

Self Imagination through Self Portraiture

Based on the exhibition **Jua Kali**, exhibited at United Photo Industries from Feb 4 – March 26, 2016

Students use self-portraiture as a way to explore and represent identities. Students are encouraged to use their imagination to design and create worlds outside of their built environment.

Students will be able to:

- Collaborate in a group discussion around identity outside the mainstream
- Research and analyze self-portraiture through history
- Contextualize and be inspired by research
- Design and create their self-portrait using various materials

Session 1: Intro

Intro

1. Begin by conducting a Visual Thinking Strategies discussion using an image in the *Jua Kali* Image Bank.
 - What's going on in this picture?
 - What do you see that makes you say that?
 - What more can we find?
2. Introduce other self-portraits by a diverse group of artists such as Frida Kahlo, Andy Warhol, Rembrandt, Omar Victor or Anna Mendieta.
3. *Optional Module:* Ask your students to select one artist to research and present back to the class.
 - What medium did the artist use to make the self-portrait?
 - What do you notice about the format or layout of the self-portrait?
 - What are some characteristics the artist highlights in their self-portrait?
 - What do you think the artist was trying to tell you about themselves through this portrait?
 - How do the design and the medium of the artwork contribute to this message?

Authors: Educators Allison Weinreb, Mary O'Connell and Natalia Guerrero with photographer Tahir Carl Karmali

Featuring photography by
Tahir Carl Karmali

Grade Level: 6th - 12th grade

Subjects: Communication, Design, Visual Art

Time Required: 3 sessions

Key Images:

- [Jua Kali Image Bank](#)

Materials Needed:

- Large Sheets of Paper (11x14 or 16x20)
- recycled materials
- Fabric, thread, needles, sequins
- Assorted art supplies
- Painter's tape
- Visual Thinking Strategies Questions
- Optional: Computer, iPad, iPhone

Standards Addressed:

CCSS.ELA-LITERACY.RI.9-10

Additional Resources:

photoville.com/edu

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4. Prepare students to create their own self-portrait and body-mapping with a series of prompts and thought exercises. Students can either work individually, or turn and talk with a partner.
 - How would you describe a self-portrait?
 - What do you want to portray in your self-portrait? What would you want to conceal in your self-portrait?
 - What is the essence of your own self-portrait?
 - What objects, textures, images, shapes, colors and words come to mind in representing your self-portrait?
 - What goes unseen in self-portraits? Why? What identities are not represented in portraiture? What are some ways to communicate these features?
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Session 2: Activity

(Teachers: Prepare a table with assorted art materials and recycled materials)

1. Ask students to sketch out a basic composition for their self-portrait, referring to the thought exercises from the previous session. What shapes, objects and images come to mind in representing your self portrait?
2. Ask students to go to the materials table to collect art and recycled materials for their self portrait. Refer back to the thought exercises. What textures and colors come to mind in representing your self-portrait?
3. Have students spend the rest of the session assembling and collaging their self-portrait.

Session 3: Reflection & Share your Truth

(Teachers: Prepare a table with assorted art materials and recycled materials)

1. Have each student prepare an artist statement about their self-portrait, describing what they wanted to share, and why they chose their specific materials.
2. Create space for students to share their self-portrait and receive feedback. You can create a simple pop-up gallery by hanging student portraits and artist statements up with painters tape.
3. Give students time to walk around the gallery and look at one another's work. Ask your students
 - What did you learn about yourself?
 - What did you learn about your peers?