

"The Human Touch" Student Art Show

Sponsored by the Fresno Art Museum and Fresno County Office of Education

K-12 teachers are invited to submit class sets of artwork inspired by "The Human Touch," a touring exhibit from the Royal Bank of Canada. Student artwork will be on display at the Museum in a student show in the ChildSpace Gallery, opening during the run of the RBC show. Students, their teachers and parents will be invited to a Student Art Show Opening Reception to honor their participation and to receive "Best of Show" awards in different age categories.

Timeline

February 16	Reception for teachers.
April 1	Student artwork due at Fresno County Office of Education
April 4	Opening Reception/Awards Ceremony invitations distributed
April 10	Student artwork on display
April 12	Reception and "Best of Show" awards



Student Entries

- Each student in the classroom will create an individual, self-portrait using one of the "Human Touch" artists as inspiration. Each classroom set of self-portraits will be mounted as a "quilt" a la Julia Jacquette's Radiancy, pictured above. The "quilts" will be prepared by a Museum Exhibition and Design Class from Fresno Pacific University, under the direction of FAM, and hung in the ChildSpace Gallery.
- Teachers are encouraged to bring their classes to "The Human Touch" exhibit before submitting their work, but if that's not possible, several representative images accompany the attached lesson plan. Other examples from the show and its artists may be accessed online at www.fresnoartmuseum.org and via Facebook at <https://www.facebook.com/pages/Fresno-Art-Museum/82033314252>.
- Participating students, teachers and parents will be invited to an Opening Reception/Awards Ceremony on April 12 where the Fresno County Office of Education will present certificates to all participating classrooms. Parents and students will have an opportunity to tour the exhibit and see the "real life" inspirations for their artwork. The Fresno Art Museum Education Committee will choose a "Best in Show" for each age group with classroom prizes from Allards Art Supplies and a pizza party for selected classes.
- Contest rules
 - 1) Each student entry must be 6" x 6" self-portrait (larger images may be reduced to 6" x 6").
 - 2) "The Human Touch" exhibit encompasses a wide range of media, including photography, painting, drawing, collage and digital printing. Student entries may use any 2-D media.
 - 3) Entries should in some way express the culture and life experience of the student artist.

Teachers' Frequently Asked Questions

- 1) Is my school eligible to participate? All schools in Fresno County are eligible.
- 2) Do all of my students need to participate? Class entries should include a piece from each student if possible. However, it is understood that some work may not be ready due to student absence, etc. Teachers should submit as much student work from his or her class as possible.
- 3) Do I need to mount the student work? No. In fact, please do not mount it. The Museum will do that.
- 4) How do I get my student artwork to the FCOE? Use intra-district mail, U.S. mail, or hand delivery. Attn: Robert Bullwinkel, FCOE 1111 Van Ness Ave., Fresno, CA 93721 Open: 7:30am-4:30pm
- 5) Do I have to attend the February 16 reception or the awards ceremony to participate? No.
- 6) Who should I contact with questions? Robert Bullwinkel, rbullwinkel@fcoe.org or 779-8702 (FCOE) or Susan Yost-Filgate, susan@fresnoartmuseum.org or 441-4221, x 101. (FAM)

Lesson Plan - Portraiture

Created especially for "The Human Touch" Student Art Contest and Exhibition sponsored by the Fresno Art Museum and the Fresno County Office of Education.



John Baldessari



Roland Fischer

I. Goals of Lesson

- To expose students to how artists show human features that make us individuals
- To show that the art of portraiture can go beyond the physical reality of the model and can be expressed in other than face-front images.
- To emphasize that, although we are all unique individuals, we are very much alike.
- To show the role of the Fresno Art Museum exhibition in its effort to connect with the community and its people.

II. California Visual Arts Standards/Strands

(Generalized for all grades, K-12)

- Artistic Perception: Recognize that there are basic proportions to the human face and head measured by size relationships of the features.
- Creative Expression: Create self-portraits that express individual identities, using a variety of media.
- Cultural and Historical Context: Develop an awareness of how people of different races and cultures represent themselves.
- Aesthetic Valuing: Derive meaning from the content of the self-portrait
- Connections, Relationships, and Applications: Understand the role of the Fresno Art Museum in developing exhibits that engage a community-wide audience through comparing and contrasting works of art, that reflect our society.

Dawoud Bey





Lezley Saar



Juane Quick-to See Smith

II. **Proportions of the Head/Face** (see pages 4 & 5)

III. **Suggestions to expand the technical skill learning and the concept of identity in a personal portrait, after practicing the proportions of the head.**

a. Medium:

Crayons

Oil pastels

Torn/cut paper

Printmaking

Colored pencil

Felt Markers

Tempera or acrylic paint

Watercolors

Collage

Photography

Chalk

Graphics

Any other 2-dimensional medium
or mixed media combination.

b. Style:

- Representational (realism)

- Abstract

- Impressionism, surrealism, Pop art, or other stylistic approaches

- Style of an artist: Monet, Van Gogh, Andy Warhol, Chuck Close, Liechtenstein, or any other artist with a distinct style

- Inspiration from any of the artists who are displayed in "The Human Touch" exhibition at the Fresno Art Museum, including: Lezley Saar, Dawoud Bey, Roland Fischer, John Baldessari, Juane Quick-to See Smith, and Chuck Close.

c. Cultural identity: Ethnic group or subculture, style or use of adornments identified with specific groups.

d. Compositional devices, multiple pictures in single art work, or appropriations (borrowing from another artist's work).

e. Compare and contrast; works in the exhibit by different artists, photo vs. drawing, meanings.



Chuck Close

IV. Suggestions for personal identity self-portraits beyond the basic proportion lesson:

If you are planning on submitting self-portraits to the contest, don't forget that, though the art pieces to be turned in for the student exhibit are to be 6" squares, they may be created larger, reduced to a 6" x 6" size on a color copier machine, and submitted as a final work as part of the whole classroom group project.

- a. Cut out photos from magazines that relate to the individual student, and glue into a silhouette profile.
- b. Draw self-portrait, color with markers or paint, cut into abstract sections, rearrange, glue to colored background.
- c. Use whole body in action instead of just a head to show a portrait.
- d. Combine both a front view and a profile in the art piece.
- e. Use yarn and fabric to embellish the portrait.
- f. Make a montage of parts of photos to make another portrait.

Those are just a few ideas to get students motivated!

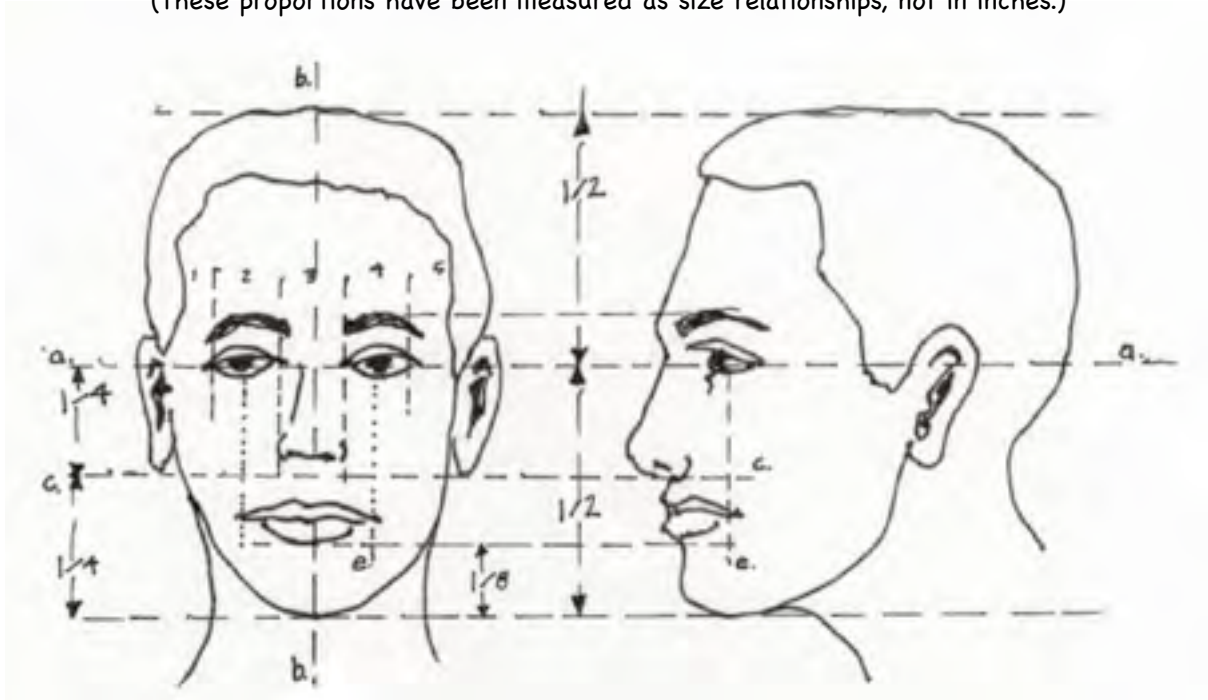
For further ideas on this project, the following artists' artworks and many others are available to view at the Fresno Art Museum: Lezley Saar, Dawoud Bey, Roland Fischer, John Baldessari, Juane Quick-to-See Smith, and Chuck Close.

Sponsored by:



PROPORTIONS OF THE HEAD / FACE

(These proportions have been measured as size relationships, not in inches.)



Steps in creating an average person's head

1. **HEAD SHAPE.** Draw an egg shape the size of the desired head. An egg is somewhat different than an oval in this exercise. The top is flatter, the chin more pointed.
2. **SYMMETRICAL DIVISIONS OF HEAD.** Draw a light, horizontal dotted line $1/2$ way down the egg (a). Next, draw another dotted line, vertically, half way across the egg (b).
3. Study the illustration of the male head above as all further instructions will refer to the relationships of the facial features.
4. **EYES.** The eyes can be placed correctly along the horizontal half-way line by carefully dividing the line into five equal sections (see numbers 1,2,3,4,5). The eyes will be drawn in sections 2 and 4, with the pupils bisecting the dotted line. BE sure to draw the eyelids, the pupils, and the iris, noting that they are partially cut off by the lids. The eyelashes are drawn clumped together rather than individual hairs. The eyebrows are curved lines drawn above the eyes, leaving sufficient space so they rest above the area of the eye sockets.
5. **NOSE.** The nose is located in the top half of the bottom half of the head along the central vertical line. It starts between the eyes and extends to the dotted half-way line (c). At its base, it is the width of the space between the eyes (d). Do not draw lines representing the sides of the nose, simply suggest the bottom of it; also do not draw the nostrils, just suggest by making lines for them.
6. **LIPS.** The bottom of the lips will extend to a dotted line made $1/2$ way up the lowest $1/4$ section from the chin baseline. By drawing dotted lines straight down from the center of the pupils of both eyes, until they reach the line where the lips should be placed (e), you will have the width of the lips (f).
7. **EARS.** In general, ears can be measured by putting one finger at the top of your nose and your thumb at the base of the nose. Move your hand to side of head and you will see they have the same vertical location. In a front view of the head you will not see all the ear, only a portion (a small curved line.) Draw both ears.
8. **NECK.** The neck basically begins at the base of the ears. Draw the neck by drawing a curving line, starting below the ear, down to the shoulders. Repeat on other side. This method avoids drawing a skinny stick-like neck.
9. **HAIR.** Drawing the hair will give a life-like completion to your face. The hairline begins about $1/4$ of the way down from the top of the head, on the forehead. Depending on the cut/style of the hair, the ears may or may not be partially covered. Follow the direction of the hair strands in drawing long hair. It should also be drawn extending above the top of the head.

