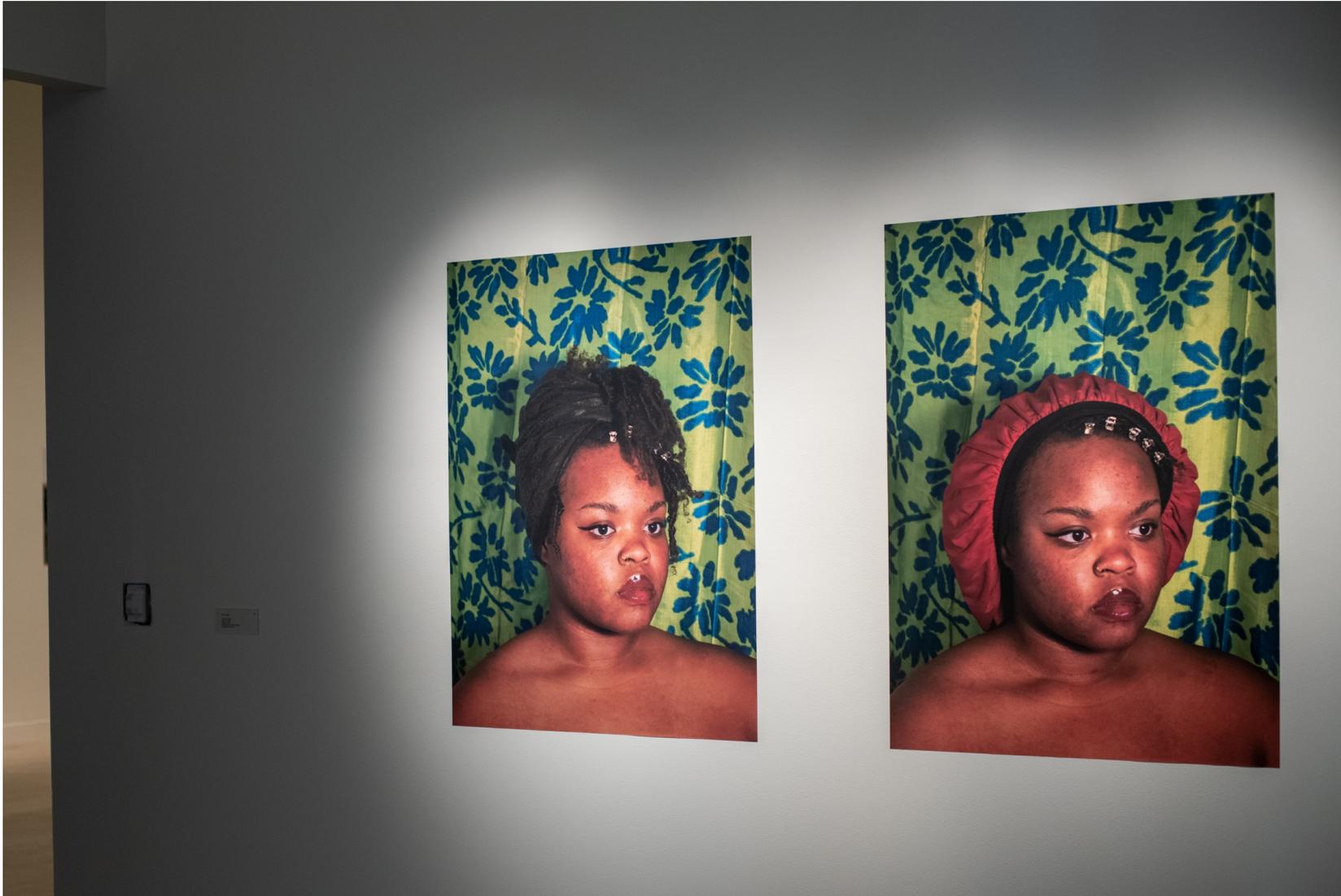


Identity Portraits

Inspired by the exhibition *Madison Cooper: (Untitled) Fanon*

Prepared by Breeana Corona, Ally Horn, Lauren Jecker, Hanna Johnson, and Leslie Martinez Lopez



Madison Cooper, *Monique*, 2021. Inkjet prints on adhesive fabric. 36 x 48 in. each. Photo: Sandy Carson.

<p>Lesson Overview Students will experiment with their sense of self through collage and self-portrait.</p> <p>Big Idea Students will explore different scopes and aspects of self, focusing on the public and private selves. These ideas are expressed in a collage/self-portrait product.</p> <p>Grade Level: K-12</p>	<p>Context This lesson is inspired by the photographic diptych <i>Monique</i> by UT Austin student Madison Cooper, included in the exhibition (<i>Untitled</i>) <i>Fanon</i> at the Visual Arts Center. The work presents two portraits of the same Black woman in front of a brightly colored background – one in which she wears a scarf in her hair, the other in which she wears a bonnet.</p> <p>More on this exhibition can be found here: https://utvac.org/event/madison-cooper-untitled-fanon</p> <p>Learn more about Madison Cooper's work: https://madisonscooper.myportfolio.com/</p>
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Vocabulary	Public Private Intersectionality Collage Portrait
Formative Assessment	Students will understand the process of making a collage.
Summative Assessment	Student success will be measured by the submission of a project that satisfies the prompt, uses the assigned media, and shows thoughtful, age-appropriate exploration of the concept of scopes of identity.

<p>Objectives: Students will be able to think critically about their own identity and translate it to an artwork.</p>	<p>National Arts Standards: Connecting Standards Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>
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<p>Anticipatory Set / Motivation: Introducing the concept of intersectionality will help give context to the idea of scope of identity. A class discussion about private vs. public identities is encouraged, relating the project to Madison Cooper's exhibition at the Visual Arts Center. Presenting examples of collage and various styles of self-portraiture could provide the students with ideas for their own projects and help the project feel more achievable.</p>	<p>Teacher Materials / Resources: This lesson is an excellent opportunity to educate about intersectionality. The "wheel of power/privilege" is a great graphic to show students engaging in this project.</p>	<p>Student Materials:</p> <ul style="list-style-type: none"> - Cardstock - Magazines - Glue - Scissors - Drawing utensils
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<p>Teacher Demo</p> <p>Anticipated Timeline: This lesson could either take place over one class period, or could go one for several weeks, depending on student skill and engagement level</p>	<p>Younger students may need a demo on collage:</p> <ol style="list-style-type: none"> 1. Teacher will demonstrate how students might select imagery from magazines to use for their collages 2. Cut out desired shapes, words, and images 3. Glue onto page, overlapping or fitting images together <p>Older students may benefit from a demonstration of portrait techniques:</p> <ol style="list-style-type: none"> 1. Show a range of realistic, illustrative, and experimental styles of self-portraiture 2. Demo controlled blending/ shading techniques
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<p>Activity</p>	<ol style="list-style-type: none"> 1. On one sheet of paper, create background collage using imagery that reflects your identity. 2. On a separate sheet of paper, draw your self-portrait and cut it out. 3. Glue your self-portrait onto your collage background. 4. Decorate as desired. <p>For older students, we recommend assigning this project as a diptych, with one composition focusing on the private self, and one on the public self.</p>
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