the differences between a caricature and a traditional portrait. *What materials have the different artists used? Which art elements dominate: colour, line, pattern, shape? How has the artist used and organised these elements?*
- collect caricatures of famous people, and compare these with a photograph of each person. *What features have been exaggerated? Has the artist chosen to express and portray positive or negative qualities? What comments do you think the cartoonist is making? Why? Is there a caption?*
- analyse their favourite comic strip. Some features remain the same in each drawing, others will change. *What has happened to the position of the eyes, mouth, arm, body? Describe the expressions*
- remember their favourite animation/cartoon program. *How is movement expressed? What about distant objects and people? What is the effect of making part of the work larger, smaller, taller, shorter?*
- invent their own cartoon characters of people or animals. Arrange as a cartoon strip. Add speech bubbles
- consider and reflect upon their own distinctive features and characteristics. *What makes you (look) different from everybody else? Draw a caricature of yourself, exaggerating these features and characteristics*
- remember examples of cartoons and caricatures used for advertising (billboards, television, radio). *Why do you think the advertising company chose to use cartoons and not real people or animals? What impact does it have on the viewer/audience?*

ASSESSMENT

Were the students able to:

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|---|---|
| ▫ identify and distinguish between examples of photographic portraits (reality) and caricatures and cartoons (fantasy)? | ▫ cross hatching drawing techniques? |
| ▫ organise their observations of people into an artwork? | ▫ use principles of design such as size, scale, proportion, repetition to express ideas and feelings? |
| ▫ effectively use hatching and | ▫ add meaningful captions and speech bubbles to the cartoons? |
| | ▫ interpret the intention (ideas, feelings and beliefs) of cartoonists? |

EVALUATION

- Did the activity relate to and involve the interests of students?
- Were the artworks published or displayed?

LINKS WITH OTHER:

Visual arts activities

Use a drawing software package to produce computer-generated portraits and characterisations.

Key learning areas

HSIE
People in government

PEOPLE: Surreal faces

FORM: DRAWING, PAINTING

STAGE: 3

ACTIVITY: 3

OBJECTIVE

Use observations, experiences and imagination as a source for creating images of people.

OUTCOMES

To demonstrate achievement students can:

- list the characteristics of surrealist artworks
- model surrealist techniques and style
- write about what they have learned.

LANGUAGE

surreal(ism) (French word means beyond realism) subconscious	animation advertising humorous	bizarre distortion exaggeration
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RESOURCES

paper drawing pencils pen and ink rayons	coloured pencils textas paint and brushes magazines
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TEACHING NOTES

Surrealist artists sought to express subconscious states such as dreaming. They painted ordinary people, places, and objects in extraordinary ways. Ways to make ordinary objects look strange and funny include changing their size, placement or texture. The shape, behaviour or relationship between particular things can also create surreal imagery.

Rene Magritte is a very famous 20th Century surrealist painter. He lived and worked in Belgium. *The Man in Bowler Hat* and *Faces in a Landscape* are well known works. Other surrealist artists include Meret Oppenheim *Object (Fur Breakfast)*, 1936 and Salvador Dali *The Persistence of Memory* 1931. Isabel Davies is an Australian artist whose work *Meal for Magritte* 1979 imitates the style of Magritte.



SUGGESTED TEACHING AND LEARNING ACTIVITIES

Students will:

- retell their dream or nightmare experiences, where they have found themselves doing odd, impossible or unbelievable things
- discuss what makes their experiences abnormal, strange, impossible, or bizarre. Have other students experienced the same? What do you think the objects etc. symbolised? Introduce the word, and definition of "surreal"
- look at surreal artworks, discuss what makes them appear 'beyond reality'?
- in their sketch book brainstorm a number of ideas for creating their own surreal work. Ideas may come from their own dreams, their imagination, by combining magazine images, or from the teaching notes
- experiment with a combination of media to produce the finished artwork
- discuss and evaluate how the media use the unexpected and the bizarre to attract attention and communicate a message. A television advert for Coca-Cola has someone surfing through the sky. An advertisement for chips uses an animated chair. Can you think of other examples?
- design and produce a second work to advertise a product in a humorous way
- use a word processor to write a letter to a friend describing and discussing what they have learnt.

ASSESSMENT

Were the students able to:

- make images which illustrated the concept of surrealism?
- tell others in the class about their surreal artwork and how they developed their ideas?
- evaluate the use of surreal images in the media?

EVALUATION

Did you explain the concept of surrealism clearly?
Were students exposed to a range of surrealist works so that they could integrate the way artists use media and images?
How interested were the students?
Did you allow students access to a variety of 2D media?
What resources did the students use the most?

LINKS WITH OTHER: Visual arts activities

Create a surreal 3D object

Key learning areas

Human Society and its environment
Discuss the use of images in advertising