

# MY HERO

ART AND SOCIAL STUDIES

GRADES: 4-8

## BASED ON

Sir Joshua Reynolds (British, b.1723, d.1792)

*Richard Peers Symons, M.P. (Later Baronet), 1770-1771*

oil on canvas

Museum Purchase: Bequest of Mr. and Mrs. Walter J. Wichgar, The Edwin and Virginia Irwin Memorial, John J. Emery Endowment, Fanny Bryce Lehmer Endowment, Mr. and Mrs. Harry S. Leyman Endowment, and gift of Mary Hanna, by exchange. Acquired in honor of Chairman of the Board John W. Warrington for 50 years service as Trustee of the Cincinnati Art Museum, 1941-1991, 1991.62

## OBJECTIVES

- Students will learn about art appreciation and art history.
- Students will critique works of art
- Students will understand design vocabulary.
- Students will use a variety of materials to create a portrait.
- Students will develop skills in using technology.
- Students will communicate their ideas of a theme "Art with a Message: Who are our Heroes?" through visual means.

## CONCEPT

Inspired by both Sir Joshua Reynolds and themes repeated in the artwork of the Pre-Raphaelites, students will create narrative portraits of his/her hero. Sir Joshua Reynolds, specializing in portraits, was the most important and influential of the 18<sup>th</sup> century English painters. He painted more than three-thousand portraits, his popularity depending on his talent to render the "Grand Style" in painting which relies on the idealization of the imperfect. Contrasting Sir Joshua Reynolds are the Pre-Raphaelites, a group of English painters, poets, and critics. Considered the first avant-gard art movement, these artists wanted to find serious and genuine themes to portray through their art, they used preached morality, choosing subject matter to portray scenes or situations accurately and objectively without idealization; and strove to make only sincere, though roughly good art.

## VOCABULARY

Portrait

Typography

Mosaic

## MATERIALS/PROCEDURE

- Facial features/proportion handouts
- 12x18 newsprint
- 12x18 oak tag
- Seral graphite transfer paper
- National Geographic magazines
- ultra-fine point Sharpie markers
- PC computer, Publisher, printer
- Rubber cream glue
- Scissors

1. Discuss what makes a hero? What are characteristics of a hero? Who is your hero, why?

2. Use internet or other research material to find and select portrait of a hero. Select one image of a hero to write about- complete hero handout. Right Brain drawing: turn portrait upside down—cover and draw a small section at a time.
3. Draw a one inch grid over photocopy (or computer print) of hero.
4. Enlarge digital image using a grid- Grid 12x18 paper to 3" (300% enlargement)
5. Text / Typographical portrait: Print out selected words done in Publisher. Suggestions: name, date of birth/death, character traits, virtues. Cut out word strips from computer print-out and arrange on drawing—secure with glue stick.
6. Photomosaic portrait: Outline drawing with Ultra-fine point sharpie marker. May use cross hatching, parallel line shading and or stippling to show shadows and for contrast. Select images from *National Geographic Magazines* that represent major accomplishments or reiterate theme of the selected hero. Cut these images out to form the shapes of the portrait's features- secure with glue stick.
7. Critique work

Extension ideas: Students could write a few paragraphs why they selected that teacher as a hero. Maybe plan the exhibit for May (National Teacher Appreciation Day second Tuesday in May). You could even use words (character words etc) in the negative space around the portrait (Art with Text - the Word as Art - Power of Words).

## **ASSESSMENT**

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- The student completes an effective, visually communicative and visually interesting, typographical or photomosaic portrait.
- The student designs an effective hero portrait that clearly reflects an understanding of all the elements of art and principles of design were emphasized in this lesson.
- The project reflects the student's best effort and craftsmanship.
- The student follows all directions, and always asks questions when uncertain.
- The student is a cooperative and positive collaborator with their student partner.
- The student is an active participant in the class critique, whose remarks reflect a clear understanding of the project and the critique as a tool for assessment.

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- The student completes a visually communicative or visually interesting typographical or photomosaic portrait.
- The student designs an effective hero portrait that clearly reflects an understanding of all the elements of art and principles of design were emphasized in this lesson.
- The project reflects a good effort and craftsmanship on the part of the student.
- The student follows most directions, and usually asks questions when uncertain.
- The student is a cooperative collaborator with their student partner.
- The student is a good participant in the class critique, whose remarks reflect a clear understanding of the project.

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- The student completes a typographical or photomosaic portrait.
- The student designs an acceptable portrait that reflects an understanding of some of the elements of art and principles of design that accompany the lesson.
- The project reflects an acceptable effort and craftsmanship on the part of the student.
- The student follows a few key directions, and usually doesn't ask questions when uncertain.
- The student is an acceptable collaborator with their student partner.
- The student is an acceptable participant in the class critique when called upon, and whose remarks reflect a general understanding of the project.

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- The student completes a typographical or photomosaic portrait.
  - The student designs a portrait that reflects a minimal understanding of some of the elements of art and principles of design that accompany the lesson.
  - The project reflects a minimal effort and inadequate craftsmanship on the part of the student.
  - The student follows a few directions, and doesn't ask questions when uncertain.
  - The student is an inadequate collaborator with their student partner.
  - The student is an inadequate participant in the class critique when called upon, and whose remarks reflect a minimal understanding of the project.
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- The student doesn't complete a typographical or photomosaic portrait.
  - Blank, no answer or irrelevant response

## **NATIONAL STANDARDS**

### **VISUAL ARTS**

1. Understands and applies media, techniques, and processes related to the visual arts
2. Knows how to use structures (e.g., sensory qualities, organizational principles, expressive features) and functions of art
3. Knows a range of subject matter, symbols, and potential ideas in the visual arts
4. Understands the visual arts in relation to history and cultures
5. Understands the characteristics and merits of one's own artwork and the artwork of others

### **SOCIAL STUDIES**

1. Understands ideas about civic life, politics, and government
27. Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities
29. Understands the importance of political leadership, public service, and a knowledgeable citizenry in American constitutional democracy

### **LANGUAGE ARTS**

1. Uses the general skills and strategies of the writing process
2. Uses the stylistic and rhetorical aspects of writing
3. Uses grammatical and mechanical conventions in written compositions
4. Gathers and uses information for research purposes
5. Uses the general skills and strategies of the reading process
6. Uses reading skills and strategies to understand and interpret a variety of literary texts
7. Uses reading skills and strategies to understand and interpret a variety of informational texts
8. Uses listening and speaking strategies for different purposes
9. Uses viewing skills and strategies to understand and interpret visual media



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England/United Kingdom

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