What Are You Saying?

Value Added Creative Writing
ART AND (Writing)
GRADES: 9-12

BASED ON

Jean-Auguste-Dominque Ingres, (1780-1867), France
Luigi Cherubini, 1840-41
oil on canvas
Bequest of Mary M. Emery
1927.386

OBJECTIVES

- Students will explore portrait paintings as a means for creative writing.
- Students will create their portrait using their creative writing.
- Students will learn to see value as a way to express form.

CONCEPT

A portrait is a painting, photograph, sculpture or other media displaying a person's likeness. Portraits are often important state and family records, as well as remembrances. In a portrait painting, the artist is trying to say something about the person they are painting while engaging the viewer. Students will look at different portraits. What clues did the artist leave about the person in the portrait? Discuss what the portrait is saying about the person in the painting. Compare and contrast the different moods of portrait painting. From LUIGI CHERUBINI we see the portraits mood is thoughtful. We learn his profession is as a composer of music form the clues placed in the painting. Students will discuss what they would want said about them in a portrait photograph. What mood and clues would be important to include? Students will use this discussion as a prompt for creative writing. Student will have a photo taken of their face. Using their photo as a reference, students will use their writing as value to make their face.

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MATERIALS
printed image
creative writing
printer paper
pencil
eraser
fine Sharpie
extra fine Sharpie marker
Uni-ball fine pen.

VOCABULARY
Portraits- is a painting, photograph, sculpture and or other media displaying a person's likeness.
Mark making- describe the different lines, patterns, and textures we create in an artwork.
Value- The lightness or darkness of tones or colors

PROCEDURE
1. Use photos of students taken with face and tops of shoulders.
2. Open a Word document and change margins. Select page layout, then margins, then narrow.
3. Copy and paste image to Word document, crop image and enlarge image. Click on the image, select picture tools, then format, then crop. Or drag the corner of the image to enlarge to full size of the document.
4. Adjust the color and contrast. To do this, click on the image and select picture tools and then format. Color can be adjusted by changing it to a grayscale (black and white) Change the contrast by selecting correction and adjusting the brightness and contrast.
5. Print only when you can identify light, medium and dark values. If not find a new image.
6. Tape image to the window or light box and trace the shapes and identify as light, medium and dark areas.
7. Have student create a value scale of five sections from light to dark. Using the words to create the value. This is accomplished two ways. One by using the same pen and placing letter closer together and overlapping. And or through changing up the size of the pen you are using.
8. Students will use pencil to write words then go over the words in chosen size marker
9. Discuss with student ways to make the background help to make the face stand out.
10. When drawing is complete use eraser to clean up art work.

ASSESSMENT
Hold a Critique and have students write a written refection on the process.

NATIONAL STANDARDS
Content Standard 5
Reflecting upon and assessing the characteristics and merits of their work and the work of others
Achievement Standard
Proficient:
        Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works

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CURRICULUM CONNECTIONS
History: famous people in history filled in with their speeches and quotes.
Science: famous people in science filled in with the project they made famous.
English: Authors portraits filled in with their words.

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