



Creative expression

Students draw a portrait of a well-known person on the basis of an oral description.

Students close their eyes, listen carefully and imagine the person you are describing.

Read the description of George Washington aloud, in a slow and clear manner, to allow students to notice and memorize details. After you finish reading, ask students to open their eyes and give each of them a sheet of paper. You can also re-read the description.

Their task is to draw a portrait of George Washington. Each student works on their own. Do not make suggestions that could limit their creativity.



Analyzing

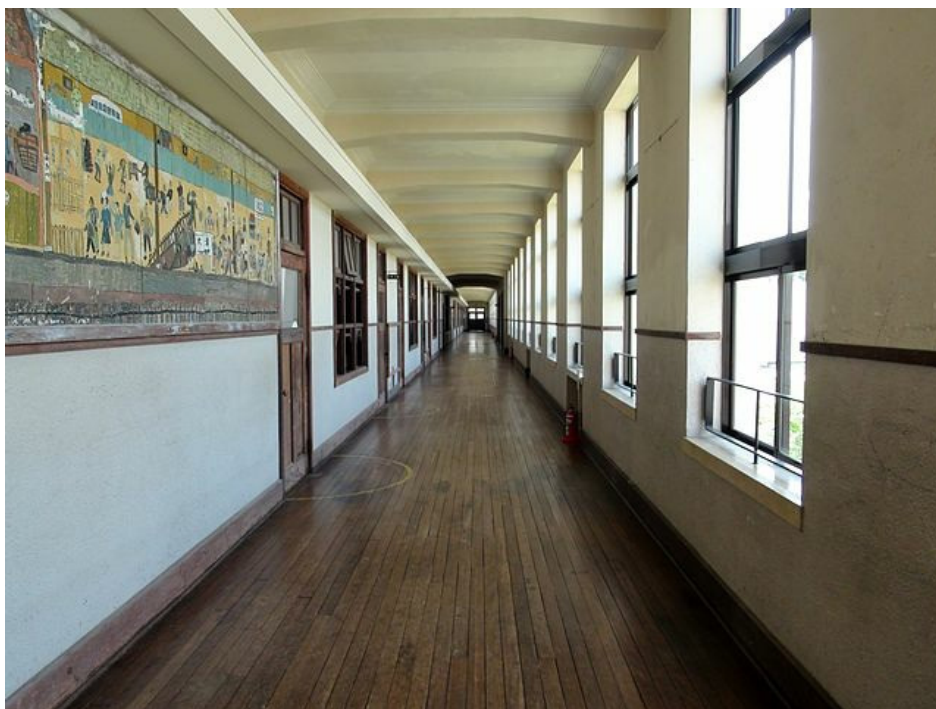
PBL in Arts: Why do people sit for portraits? The students set off on a tour - hunting for portraits in their local area.

Stage 1 - Looking for portraits – gathering information

Each team can look for portraits in a different place. Students can look for portraits on the walls of school corridors/classrooms, or search further afield. Are there any statues in front of your school building? Portrait photographs in your classroom? Or portraits of famous people decorating the walls of the school? Students can also go to universities, offices, shopping malls, galleries, places of worship or simply stroll along the streets of your town to hunt for portraits. They should remember that portraits aren't just works of art - they can also be found on everyday objects. It's important that each team of students finds different kind of portraits, including historical and contemporary ones. It would be good if they also found self-portraits.



Students can go on the portrait hunting tour with a responsible adult, for example with the parent of one of the students in that team. You can also organise a tour around the school/ the surrounding area, with teacher supervision.



Source: commons.wikimedia.org

Teams of students take photographs of the most interesting portraits they see - they choose 4 portraits to analyze and sketch them on the Project Sheet (they can do a portrait sketch by noticing the characteristic features.) The Project Sheet (that we provide) can be useful for gathering and organising information.

Stage 2 - Analyzing the portraits – looking for answers to the questions posed, expanding knowledge

Students look for answers to the questions that they posed at the beginning of the project. You can guide the students by using the suggested questions, or leave them completely free to come up with their own. It's important that they know what questions they are answering before setting out on the hunting for portraits tour.

Example questions for analyzing each of the portraits:

1. What style is it painted/sculpted/executed in? (if this is possible to establish) How can you tell?
2. What do you know (or what can you find out) about the person who created the portrait?
3. Why is this portrait in this particular place?
4. What does the portrait tell us about the person it presents? What did s/he do? What role did s/he

play? Who was s/he?

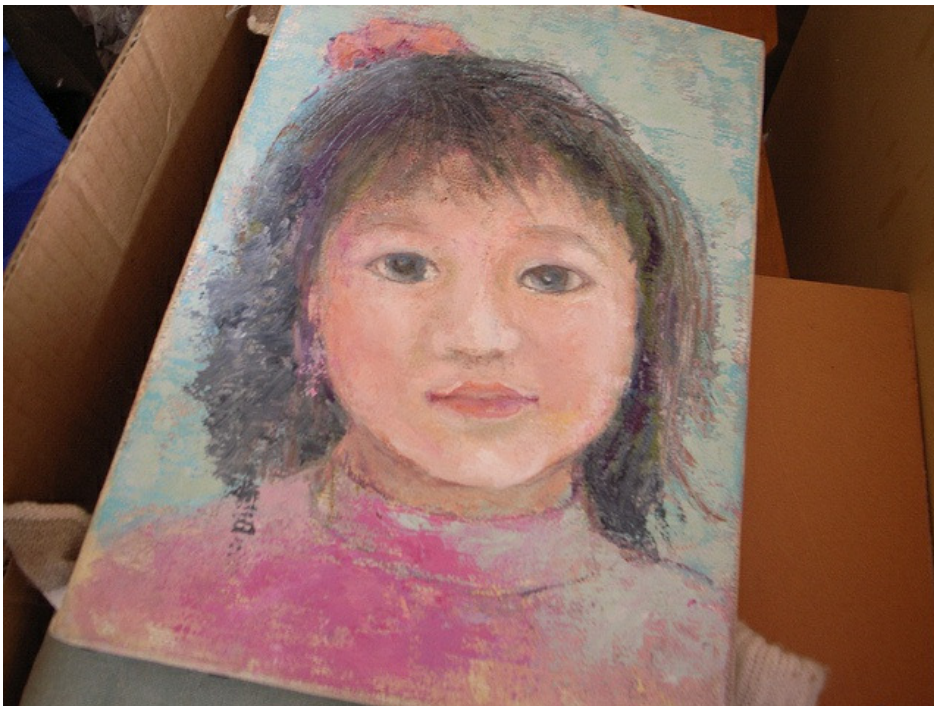
5. What was the aim of presenting this person in the portrait?



Source: [flickr](#)

Various sources can be useful when analyzing the portraits and looking for answers to the questions:
PEOPLE: if possible, conversations with, for example, the owners of the portraits (the students can ask about the history of the portraits: who is in them, why are they there), with people who work in particular institutions, with directors, custodians, government office employees, religious leaders etc.
BOOKS: e.g. historical publication which mention the people in the portraits, albums of various kinds, biographies, etc.

THE INTERNET: it can be particularly useful when analyzing contemporary portraits, including photographs.



Source: [flickr](#)

Stage 3 - Presenting the results

At the end of the project, organise a final meeting for all the groups and for guests. You can also invite another class as observers (younger or older grades would work as well), and people who helped provide information about the portraits could come (for example, the owners). Each team present photographs of the portraits they found – you can also arrange the photographs into an exhibition, or the students might suggest, for example, an album made up of the portraits, or something completely

different that they think of themselves. Members of each team tell a few selected stories about the creators of the portraits and the people presented in them, and share their conclusions – their answer to the question, “Why do people sit for portraits?”

Stage 4 – Giving feedback

After the end of the project and the presentation of the results, the students give each other feedback and engage in self-reflection. Each student gets as many feedback tickets as there are people in the group. S/he writes a message for each of his teammates, addressing the feedback (from>to). S/he finishes the sentences: I like... by writing about what went well in their work together and the strong points of the teammate’s work, and I wish... by noting down what could be improved in the way the teammate works (and their work together) – what the ideal model would be. The last piece of paper is for feedback for him or herself, assessment of his or her own work and level of engagement.

On the project sheet, there is a space for Teacher’s feedback – write down your tips for each team for the future.