



Body Language



Viola Frey, *Standing Woman*, 1993, ceramic

EXPERIMENTAL PORTRAITURE

Arizona State Standards:

- **English Language Arts:** Speaking and Listening Standards; Comprehension and Collaboration; Participate in collaborative conversations
- **Visual Arts:** Creating; Anchor #1 – Generate and conceptualize artistic ideas and work
- **Visual Arts:** Creating; Anchor #2 – Organize and develop artistic ideas and work
- **Physical Education:** Stress Management; Identifies positive and negative results of stress and appropriate ways of dealing with each
- **Social Studies:** Strand 4; Concept 4; PO 9; Identify cultural aspects based on social and political factors.

Activity/Procedures:

After discussing the exhibition, *Body Language*, the students will brainstorm ideas using a printed template and then create their own portrait. Students will be able to interpret their own likeness in their own unique ways, choosing from traditional, stoic portraiture of the shoulders up, or abstract interpretations where the body is hard to recognize or not recognized at all.

Example Guiding Questions:

What type of portraiture did you see in the exhibition, *Body Language*? What made some portraits different from others (materials used, sizes, how realistic it was/wasn't, etc.)? What was your favorite and why?

For this project, you will make your own portrait. What do you want your portrait to look like? Traditional portraits are like school photos; showing your smiling face from the shoulders up, which you can choose, or you can mix it up. Will it be realistic, just be drawn in contour lines, will you look like a cartoon, or will you be represented with only your favorite colors or shapes you like? How can certain colors and represent your personality? Maybe you will be shown in the form of an animal you relate to?

Traditionally, portraits were used to show power or wealth. How would that be shown in a portrait (larger, more possessions, above others on the paper, etc.)?

Extended Options:

- Write a creative story about themselves.
- Cut up their completed artwork to create another collage.
- Adding background imagery.

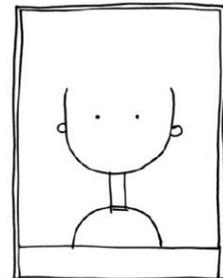
Lesson Objective:

The exhibition, *Body Language*, explores imagery represents the human form in a variety of ways.

Students will create a portrait of themselves in either traditional ways or through more abstract and experimental modes of artmaking.

Art Elements:

- Line
- Shape/Form
- Texture
- Space
- Color



Art Principles:

- Emphasis
- Variety

Materials: Supplies:

Example artwork handouts
Watercolor paints
Containers for water
Brushes
Pencils
Erasers
Oil pastels
Paper

Magazines
Glue
Scissors
Colorful papers
Colored pencils
Mirrors