**HISTORICAL PORTRAITS**

**Project Objective:** Inspired by the work of Emory Douglas, artist will create a historical portrait of an African American person who they admire in order to enlighten and inform our community.

**Procedure**

Please note: This is a multi-step, material-intensive project. All materials and in-class studio time will be provided. Students who are not in attendance will be required source materials and makeup work in their own time! Coach class materials and support offered for students with excused absences.

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| **Research and Idea Development** | **Art Making** |
| Select and African American figure from the list of “Notable African Americans”. | Tape the boarders of your paper with masking tape. |
| Research that figure and take notes identifying traits that you admire (graphic organizer will be provided). | Apply at least two layers of acrylic gesso to your paper. |
| Design your background to symbolize the historical figure you chose: you must intentionally plan at least one symbolic element in addition to your subject’s name. | Draw your background using pencil first and then fill with craft acrylic (3 colors maximum) and include at least one mixed media element. |
| Print a black and white copy machine or laser print of your subject (Ms. Sims will do this for you **IF** you are in attendance during this planning time) | Using acrylic gel medium transfer your portrait to your background. Let dry and remove paper pulp. |
| Write a rough draft of an artist statement, which includes historical facts about your subject and acknowledges your artistic intentions when creating your background. | Write a final draft of your artist statement on the artist statement form. |

**Rubric**

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| Research and development | Students will be graded on their planning and brainstorming, indicated by evidence of planning in final project, completed classwork worksheets and participation in class discussion. | 25% |
| Studio production, refining, and adjusting | Students will be graded on completion of project requirements, application of demonstrated studio techniques, and willingness to adjust artwork based on personal reflection or peer or teacher feedback. | 25% |
| Studio habits | Students will be graded on studio habits such as participation in discussion, engagement, contribution to class culture, and studio maintenance. | 25% |
| Responding and Reflecting | Students will be graded on their artist statement based on a reflection of the project objective, use of art vocabulary, and communication of personal meaning. | 25% |