

Tempe Center for the Arts

by **Mary Erickson, Ph.D.**

Faces is a three-lesson unit plan designed in conjunction with the *Faces* exhibition at the Gallery at Tempe Center for the Arts.

[Faces Exhibition Preview PowerPoint](#)

Themes

- Theme in Life: Groups of people often share ideas, yet each individual makes his or her own personal choices.
- Theme in Art: Artists' styles are both personal and influenced by the world around them.

Key Questions

Lessons approach the themes through three key questions.



What are the distinctive characteristics of an individual artist's style?



How do artists use value (light and dark)?

How do parts of a face fit together to make a portrait?

Community Connections

How does the desert affect the lifestyle of people who live there? In Arizona, we have many ways of adapting to the desert. For example, we remember to drink plenty of water; seek out places to play, sit or park in the shade; and are cautious when walking close to cacti. At the same time we each choose our own style of adapting. Some of us stay in the air conditioning or near a fan, and some of us seek swimming pools, water parks or sprinklers. Others escape to the cooler temperatures of the mountains.

Lessons

[One: What is Style? \(pdf\)](#)

[Two: Exploring Artists' Styles at the Tempe Center for the Arts \(pdf\)](#)

[Three: A Portrait Style from Long Ago \(secondary\) \(pdf\)](#)

[Four: Animal Portraits \(elementary or middle school\) \(pdf\)](#)

Resources

[Faces Exhibition Preview PowerPoint](#)

[What is Style? PowerPoint](#)

[Exploring Artists' Styles at the Tempe Center for the Arts \(pdf\)](#)

[Animal Portraits PowerPoint \(elementary or middle school\)](#)

[Animal Faces \(pdf\)](#)

[Portrait Styles from Long Ago PowerPoint \(secondary\)](#)

[Questor Questions about Vivian Spiegelman's Portrait Series \(pdf\)](#)

[Linda Brandon Portrait Demonstration PowerPoint](#)

Roman-Egyptian Mummy website

[Metropolitan Museum of Art](#)

Supplies (Secondary)

Pencils

Sketch paper

Erasers

Middle-tone charcoal paper

Earth tone, black, and white pastels, chalks or conte crayons

Supplies (Elementary or Middle School)

Pencils

Sketch paper

Erasers

Middle-tone construction paper or charcoal

Earth tone, black and white pastels, chalks or crayons

Credits

Vivian Spiegelman and her students at Gilbert Higley High School

Photography by Linda Crain, Laura Hales and Mary Erickson.

[Linda Tracey Brandon](#)

[Michael Delahunt at ArtLex](#)

Estimated Time (Secondary)

Lesson One = 45 minutes

Lesson Two = Field Trip or 15-30 minutes if completed in your classroom

Lesson Three = 270-315 minutes

Estimated Time (Elementary or Middle School)

Lesson One = 45 minutes

Lesson Two = Field Trip or 15-30 minutes if completed in your classroom

Lesson Four = 135-180 minutes

WHAT IS STYLE

Lesson One

Objectives

- Students point to differences in the styles of objects made in different places and times.
- Students identify values (lights and darks) within an artwork.

Arizona Visual Arts Standards

EVALUATE: Art Issues & Concepts: PO 202 & 302: Debate whether art is different from visual culture in general.

RELATE: Artworlds: PO 206: Discuss how artworks reflect ideas, images and symbols from the culture within which they were made.

RELATE: Elements & Principles: PO 101, 201 & 301: Identify (Analyze) visual/tactile characteristics of artworks from diverse cultures, different places or times.

Preparation

Preview [What is Style? PowerPoint](#). Decide whether you might want to bring in examples of music, fashion, etc., that were fashionable when you were the students' age for comparison with today's styles.

Preview [Linda Tracy Brandon's Portrait Demonstration PowerPoint](#), and decide whether you want to show it as an introduction to her work in the Faces exhibition before visiting the TCA.

If students have studied a particular artist (e.g. Georgia O'Keeffe or Vincent Van Gogh) or a particular art movement (e.g. Impressionism or Cubism) or the style of a particular culture (Ancient Egyptian or Hopi), consider reviewing stylistic characteristics of that artist, movement or culture to illustrate individual or group style.

Resources

[What is Style? PowerPoint](#)

OPTIONAL: [Linda Tracy Brandon's Portrait Demonstration PowerPoint](#)

OPTIONAL: Present a collection of old clothing, jewelry, album covers, etc., from your youth.

OPTIONAL: Present several reproductions of the style of one artist, movement or culture.

Activities

Unit Preview: Introduce the theme in life, that "*groups of people often share ideas, yet each individual makes his or her own personal choices*" by discussing ideas, values or experiences shared in families, neighborhoods, regions or countries. If you chose to bring in examples of music, fashion or other objects from your youth, ask students to compare the earlier style with today's. Explain that we may have our own individual style but that we might also share the style with others in a group, for example, jock style, Goth style, geek style, preppy style and others.

Introduce the theme in life, that "*artists' styles are both personal and influenced by the world around them*" by explaining that some groups of artists work in a similar style (like a Disney cartoon style or a Japanese illustration style) and some artists develop their own special look or style. If your students have previously studied an artist, movement or culture you can display several reproductions in one style and ask students to identify stylistic characteristics of that style.

Introduce the three key questions students will be working with in the unit.

1. What are the distinctive characteristics of an individual artist's style?
2. How do artists use value (light and dark)?
3. How do parts of a face fit together to make a portrait?

Definition and Examples

Display the [What is Style? PowerPoint](#) to:

- introduce the idea of style,
- show examples of styles of particular places (traditional buildings) and times (cars),
- show several examples of one artist's individual style (Frank Lloyd Wright's textile block style) and
- define value as black, white and grays.

Guided Practice

Use the [What is Style? PowerPoint](#) to introduce:

- practice comparing styles of sculptures by Reidy and Nelson and
- practice analyzing values in a Faigin drawing from the Tempe Center for the Arts *Faces* exhibition.

Transfer to TCA

Explain that students will have an opportunity to

- see how artists use value in images of faces and
- compare individual artists' styles at the Tempe Center for the Arts – or using the *Faces* exhibition online preview.

Vocabulary

Style

Unique

Flat plane

Materials

Accomplishment

Detailed

Value

Mass

Characteristic

Portrait

Texture

Individual

Simplified shape

Assessment Checklist

Students can point to differences in the styles of objects made in different places and times. (Discuss during PowerPoint presentation or with examples from everyday experience.)

Students can identify values (lights and darks) within an artwork. (Use Faigin artwork reproduction in [Faces Exhibition Preview PowerPoint](#).)

EXPLORING ARTISTS' STYLES AT THE TCA



Lesson Two

Objectives

- Students identify distinctive characteristics of an individual artist's style.
- Students identify different values (lights and darks) in an artwork.

Arizona Visual Arts Standards

EVALUATE: Elements & Principles: PO 101: Identify an element and principle in an artwork that supports its meaning and/or purpose.

EVALUATE: Elements & Principles: PO 201: Describe an artist's use of elements and principles in an artwork (and how) it supports its meaning and/or purpose.

Preparation

Read and make copies of “Exploring Artists’ Styles at the Tempe Center for the Arts” pdf worksheet.

Make arrangements for field trip to the TCA.

Before your visit, discuss with assigned TCA docent, if possible. Provide the docent with a copy of “Exploring Artists’ Styles at the Tempe Center for the Arts” pdf worksheet in advance of your trip and discuss the extent to which students might complete any or all of the worksheet at the center or whether any or all of the questions or ideas might be addressed during their tour.

Read optional “Questor Questions about Vivian Spiegelman’s Portrait Series” pdf worksheet and decide whether you might want to use it to follow up after a visit to the *Faces* exhibition.

Resources

[Exploring Artists’ Styles at the Tempe Center for the Arts \(pdf\)](#)

“For Kids” educational panels inside the Gallery at TCA

[Questor Questions about Vivian Spiegelman’s Portrait Series \(pdf\)](#)

Activities

Review and Application: Distribute “Exploring Artists’ Styles at the Tempe Center for the Arts” pdf worksheets to all students and ask them to answer as many questions as they can during their tour. If writing responses on the worksheet is not practical or possible during the tour, use the worksheet to guide students in focused observation as circumstances permit. For example, you might use questions on the worksheet when students assemble or travel to the TCA or when they assemble for or travel back to school.

Take notes on any new information presented by the docent as well as interesting questions, observations or responses made by your students during their tour. If the circumstances of the visit do not allow students to complete their worksheets, explain that later, in class, you will lead a discussion of discoveries they made about individual artists’ styles in the exhibition using online *Faces* Preview.

Look for the “For Kids” panels to help students identify values used by artists in specific works in the exhibition.

NOTE: If you cannot take your class to the TCA, you can use “Questor Questions about Vivian Spiegelman’s Portrait Series” (pdf) to introduce one artist’s style, focusing on her use of value. You might want to compare her style of portraiture with Van Gogh or Rembrandt’s style of self portraiture. Or you can use reproductions of several artworks by any individual artist to help your students identify the stylistic characteristics used by one artist in several artworks.

Assessment Checklist

Students can identify distinctive characteristics of an individual artist’s style (completion of “Exploring Artists’ Styles at the Tempe Center for the Arts” pdf worksheet).

Students can identify different values (lights and darks) in an artwork (“For Kids” panels in the *Faces* exhibition).

A PORTRAIT STYLE FROM LONG AGO

Lesson Three: Secondary

Objectives

- Students use gradual value change to suggest three-dimensional form.
- Students identify distinctive characteristics of an historical style in art.

Arizona Visual Arts Standards

RELATE: Elements & Principles: PO 101, 201 & 301: Identify (Analyze) visual/tactile characteristics of artworks from diverse cultures, different places or time.

RELATE: Quality: PO 101, 201 & 301: Contribute to a discussion about why artworks have been valued within the context of the culture within which they were made.

Preparation

Preview “A Portrait Style from Long Ago” PowerPoint

Preview Linda Tracy Brandon’s Portrait Demonstration PowerPoint. Decide whether you want to use it as a reminder of one artist’s individual style.

Use Internet browser to locate Roman-Egyptian portraits. Decide whether you will ask students to copy one of these portraits in preparation for making their self portrait.

Resources

[A Portrait Style from Long Ago PowerPoint](#)

[Metropolitan Museum of Art](#)

OPTIONAL: [Linda Brandon Portrait Demonstration PowerPoint](#)

Supplies

Pencils

Sketch paper

Erasers

Middle-tone charcoal paper

Earth tone, black, and white pastels, chalks or conte crayons

Activities

Review: Review the theme in life that “*groups of people often share ideas, yet each individual makes his or her own personal choices*” and the theme in art that “*artists’ styles are both personal and influenced by the world around them.*” Also review the unit’s three key questions:

1. What are the distinctive characteristics of an individual artist’s style?
2. How do artists use value (light and dark)?
3. How do parts of a face fit together to make a portrait?

Introduction: Display the first five slides of “A Portrait Style from Long Ago” PowerPoint to introduce the ancient Roman Egyptian portrait style as a mixture of earlier Egyptian and Roman styles. You may choose to supplement this introduction with additional online reproductions of Roman Egyptian portraits.

Assignment: Explain to students that they are to demonstrate what they’ve learned by making a self portrait in the ancient Roman Egyptian style focusing on accurate proportions and values.

Step-By-Step-Instructions: Show remaining “A Portrait Style from Long Ago” PowerPoint slides to show steps in making a Roman Egyptian style self-portrait.

OPTIONAL: Copy a reproduction of a Roman Egyptian portrait

1. Loosely and lightly block in outlines and features in correct proportions.
2. Use white to add the lightest areas.
3. Begin to add some darker areas with middle-tone conte crayon.
4. As you start to add darker values, focus on facial features.
5. Finally, add black as you finish your self portrait.

In-Process Feedback: While adding white areas, ask students to partner with one or two classmates to seek fresh perceptions of proportions. Later ask students to partner again to seek fresh perceptions of values.

Presentation

Display completed portraits. Lead a discussion with the following questions:

Which portraits have very accurate proportions? Point to examples.

Which portraits have very accurate values? Point to examples.

What characteristics do the self portraits share with ancient Roman Egyptian portraits (frontal view, usually neck and shoulders, attention to hairstyle and texture of hair)?

Vocabulary	Realistic	Frontal
Portrait	Facial Features	Middle-tone
	Tradition	Idealized
		Proportions

Extension Idea

SOCIAL STUDIES: Make grade-appropriate connections to ancient Egyptian and Roman history.

Secondary Assessment Guides

OBJECTIVE 1: Students use gradual value change to suggest 3-dimensional form.

Exceeds Expectations: Student uses at least five values that consistently and effectively suggest 3-dimensional form.

Meets Expectations: Student uses at least five values in a way that in some places suggest 3-dimensional form.

Approaches Expectations: Student uses at least four different values.

Fails to Meet Expectations: Student uses fewer than four different values.

OBJECTIVE 2: Students identify distinctive characteristics of an historical style in art.

Exceeds Expectations: Student identifies at least two ways his or her portrait is similar in style to an ancient Roman-Egypt coffin portrait and explains the roots of the ancient style.

Meets Expectations: Student identifies at least two ways his or her portrait is similar in style to an ancient Roman-Egypt coffin portrait.

Approaches Expectations: Student identifies one way his or her portrait is similar in style to an ancient Roman Egypt coffin portrait.

Fails to Meet Expectations: Student identifies his or her portrait as using an historical style in art.

Lesson Four: Elementary and Middle School

Objectives

- Students use a variety of values (lights and darks).
- Students use accurate sizes of facial features in portraits.

Arizona Visual Arts Standards

RELATE: Elements & Principles: PO 101, 201 & 301: Identify (Analyze) visual/tactile characteristics of artworks from diverse cultures, different places or time.

Preparation

Preview “Animal Portraits” PowerPoint

Locate photographs or printouts of a variety of animals. You might invite students to bring to class their own photos of pets or favorite animals.

Decide whether you will use the “Animal Faces” pdf worksheet to give students practice analyzing values.

Resources and Supplies

[Animal Portraits PowerPoint](#)

Collection of photographs or printouts of animal images.

Pencils

Sketch paper

Erasers

Middle-tone construction paper or charcoal

Earth tone, black and white pastels, chalks or crayons

OPTIONAL: [Animal Faces \(pdf\)](#)

Activities

Review the theme in life that “*groups of people often share ideas, yet each individual makes his or her own personal choices*” and the theme in art that “*artists’ styles are both personal and influenced by the world around them.*” Also review the unit’s three key questions:

1. How do artists use value (light and dark)?
2. How do parts of a face fit together to make a portrait?
3. What are the distinctive characteristics of an individual artist’s style?

Assignment: Explain that each student will be making an animal portrait that will be similar in style to his or her classmates because they will all focus on value and sizes of the parts of the face. Also explain that each student’s portrait will have that student’s personal or individual style because each student will choose the animal, the animal’s expression, the view of the animal’s head and details he or she wants to show.

Step-By-Step-Instructions: Show “Animal Portraits” PowerPoint

1. Choose animal
2. Choose view of head
3. Choose to use paper horizontally or vertically

4. Look carefully at the sizes of parts of the animal's face and head
5. Make a sketch
6. Analyze values (lights and darks)
7. Sketch animal LIGHTLY on middle tone paper.
8. Add white.
9. Add black.
10. Add middle tones by letting the paper show through.

In-Process Feedback: Ask students to share their photographs and sketches with a classmate and ask for suggestions about making the sizes of parts of the face or head more accurate.

Presentation: Display animal portraits. Ask students to suggest feelings or personalities expressed by their classmates' portraits (e.g. sweet, angry, excited, happy, sad, sleepy, etc.). Ask students to point to particular parts in the portrait that are accurate in size and to also point out blacks, whites and middle values.

Vocabulary

Portrait

Profile

Vertical

Individual

Angled View

Middle-tone

Expression

Direction

Full Face

Horizontal

Extension Idea

SCIENCE: Animal species

Secondary Assessment Guides

OBJECTIVE 1: Students use a variety of values (lights and darks).

Exceeds Expectations: Portrait includes at least four values in addition to the value of the paper.

Meets Expectations: Portrait includes at least three values in addition to the value of the paper.

Approaches Expectations: Portrait includes at least two values in addition to the value of the paper.

Fails to Meet Expectations: Portrait includes just two values or only lines.

OBJECTIVE 2: Students use accurate sizes of facial features in portraits.

Exceeds Expectations: The sizes of almost all the parts of the face and head are close to accurate.

Meets Expectations: The sizes of many parts of the face and head are close to accurate.

Approaches Expectations: The sizes of several parts of the face and head are close to accurate.

Fails to Meet Expectations: Most sizes of parts of the face and head are inaccurate.

Student Name: _____

ANIMAL FACES



1. Circle the lightest parts of each animal's face.
2. Draw a box around the darkest parts of each animal's face.

Student Name: _____

EXPLORING ARTISTS' STYLES at the Tempe Center for the Arts

STYLE is a word we can use to describe how a group of things look alike or different.



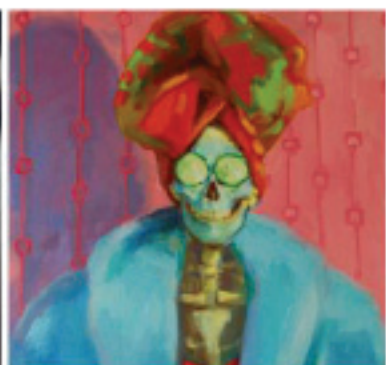
John Tuomisto-Bell



Linda Tracey Brandon



Vivian Spiegelman



Henry Stinson

MATCH the following style characteristics with the artist.

ARTIST

- 1) John Tuomisto-Bell
- 2) Linda Tracey Brandon
- 3) Henry Stinson
- 4) Vivian Spiegelman

STYLE CHARACTERISTIC

- Skeletal subject matter
- Black & white photography
- Bronze sculpture
- Circular format

CHOOSE one of the artworks above. Compare this artwork to other artworks by the same artist in the Gallery at TCA.

Tuomisto-Bell

Brandon

Spiegelman

Stinson

- 5) List the ways the other artworks by this artist look alike.
- 6) List the ways the other artworks by this artist look different.

QUESTOR QUESTIONS

About Vivian Spiegelman's Portrait Series



Katie 2001



Katie 2006



Katie 2009



Choose one photo above. Compare to gray scale.

How many different gray values can you find?

Where do the values change gradually?

Where do the values change dramatically?



Vivian Spiegelman earned a Masters of Fine Arts degree in photography from Arizona State University. These photographs are part of a larger series that depicts children at different ages.



Katie's father says: *"The first photo shows our daughter as an infant with an expression of wide-eyed curiosity and openness. The second and third photographs seem to presage the transition between childhood and adolescence. Vivian portrays a serious side of someone we regard as a bubbly and funny little girl."*



Find another portrait in the *Faces* exhibition or in your classroom? Compare it with Spigelman's style.

How is it different?

How is it similar?