

Activity: Look, Sketch, Describe, Analyze

This activity will introduce students to the life and work of notable Oklahoma women through five works of art in the Capitol Art Collection including:

- *Kate Barnard* by Sandra Van Zandt
- *Dr. Angie Debo* by Charles Banks Wilson
- *Miss Alice Robertson* by Mike Wimmer
- *Mrs. Lamar Looney* by Mike Wimmer
- *Rep. Bessie S. McColgin* by Mike Wimmer

PASS Objectives Addressed:

Grade 4- The Arts

Standard 1: Language of Visual Art - The student will identify visual art terms (e.g., architecture, contour, medium, mixed media, perspective, symbol).

1. Know how works of art are made with respect to the materials, media, techniques, and sources of ideas.
2. Describe and use the principles of design: rhythm, balance, contrast, movement, variety, center of interest (emphasis), and repetition in works of art.
3. Describe and use the elements of art: line, color, form, shape, texture, value (light and dark), and space in works of art.
4. Discuss observations of visual and expressive features seen in the environment (such as colors, textures, shapes).

Standard 2: Visual Art History and Culture - The student will recognize the development of visual art from an historical and cultural perspective.

3. Demonstrate a basic knowledge of several fields of art such as painting, sculpture, drawing, computer graphics, printmaking, architecture, and fiber arts.

Standard 3: Visual Art Expression - The student will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.

1. Make original works of art using a variety of materials (media), and techniques (skills), and sources for ideas.
2. Use observation, memory and imagination in making original works of art.
3. Apply knowledge of a basic art vocabulary through experiences in making original works of art.

High School- The Arts

Standard 1: Language of Visual Art - The student will identify visual art terms (e.g., content, engraving, foreshortening, mosaic, perspective)

1. Identify and apply knowledge of the principles of design: rhythm, balance (symmetrical, asymmetrical, radial) contrast, movement, variety, center of interest (emphasis), and repetition in personal artwork, and the artwork of others.
2. Identify and apply the elements of art: line, color, form, shape, texture, value (light and dark), and space in works of art. Discriminate between types of shape (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middleground, foreground, placement, one-, two-, and three-point perspective, overlap, negative, positive, size, color) in personal artwork, and the art work of others.

Standard 3: Visual Art Expression - The student will observe, select, and utilize a variety of ideas and subject matter in creating original works of art.

1. Create original two- and three-dimensional works of art from observation, memory and imagination using a variety of art media

3. Develop and apply skills and techniques using a variety of art media, and processes in making two- and three-dimensional works of art:

Drawing media: pencils, colored pencils, markers, chalks, crayons, oil-pastels. processes: sketching, contour line, hatching, crosshatching, stippling, rendering, shading.

Standard 4: Visual Art Appreciation - The student will appreciate visual art as a vehicle of human expression.

2. Demonstrate respect for their work and the work of others.

Part 1: Look and Sketch

- Give each student a copy of one of the portraits. Some students will have a copy of Kate Barnard or Mrs. Lamar Looney while others will have Dr. Angie Debo, Miss Alice Robertson, or Rep. Bessie S. McColgin. Do not reveal anything about the portrait subject.
- Instruct students to fold a blank piece of paper in half once, and then in half once more. The paper will then be divided into four equal sections.
- Have the students sketch their portrait by focusing their attention on one section at a time. Each section of the paper should correspond to that part of the portrait. For instance, the lower right square corresponds to the lower right quarter of the portrait.
- Explain to the students that they are only trying to note as many details in the portrait as they can. They shouldn't worry about artistic accomplishment.

Part 2: Describe

- On a separate piece of paper, instruct the students to list words that describe the portrait and their impressions of the subject.
- Encourage a free flow of ideas by instructing the students to write whatever comes to mind. They may list facts as well as impressions. For example, Kate Barnard may be described as holding a book or strong.
- Make a column on the board and title it Kate Barnard.
- Ask the students who have Kate Barnard call out their descriptive words while you list them on the board. Go around the room a few times to allow all students with Kate Barnard to contribute two or three words or phrases.
- Repeat the previous steps for all five portraits making a column of descriptive words and phrases for each portrait on the board.
- Now it's time to give the students more information about the subjects of the three portraits. Through class discussion or individual reading, present the class with the Overview of the Artwork and Details.

- Instruct the students to list more words or phrases to describe the subjects of the portraits on their sheet of paper. Once again, encourage a free flow of ideas by instructing the students to write whatever comes to mind. Allow five to seven minutes for this.

Part 3: Analyze

- Ask the students to call out their words or phrases and add them to the appropriate columns on the board. Once again, go around the room a few times to allow all students to contribute two or three words or phrases.
- Instruct the students to compare the three columns on the board. Prompt a discussion by asking questions along these lines:
 - What did the written descriptions about the women tell us that the portrait did not?
 - What did the portrait tell us that the written descriptions did not?
 - Did the written descriptions change the way you see the portraits? Why or why not?
 - What did you see in the portrait that was confirmed by the written description?
- Ignite further discussion comparing the three portraits with questions like these:
 - What similarities do you see between women?
 - What differences do you see in the women?
 - Were these women important? Why or why not?
 - What characteristics do these women have that you would like to have?
- Use the students' responses as the basis for a discussion about the pioneers of women's rights and the advances for women over the past century.