

Interested in any of
these resources? Reach
out to Deb Park for an
editable copy or go to
sierraplc.weebly.com

Portraits & Identity

8 ideas for
Arts Integration



"Mona Lisa Me"
Arts Challenge
due date:
November
30th

Encourage
students to
participate!

Sierra Preparatory Academy



**TURN
AROUND
ARTS
CALIFORNIA**
A PROGRAM OF THE KENNEDY CENTER

Sierra Preparatory Academy

Student Arts Challenge: "Mona Lisa Me"

Reinvent Leonardo da Vinci's Mona Lisa! Use your imagination and creativity to change the Mona Lisa into a portrait! Recreate the image by changing her appearance: add an iphone, change the background, include a soccer ball, or put a hat on her head (like a chef's hat). Transform this famous image by adding details, people, figures, objects and/or animals in the painting. Remember, in a portrait, important elements like clothing, details, props, background or setting, placement of hands, and facial expression communicate specific ideas about the person that the artist wants the viewer to know. Since you are creating a portrait, the details you change to reinvent the Mona Lisa should reflect who you are, what your interests are, your personality, hobbies, background, or anything you want to express about yourself! Be sure to add details to recreate Mona Lisa with your identity!

Medium (supplies): You can pick up an image of the Mona Lisa for you to change from Ms. Prestinary's classroom 5101. You may use pencil, colored pencils, crayons, oil pastels, markers, ink or paint to create your "Mona Lisa Me" portrait.

If you have questions or need supplies, stop by Ms. Prestinary's classroom (5101), Ms. Cronmiller's classroom (6106), or Ms. Park's classroom (6102).

Due date: Friday, November 30th, 2018 by 3:00pm
Please write your name, ID number, and grade on the back!

Due place: Room 6102

Winners: There will be two winners selected by the Arts Leadership Team at Sierra (a group of your teachers and administrators). Winners will be announced through morning announcements and the school website by the following Friday. Winners will receive a special Art Kit and a gift card to Starbucks!

Find out more information and view examples! Find out more and see lots of examples by checking out the Arts Challenge video on the school's YouTube channel! (*Please keep in mind, you must be on the sausd199 wifi network or your home network to view the video.*)

bit.ly/SierraPrepTV

Identity Ratios

Use this activity to teach ratios and proportions, review fractions, or teach area, depending on the level of math you teach.

Inspiration - An artist named Linda Vallejo takes demographic data relevant to Latinos in America and creates geometric paintings that show statistics through shapes and colors. Her work was featured at the Museum of Latin American Art in Long Beach during summer 2018. Check out her work here:

<https://lindavallejo.com/artworks/paintings/datos-sagrados-2017-2018/>

Here's an example:



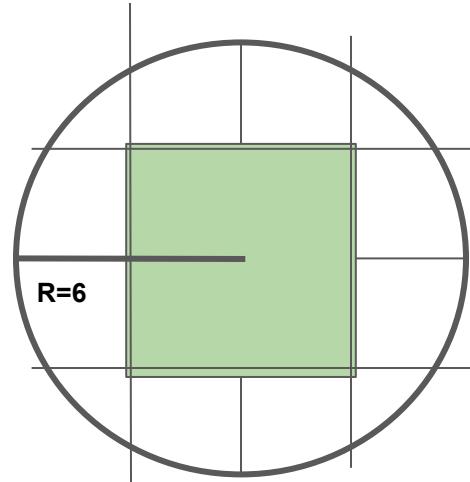
Datos Sagrados: 65% of US Latinos are US Native Born

2017

Gouache, handmade paper

12 in. diameter

Math connection: This circle has a diameter of 12 inches. Students calculate the area of the whole circle, and then visually display their "data" by only coloring the ratio of the circle's area that their data reflects. For example, here, Vallejo colors 65% of the circle's area brown to show the data that 65% of US Latinos were born in the U.S. This takes a lot of mathematical skill as she created shapes within her circle, where the area of all that she colored brown must match up to 65% of the area of the whole circle.



" $\frac{1}{3}$ of my family is female."

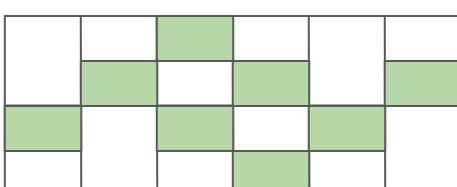
$$\text{Radius} = 6 \text{ cm}$$

$$A = \pi r^2$$

$$A = 113.1 \text{ cm}^2$$

The area of the green square is $\frac{1}{3}$ of the area of the circle. The area of the green square $\approx 37.7 \text{ cm}^2$

$$\text{Area of green (l x w)} = 6.14 \times 6.14 \approx 37.7 \text{ cm}^2$$



" $\frac{1}{3}$ of my family is female."

$$A = l w$$

$$A = 12 \text{ cm}^2$$

$$\text{Area of green (l x w)} = 4 \text{ cm}^2$$

Students can attach a written component briefly explaining why they chose to mathematically display this piece of data that relates to their identity or family. Students can also use different colors, paints, collage, cut up photographs, or symbols to "color" their data.

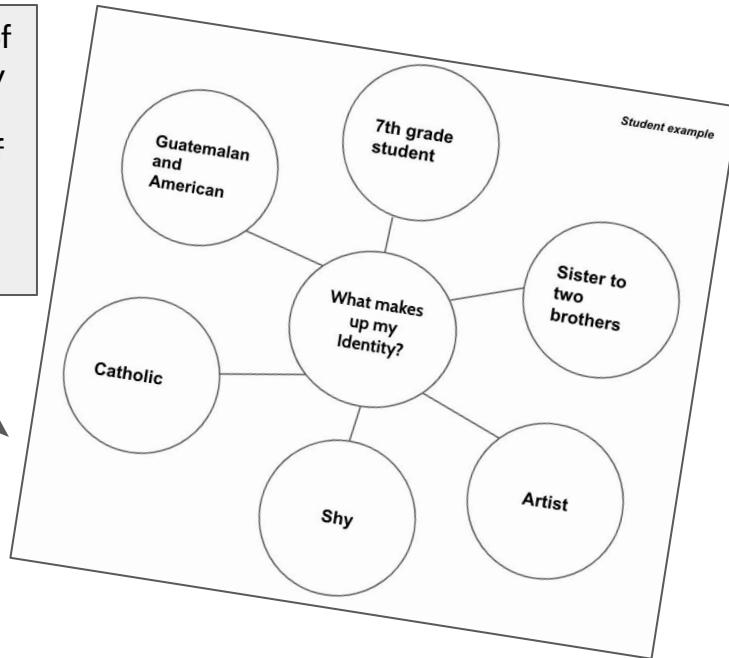
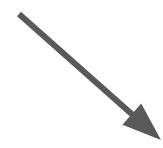
PASEO ACTIVITY: Identity & Self-Awareness

What is it? This activity encourages students to think about their own self-identity and place it in different contexts. As students discuss elements of their identity through various prompts, they discover how their identities are complex and shaped not only by their own perceptions, but by the social and structural contexts that surround them. Through this activity, students gain self-awareness and social-awareness.

Step One: Students create a bubble map of their identity.

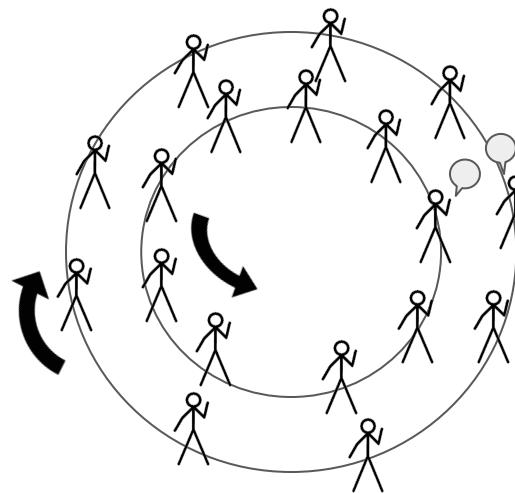
It is helpful to show students an example of your own bubble map to make this activity more open and genuine. You can include labels or categories that you place yourself in, your cultural background, your roles, and/or your characteristics or attributes.

What elements make you YOU?



Step Two: Divide the group in half, and create concentric circles. Have students rotate between each round of questions, thus meeting with new partners to discuss the following questions:

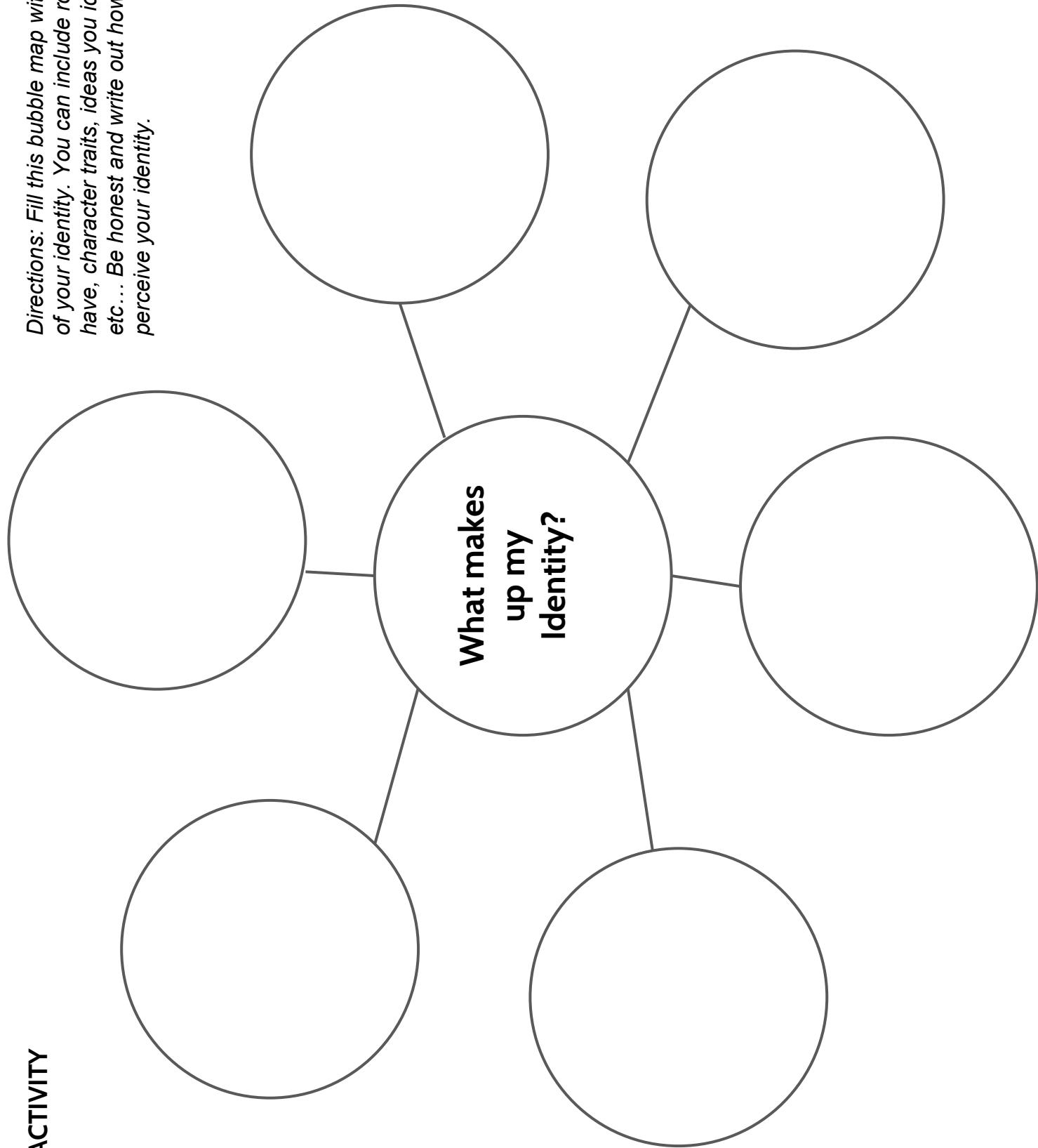
1. What part of your bubble map shows your identity the strongest?
2. What part of your identity do people see the most when thinking of you?
3. What aspect of your identity has helped you or benefitted you in some way?
4. What part of your identity has held you back from something or has created challenges for you?
5. What part of your identity has made you see something inequitable or has made you aware of an injustice?
6. What part of your identity do you wish others would understand or appreciate more?



The paired students (from the inside circle and the outside circle) discuss the prompt. Then, the facilitator tells the inside circle to walk three steps/people to the left, and the outside circle to walk three steps/people to the right. This ensures that students are paired up with new discussion partners for each of the six prompts that are discussed. You can change the number of steps/people that students must pass between each of the prompts, so that students are always paired with "new" discussion partners.

PASEO ACTIVITY

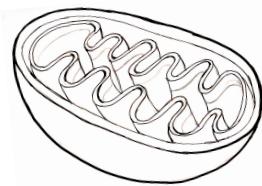
Directions: Fill this bubble map with elements of your identity. You can include roles you have, character traits, ideas you identify with, etc... Be honest and write out how you perceive your identity.



"I AM" POEM

Students can create "I Am" poems personifying and exploring the identity of an object, idea, time period, academic language word, mathematical concept, character in a story or a historical person. Since "I Am" poems encourage students to use personification and figurative language, the subject or topic does not have to be a person. Students can create an "I Am" poem on anything. Allow students to think creatively and explore the perspective or identity of anything in your content area.

I am found in eukaryotic organisms.
 I wonder what you would do without me.
 I hear the vigorous transformation of carbohydrates existing within me.
 I see cellular processes grateful for my magnificent power.
 I want to divide and multiply in your most energy-intensive tissues.
 I pretend to be invisible, yet I am quite incredible if you'll see me in a microscope.
 I feel the perfectly layered structures within me.
 I touch electrons and beautifully orchestrate the Krebs cycle.
 I understand that I am part of a team, but I'm definitely the best in this cell.
 I say I am your sun, radiating the energy you need to survive.
 I dream of traveling off into the cytoplasm and meeting other organelles.
 I try to keep my production hours open 24/7.
 I hope to help you thrive and grow.
 I am mitochondrion.



I am a conductor, a fighter, a soldier, a cook, and a spy.
 I wonder if this will be my last journey.
 I hear the soft singing of my voice muted by gusts of wind in this dark night.
 I see visions of glorious days where freedom arises from the depths of sorrow.
 I want generations after me to remember and honor my plight.
 I pretend to be strong, courageous, and confident, but I, too, am afraid.
 I feel my Lord's presence guiding me as slave hunters trail behind us.
 I touch the rocky path like Moses miraculously crossing the Red Sea.
 I understand the word fugitive, but I reject this notion.
 I say "A friend with friends" to the Quaker nearby.
 I dream of days when laws and borders no longer determine the chains of captivity.
 I try to persevere even when danger and a hefty reward looms around my capture.
 I hope that 'abolitionist' will one day be a title held by everyone.
 I am Harriet Tubman.



"I AM" POEM

I am

I wonder

I hear

I see

I want

I pretend

I feel

I touch

I understand

I say

I dream

I try

I hope

I am

Identity Portrait

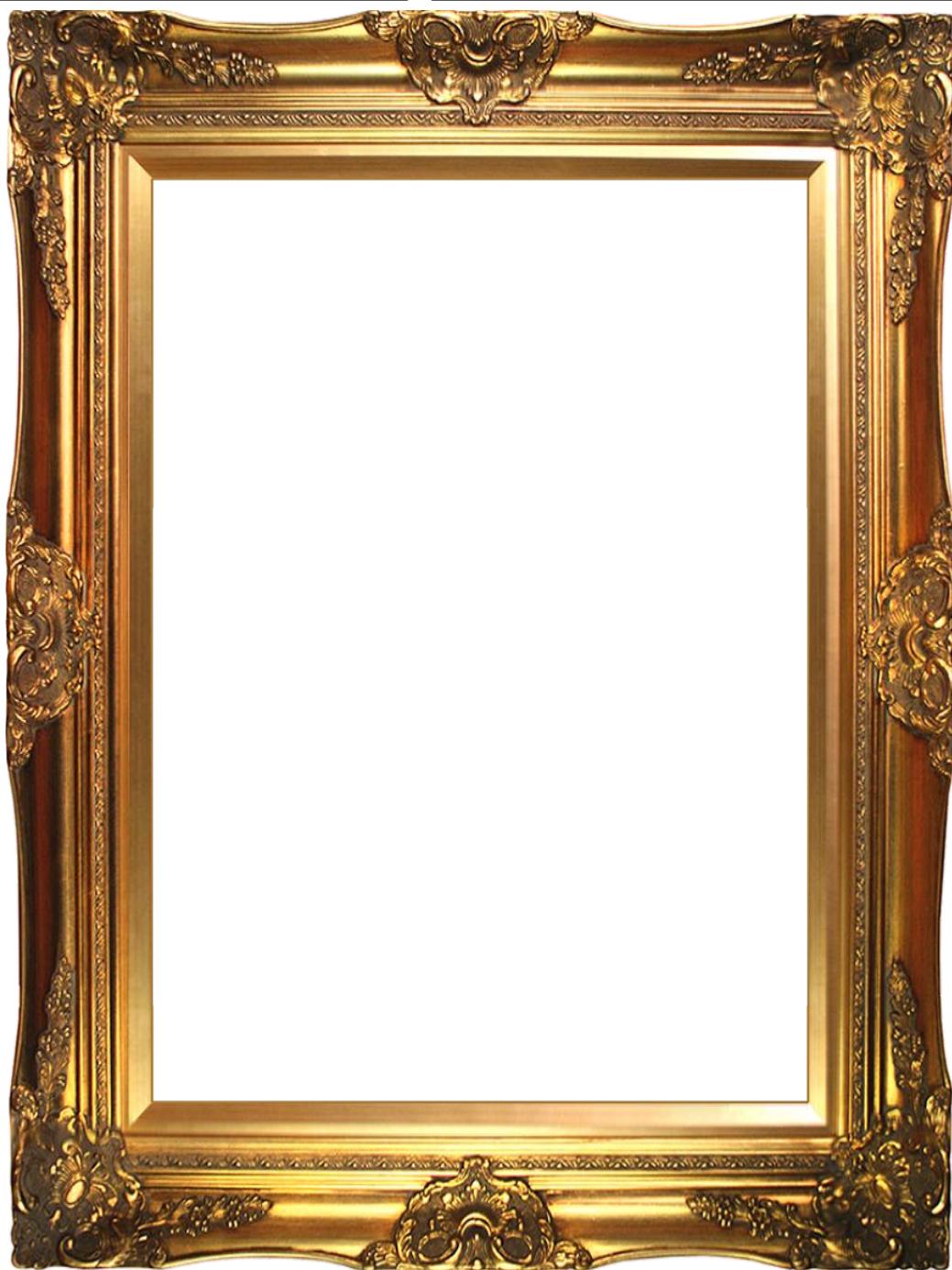
Explore your knowledge of literary characters or historical figures. A character portrait is a mixture of drawings and textual evidence (taken from a piece of literature or nonfiction informational text.)

Objective: Create an identity portrait for one of the characters or figures from our reading. This portrait will depict key traits and details about the person you are depicting. You must show your understanding of the character or figure by citing textual evidence from the reading. Follow the prompts below and draw out your representations within the golden frame. Be sure to include the textual evidence (cited from the text) within your portrait. Please note that your portrait will not look realistic. It will be more of an expressive or abstract portrait.

Face	How does this person wish to be perceived or seen by others? What appearance does he or she want to present to the world? Draw the face to represent this perception and provide a cited quote outside the drawing.
Ears	What does the person want to hear and/or believe from others? Draw a symbolic representation of ears and place a cited quote outside of the drawing.
Heart	What is this person really like? What characteristic traits does this person have? Is it generosity, patriotism, compassion, greed, etc.? Draw a heart that represents the true nature of this person and place a cited quote outside of the drawing.
Clothes, Jewelry, and Accessories	What kind of status and education does the character hold? Draw clothes and other accessories that represent these attributes. Think of education beyond simple schooling -- how else did he or she learn? What impacted their knowledge and outlook? Provide at least one cited quote outside the drawing.
Weapons, Tools, and Objects	What does the person use as a weapon, tool, or object that he or she uses to get what they want? Perhaps the person is a writer, so a pen might be his 'weapon' or tool to create change. Draw this object in the appropriate place and place the cited quote outside the drawing.
Hands	What actions has this person done? What steps or contributions has this person made? Use a cited quote and include outside of the drawing.
Symbols	What could you draw to symbolize this character? The symbol does not need to be something from the text. It only needs to represent the character or person in some important way. Decide where to place your symbol, draw it, and be sure to provide a cited quote outside of the illustration. For example, if you have a character who loves to explore, you may include a map or compass as his or her symbol.

Identity Portrait

Draw your portrait inside of the golden frame. Use the boxes that surround the frame to include your cited textual evidence that is related to the elements of your portrait.



The Power in Portraits

Students will be able to:

- identify ways artists conveyed the power of leaders through portraiture, thus analyzing the political, geographical, religious, economical, or social impact of art on perception of power.

Teacher's Guide:

Step 1: Choose a portrait, sculpture, or photograph of a powerful leader during the historical time period that you are studying.

Step 2: Facilitate a discussion surrounding the photograph, using the following discussion questions:

- Look closely at the figure's facial features. What do you notice?
- What emotion do you think he or she is feeling?
- How would you describe his or her gaze? Where does he or she appear to be looking?
- How would you feel if you ran into him or her on the street?
- What role do you think this person played in his or her community?
- Where might this object have been displayed before it came to the Museum? Why do you think it would have been displayed there?
- Why do you think he or she wanted to be portrayed in this way? What might this portrait tell us about him or her as a ruler?
- How is this portrait similar to or different from representations of leaders today?

Step 3: Assign a written component with a writing task inspired by the discussion questions above, or use one of the generalizations under the universal theme “power” S. Kaplan / J. Curry

- POWER is the ability to influence.
- POWER may be used or abused.
- POWER is always present in some form.
- POWER may take many forms.

Use the graphic organizer on the next page to help students explore the universal theme “power” through the portrait.

Resources for Portraits:

Roman Portrait Sculpture: Republican through Constantinian
https://www.metmuseum.org/toah/hd/ropo/hd_ropo.htm

Smithsonian National Portrait Gallery
<http://npg.si.edu/portraits>

WikiArt Database
<https://www.wikiart.org/en/Search/portrait>

POWER is the ability to influence.

POWER is always present in some form.

POWER may take many forms.

Glue the portrait
of a historical
figure/leader in
the center.

POWER may be used or abused.

Express Yourself

The Getty Center

Portraits and Identity

Idea #6

Name _____



When someone takes a picture of you, what do you want them to see? Before photography was invented in the mid-1800s, people paid artists to paint or sculpt their portraits. Portraits were made for many reasons—for example, as family heirlooms, or as a way to show off one's wealth. Some portraits at the Getty Museum include objects that are meant to send a message about the identity of the sitter.

Your teacher or chaperone will direct you to look at one work of art in this gallery.

Look closely at the portrait and ...

Spend a moment quietly looking at the portrait. Look for details, such as the objects surrounding the sitter, how the sitter is dressed, and how he or she is posed. Discuss the following with a partner, and share your findings with the rest of the group.

1. Describe the sitter's facial expression. _____

2. Describe the sitter's hands. Do the hands tell you anything about the personality of the sitter? _____

3. Describe the sitter's pose. What does the pose tell you about the personality of the sitter? _____

4. What is the person wearing? What do the clothes tell you about the sitter? _____

5. Describe the setting. Do the objects in the work of art tell us more about the sitter? _____

SCHOOL



Education at the J. Paul Getty Museum

© 2010 J. Paul Getty Trust

continues on next page



Express Yourself: Portraits and Identity

6. Think about all the observations you noted on the previous page. What do you know about this person after looking at his or her portrait? How do you know? _____

7. Based on your observations, how do you think the sitter wanted to be remembered? _____

8. Imagine that you have the opportunity to display a portrait of yourself in an important location. Where will it be displayed? in a home? at school? in a museum? What will your portrait look like? What would you wear? How would you gesture and pose? What would be in your surroundings? **Draw or write** your ideas below.



This is Your Life

Displaying Identity through Family Trees, Interviewing, Family Treasures, and Writing

There are many elements of your life that you may not know about. Your goal here is to explore your background and discover information about you. You will accomplish compiling your autobiography in three ways. Each section will have separate due dates and grades.

Part 1: Family Tree

Family Tree Due: _____

Construct a family tree. The assignment is to actually build a tree that includes at least the following people: parents, sisters, brothers, grandparents, aunts, uncles, first cousins, nieces, and nephews. You may extend this as far as you like. If you have a stepfamily, you may include them if you wish. If your family is extremely large, you may want to choose just one side of your family to represent. If you are adopted, you may use your adoptive family and/or your natural family if you are in contact with them. If you are in a temporary family, you can use your temporary guardians and those you live with as your family members. Families come in all shapes and sizes.

Your tree should be your creation. Part of your grade will be creativity. Various ideas include: (1) using poster board and gluing photographs onto the tree and writing the names underneath, (2) If you have computer access, cut and paste an image of a tree and add the names of relatives then print, (3) Take an actual branch from a tree that has lots of other branches extending from it and hang the names from string attached to the branches. Please be original in your work and HAVE FUN with this!!!

Part 2: The Interview

The Interview Due: _____

Find a member of your family that has known you since birth. Interview that person, asking questions about how you grew up and what you were like as an infant/toddler/child. If you do not want to focus on your own identity, then you can ask questions about how a family member grew up and their history. This can lead to discussions on how your identity has been shaped or not been shaped by your family's history. You may put this interview in any format you choose. You may do it in dialogue form, essay form, or story form. This interview must be typed.

Part 3: Find A Treasure

Treasure, Interview, and Family Tree Presentation Due: _____

On the given due date, you must bring in something that you treasured from childhood or that is a family treasure. This could include a book, a stuffed animal, a home video, a cultural or family heirloom, a special recipe, an old photograph, or anything else you or your family treasures. If you need help with this, ask your teacher to help you come up with something to bring. Make sure you get your treasure idea approved by your teacher.

Interview guidelines

In your final written piece, you must include your name and the name of the person whom you are interviewing. Also state the relationship or connection you have with this person. You may format this part of the project anyway you want but if you need some direction, then try using the dialogue format. You ask the question and the interviewee answers it. This must be written with complete sentences and detailed thoughts. Here are some basic questions to get started and to have some way of organizing your thoughts, but you are expected to beyond the guidelines and dig into your past. You could possibly record the interview and then go back and form your paper later.

If you ask questions about yourself:	If you ask questions about someone in your family:
<p>1. How old was I when you first saw me?</p> <p>2. How did I look to you? Give me a detailed description.</p> <p>3. How did I act?</p> <p>4. What features stood out for you as far as looking like a certain family member? (for example, did I have my dad's eyes?)</p> <p>5. Do you remember a time when I was in trouble? What happened?</p> <p>6. Did I ever do anything to make you laugh out loud? What was it?</p> <p>7. Do you remember any milestones that I may have had around you? First steps, haircut, lost tooth, etc.</p> <p>8. Do you have any pictures of me that are your favorite? What memory does this particular picture evoke?</p>	<p>1. What's your first memory?</p> <p>2. Who's the oldest relative you remember (and what do you remember about him or her)?</p> <p>3. Tell me about your childhood home.</p> <p>4. How did your family celebrate holidays when you were a child?</p> <p>5. How did you meet your spouse?</p> <p>6. Tell me about the day your first child was born.</p> <p>7. What were your favorite school subjects?</p> <p>8. Tell me about your favorite teacher.</p> <p>9. Tell me about some of your friends.</p> <p>10. Describe your first job.</p> <p>11. What did you do with your first paycheck?</p> <p>12. What was your favorite job and why?</p> <p>13. Who are some of your heroes?</p> <p>14. Tell me about some of your favorite songs (also books, movies and television shows).</p> <p>15. Tell me about some of the places where you've been happiest.</p> <p>16. What haven't we talked about that you'd like to discuss in the time we have left? (This is a good way to begin wrapping up the interview.)</p>

My Carbon Footprint

This activity explores one's identity in terms of how one's life choices create a direct and collective impact on our environment. This experience empowers students to take action and realize their role in the earth's environment.

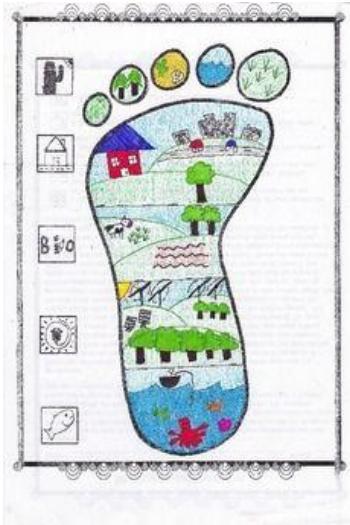
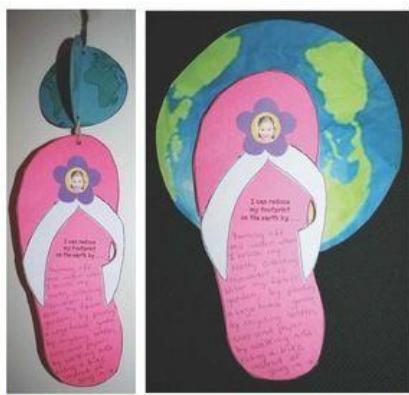
#1 Students will calculate their carbon footprint using tools such as

<https://www.carbonfootprint.com/calculator.aspx>

<https://www3.epa.gov/carbon-footprint-calculator/>

<https://www.terrapass.com/carbon-footprint-calculator>

#2 Students will trace their actual foot on cardstock paper and visually represent their carbon footprint through symbols, colors, images, or text using various media such as paint, colored pencils, magazine cut-outs, etc...



#3 This assignment should include a written component, or a "caption" in which they explain their carbon footprint, their impact on the environment, and steps to decrease their carbon footprint. You can use a template or sentence starters like this:

My Carbon Footprint is _____ . This shows that my choices impact the environment when I _____ .

I can take steps in my life that can reduce the impact of my choices on the environment by doing the following things:



We have Arts Integration Experts who can collaborate with us on various projects or lessons on Portraits and Identity!

Our coaches can also come to lead workshops on different ideas. You can browse projects on the CoTA website!

<https://cotaprogram.org/>

Unearthing the Essential: Becoming in Literary and Biographical Photographs

Students explore portraiture, inquiry-driven research, their understanding of framing and composition, and the power to communicate a story through photography to depict a person (a literary character or a historical figure) in their content area. Ask Renee Weissenburger for more information (reneee@cotaprogram.org) or request a workshop through the Arts Leadership Team for the whole staff to learn more.

Side note: This was the most fascinating arts integration workshop I've ever been to! - Deb Park

Through the Poetic Lens: An Exercise in Free Verse

Poetry invites students to explore a deeper level of nearly any topic. Description, metaphor, and simile are used to bring the subject to life. Learn to disarm hesitant students with an array of creative approaches. Free verse is a successful format in igniting students' interest while expanding their understanding. This Free Verse Poetry workshop can also be used to include identity and portraits painted with words.

Ask Renee Weissenburger for more information (reneee@cotaprogram.org) or request a workshop through the Arts Leadership Team for the whole staff to learn more.