

Faces of Canada

The Kingston Prize Education Program

Artist Nancy Douglas

Lesson 4: *Who am I?*

Students discuss the Kingston Prize Education Program content and what art explorations they would like to engage in next. Individually, students reflect and write about the program. The PowerPoint presentation uses Kingston Prize portraits with a focus on setting and objects. Students write short paragraphs about themselves. Self portraits are made using personal objects and settings.

This lesson could be divided into three units.

Equipment: Smart board or laptop for projection, handheld mirrors

Reference Materials: PowerPoint, Student Reflection Handout, “How to Read a Portrait?” Handout from Lesson 1

Art Supplies: 14” X 17” white drawing paper, oil pastels (or crayons/markers)

Class Preparation: Prior to class, students are asked to visualize their space at home or a setting of their choice. Are there meaningful objects that could be included in a self portrait narrative? Students will be asked to include personal items as part of the lesson’s *Art Making* section. Students are encouraged to take photos of objects and settings to use in class.

Art Learning: *What did I learn from the Faces of Canada Education Program?*

Reflection Handout (5-10 Minutes)

For classroom groups, students can break out into discussion groups and talk about what they have learned, what their favourite aspects of the lessons were and what art activities they would like to explore further. Students can refer to their journals if they have been analyzing the 30 Prize Finalists and need to jog their memory. Viewing the portraits online may also aid student’s descriptions in their reflections. The reflection handout can be accomplished individually or in small groups. Students may ‘vote’ to revisit some of the drawing games and lessons in future classes.

Art Learning: *Who Am I? Settings, Objects, Costumes and Concepts*
(PowerPoint Presentation and Personal Paragraph Writing 20-30 minutes)

The PowerPoint presents past and current Kingston Prize portraits that use objects, costumes, settings and concepts in the narrative. Using the handout “How to Read a Portrait?” from Lesson One, the class analyzes the portraits. Each portrait presented is repeated to reveal the artist’s statement in the second slide. In this way, students can analyze first, then discover the artist’s intention. Although there are question prompts with the slides, some more probing questions follow.

Questions you may want to ask:

- Do the objects in the portrait connect to the setting?
- Are the objects subtle in the way they’re painted?
- Do the objects point to something, or the sitter?
- Do the objects add to the composition?
- Would the portrait be just as good without them?
- Why do you think the artist included the objects/and setting?

Further exploration and analyzing is fun using the portraits available online at www.kingstonprize.ca

The last slide in the presentation contains a list of elements and asks students to write a brief paragraph about themselves and what is important to them. Depending on grade level and student’s abilities, the self portrait writing component could become creative writing in the form of a journal entry or poem.

Art Making: *Who Am I?*

Supplies: Oil Pastels, 14” X 17” drawing paper, handheld mirrors (30-60 minutes)

Students are asked to include some of the following: personal objects, costume, and setting to portray a real or imagined scene that tells their story. To make an accurate likeness, students should use a handheld mirror, an existing photograph of themselves, or screen shot.

Self Portraits: Words become pictures

Using their personal paragraph as research, students-

- Make a list!
 1. What will be my setting, real or imagined?
 2. What objects could I include?

3. What am I wearing?
 4. Is there a theme, or am I portraying a character?
- Make a light sketch- using pencil or light-coloured oil pastel
 1. Does a horizontal or vertical composition work best?
 2. Draw the setting or background first. Remember to make light lines. No shading yet. The artwork is to be made with oil pastels. If time allows, students may wish to make a short pencil sketch first, then begin again on a new sheet of paper. The finished artwork is not a pencil drawing but oil pastel (or crayon/marker)
 3. What are you doing?
 4. Objects? Where are they?
 - Use oil pastels to fill in, shade and embellish the self portrait.

Have an exhibition of completed self portraits in classroom or online!