

Identity and Self-portraiture Secondary (6th-12th Grade)

Artists use many techniques to express identity. In “Identity and Self-portraiture,” students investigate the art of portraiture as they reflect on their own identities. In the tour, a museum educator guides students through Visual Thinking Strategies, Artful Thinking Routines, and activities from Harvard’s Project Zero to explore elements of portraiture. After the tour, the museum educator facilitates an art-making activity, with materials provided. Students will apply what they have learned about artistic choices to create a self-portrait revealing aspects of their own identity.

Essential Question:

What choices do artists make to represent themselves and others in their art?

Learning Targets:

1. Students understand choices that an artist made to create meaning in a portrait (e.g. color, symbols, style, etc.).
2. Students make choices to create meaning and portray their own identity in a self-portrait.

Success Criteria:

- Students describe at least three choices that an artist made in a portrait to create meaning.
- Students depict several important aspects of their identity in a self-portrait.

Standards Alignment

Washington State Visual Arts Standards

6th Grade

- Cr1.2: Formulate an artistic investigation of personally relevant content for creating art.
- Re8.1: Interpret art by . . . analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

7th Grade

- Cr2.3: Apply visual organizational strategies to design and produce a work of art that clearly communicates information or ideas.
- Re8.1: Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.

8th Grade

- Cr2.1: Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.

- Re8.1: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

High School Proficient

- Cr1.1: Use multiple approaches to begin creative endeavors.
- Re8.1: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

High School Accomplished

- Cr1.2: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

High School Advanced

- Cr2.1: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

Social-Emotional Learning Standards

Benchmark 1B: Demonstrates awareness of personal and collective identity.

- Middle School: I can recognize my own perspectives, values, and assets.
- High School/Adult: I can demonstrate a clear understanding of personal strengths and assets.
- High School/Adult: I can identify how my perspective influences my interactions with others, especially those who are from different cultures and live with different experiences.