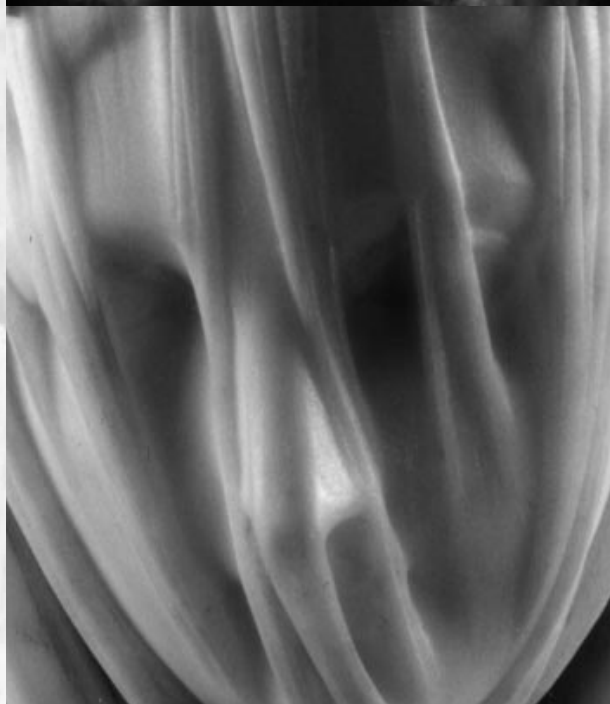


THE  
MINNEAPOLIS  
INSTITUTE  
OF ARTS

# TEACHER'S GUIDE FOR POSTER 5



FIND  
FACE YOURSELF  
TO FACE





*Frank*, Chuck Close



*Portrait of Miss Hortense Valpinçon*, Edgar Degas

**Why do people make art?**

**What can we learn about other people  
by looking at art?**

**What can we learn about ourselves?**

Explore these questions through a five-part series of lessons based on images from different times and cultures.

## Engage

Hook the students' interest with a hands-on activity that warms up their observational skills.

## Explore

Encourage the students to think about what they observe.

## Explain

Demonstrate how background information can deepen our observations.

## Elaborate

Expand the Face in Focus investigation to the other Face to Face images.

## Extend

Integrate the Face to Face images into basic skill practice.

# Engage

## Making Faces

Compare the different ways in which artists make faces, by examining the eyes, noses, mouths, and hair in works of art from different cultures.

### You will need

- Copies of Activity Sheet A
- Assorted images of faces from art of various cultures (The Minneapolis Institute of Arts on-line Gallery of Faces, at [www.artsMIA.org/face-to-face](http://www.artsMIA.org/face-to-face), offers an instant collection. Get in close! Use the zoom feature to inspect details; an on-line Note to the Teacher explains how.)

1. **Draw it.** Have the students copy details of eyes, noses, mouths, and hair from different faces onto Activity Sheet A. Some will be easy to copy, others will be harder, but encourage the students to give it a try. They will at least sharpen their observations in the process.
2. **Talk about it.** What different shapes can be used for eyes? Does a nose have to look just like a nose? How do you know it's a face if none of the shapes are realistic? Do different shapes and styles suggest different emotions? What do you learn by looking at people's faces in real life?
3. **Mix up the parts.** Borrow ideas from the completed charts to create a new face on a piece of drawing paper.

# Explore

## Most to Least

Look, think, and talk about the five Face to Face images to learn that aesthetic judgments are often personal and imprecise.

### You will need

- Groups of three to five students
- A set of the five Face to Face images for each group (Use photocopies cut from the student information-sheets, downloadable color prints from the on-line version of Face to Face at [www.artsMIA.org/face-to-face](http://www.artsMIA.org/face-to-face), or postcards from the Museum Shop.)

1. **Choose a descriptive term.** Think of a word or phrase that could be used to describe a work of art. Some possibilities are *realistic*, *abstract*, *detailed*, *beautiful*, *emotional*, *colorful* (if using color images), *difficult to make*, *valuable* (in terms of money), *valuable* (in terms of sentiment), *useful*.
2. **Rank the images.** Which image does the term apply to most? Which does it apply to least? Ask each group of students to talk among themselves and arrange their set of images in order, from most applicable to least.
3. **Share the arrangements.** How easy was it to reach agreement within a group? What did the students consider as they made their choices? Is there a right and wrong? What additional information do they wish they had?
4. **Repeat the exercise with another term.** What new problems do the students encounter in ordering the images?
5. **Invite debate.** Must art be realistic to be good? What influences shape our ideas about beauty? What makes an object valuable? Wrap up by thinking of other terms that could be used for ordering the images if the students had more information. What else would they like to know?

# Explain

## Face in Focus

Learn about the terra-cotta head of a royal woman from the ancient African city of Ife. What does its story help us understand about the way the head looks?

### You will need

- Educators' Evening poster of the Ife shrine head or other copies of the image (available at [www.artsMIA.org/face-to-face](http://www.artsMIA.org/face-to-face))
- Background information on the shrine head for the teacher to read in advance (from the poster, the Web page, or the back of the student information sheet)

1. **Look together at the Ife shrine head.** Talk about it using the Look and Discuss questions below. Give additional background information only after the students have had a chance to talk about what they know from looking or from their own experience.

### Look

- Look closely at the Ife shrine head. How would you describe it? List words or phrases that come to mind as you look at it.
- How many different patterns do you see? What do you think they would feel like if you could touch them? Draw the patterns or try making them in clay. Do you think it was difficult for the artist to make these patterns? What kinds of tools might have been used to create them?
- In the shrine head, realistic features are combined with abstracted ones. Which features look realistic? Which ones look abstract? What do you see that makes you say that?
- What does the shrine head appear to be made of? How might it have been made? What do you see that makes you say that?
- This sculpture might originally have been painted with red and white pigments. How would colors on the face and neck change your reaction to the object? If you had a chance to paint the shrine head, what colors would you use? Why?





### Discuss

- Clay is used by people around the world to make many different types of objects. Where does clay come from? Why do you think it is so frequently used to make things? What are some uses of clay in our everyday lives?
- In nearly all cultures, people commemorate and honor their ancestors. What are some ways you remember people who have died? How do you want to be remembered by your family in the future?
- This sculpture was made to commemorate an ancestor. Look at it closely to see what you can learn about the person being honored. How would you imagine her personality? What do you see that makes you say that? Do you think the artist had ever met this woman? How do you think he knew what she looked like? What do you see that makes you think so?
- Scarification is a way of indicating a person's age, sex, status, and cultural group. What are some other ways of communicating this kind of information? What do you wear and what things do you do that reflect who you are and where you come from? Scarification is also a permanent way to beautify the body. Think of other ways people can permanently beautify their bodies.

# Elaborate

## Read and Reflect

Learn the story behind each of the Face to Face works of art. Then compare and contrast the works to gain new insights.

### You will need

- Copies of the student information sheets on the Face to Face works of art
- Teacher's set of the five Face to Face images for display in front of the class

1. **Ask the students to read about one of the works of art described on the student information sheets, and post the image beside the Ife shrine head.** Discuss how the two works of art are similar and how they are different. How do they look? When were they made? Who made them? Why were they made? What are they made of? Think about both what you have learned and what you can observe.
2. **Replace the image of the shrine head with another Face to Face image.** Read about the new image. Now what is the same and what is different?
3. **Repeat the process until all the images have been learned about and discussed in pairs.** Then pair up the images differently, asking the same kinds of questions.
4. **Post all the images together and think about the person portrayed in each of them.** Would that person have seen the portrait? Do you think he or she would have liked it? Why? If you could choose to be portrayed in one of these ways, which would it be? Why? In your life, what images have uses similar to those for which these works of art were created?
5. **Revisit an idea explored in the Most to Least activity.** Would you arrange the images differently now that you have more information? How does knowing more change how you think about something?

Above: *Veiled Lady*, Raffaello Monti



*Shrine head, Nigeria (Ife City)*



*Gope board, Papua New Guinea*

## Extend

### Cast of Characters (Writing)

Give your students a chance to practice writing dialogue by imagining a conversation among the Face to Face images. What would the faces say to each other if they were exploring your school for the first time? What would surprise them? What would they learn from observing you?

### How Big Is It? (Math)

It's hard to tell how big something really is from a reproduction. Use Activity Sheet B to challenge your students' math skills. Practice ratios by figuring out how big the works of art are relative to an average-sized kid. The 2-inch figure shown on the sheet represents a 4-foot student; the actual dimensions of the art are at the top of the information sheets.

### Around the World (Geography)

Where did these works of art come from? Use an atlas and mark where they were made on Activity Sheet C, an outline map of the world. Include other works of art from the on-line Gallery of Faces, at [www.artsMIA.org/face-to-face](http://www.artsMIA.org/face-to-face).

### Your Own Exhibition (Writing, Computer Skills)

Send the students to Face to Face on line ([www.artsMIA.org/face-to-face](http://www.artsMIA.org/face-to-face)) to use Make Your Own Exhibit. Select a group of images from the Gallery of Faces and write labels for them. Exhibition ideas: a "Most to Least" arrangement, explaining why each image belongs in its position; "Stranded on a Desert Island," explaining what qualities (physical, emotional, spiritual, etc.) can be seen in each chosen image that would help a group stranded on a desert island; an exhibition showing the results of a library research project into the art of a particular region or time period.

### Visit the Museum

There's nothing like a familiar face! Your students will feel at home in the museum when you complete this series of lessons with a visit to The Minneapolis Institute of Arts. Call 612.870.3140 to reserve a docent-led tour or arrange for a self-guided visit.



**Find Yourself Face to Face  
is available on line at [www.arts.MIA.org/face-to-face](http://www.arts.MIA.org/face-to-face).**

- Download this teacher's guide and accompanying student materials—in color if you have a color printer
- Print the five Face to Face images onto 8½ x 11-inch sheets or overhead transparencies
- Study other faces from the collection of The Minneapolis Institute of Arts in the Gallery of Faces
- Make your own exhibition by writing labels for a group of artworks that you select

Other on-line resources from The Minneapolis Institute of Arts can be found through **ArtsConnectEd**, a database of images, information, and classroom materials at [www.ArtsConnectEd.org](http://www.ArtsConnectEd.org).



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