

Enduring Idea: Aging

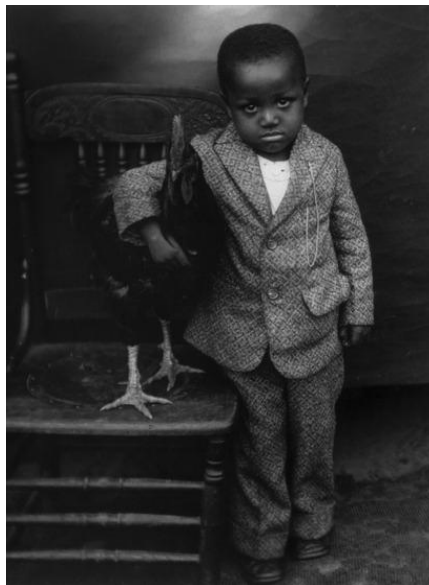
Integrated Discipline: English Language Arts

Unit Title: (re)Capturing Youth: Wax Resist Memory Portraits

Unit Designer: Courtnie Wolfgang

Unit Description: Passages of time and concepts of aging become more concrete as we age, but during adolescence remain somewhat abstract. Learners are aware of milestones of getting older- driving, graduating from high school, college, marriage or partnership- but are less focused on milestones and rituals of their personal pasts. This unit asks learners to reflect and respond to passing time, to explore the visual culture of childhood and change, and to create work that seeks to thoughtfully and playfully recapture youth.

Images:



1993.12.124 Richard Samuel Roberts, *Unidentified Portrait* (c. 1920s)



2006.2a-d David Hilliard, *The Girls* (2005)

Key Concept: Milestones/Rituals Associated with Aging

Essential Question: What milestones or rituals are often associated with youth and aging?

CCSS Art: VA6,7,8-1.1 Identify the materials, techniques, and processes used in a variety of artworks.

VA6,7,8-1.2 Describe the ways that different materials, techniques, and processes evoke different responses in one who is creating or viewing artworks.

Integrated CCSS: **CCSS.ELA-Literacy.W.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Learning Outcomes: Learners articulate milestones or rituals associated with youth and aging.

Learners identify images associated with youth and aging.

Learners reflect on their own milestones and rituals of youth and aging through poetry or prose.

Learners create works of visual art communicating their impressions of youth and aging.

Motivator: 33 Adults Recreate Their Childhood Photos
<http://funnie.st/280728/fully-grown-adults-recreate-their-childhood-photos/>

Day Breakdown: Day 1- Learners discuss the two selected works of art from the CMA, identifying and articulating elements of the work that read as “childlike.”

Read George Ella Lyon's "Where I'm From" (link available in resources)

Give learners 5 minutes to write down as many things they can that they associate with their own childhood: toys, games, food, pets, etc.

Learners generate thumbnail sketches of their lists. (List it/Sketch it)

Instructor photographs each student individually for use later.

Day 2- Instructor provides each learner with a high contrast 11x17 photocopy of their portrait.

Learners review their lists and sketches from the lesson before. Instructor reads Lyon's poem again or provides it for learners to review. Using Lyon's poem as a model, ask learners to draft their own version of a poem or short prose. There will be an opportunity for revision.

Learners carefully cut their portrait out from the background, place it on a piece of 18x24 paper, and trace around the silhouette with pencil. Set portrait aside safely for use later.

Learners design the background of the 18x24 paper with words and sketches from their List it/Sketch it. Encourage learners to overlap lines fill the space around the portrait outline. Keep pencil lines light.

Day 3- Learners continue designing background with line drawings and words

Day 4- Learners use crayons, oil pastels, batik or wax pencils to trace over all pencil lines, making sure to leave a thick layer of wax over all pencil lines.

Days 5-6- Using watercolors, learners paint their designed portrait backgrounds.

Day 7- Using a glue stick, learners carefully adhere their high contrast images to their painted (and dried)

backgrounds. Responding to their finished artworks, learners revise their poem or works of prose inspired by Lyon's poem.

Materials: Pencils
Erasers
Crayons, Oil Pastels, or Wax Pencils
Watercolors
18x24 Paper (80lb or watercolor)
Glue Sticks

Resources: George Ella Lyon's "Where I'm From"
<http://www.georgeellalyon.com/where.html>

Kehinde Wiley portraits (for additional inspiration)
<http://www.kehindewiley.com>

Assessment: Organize a gallery of the portraits and a poetry reading, giving each learner an opportunity to share their visual as well as their written/performative work.