

See Art Make Art Tattoo: Symbols of Identity Tour

(Grades 5-8)

Docent Guide

Enduring Understanding

Our **identity** is created, established and evolves as we interact within various social structures (country, family, school, club, religion, etc). Visually, identity can be recognized through objects, **symbols**, clothing, and style.

Broad questions for thoughtful discussion:

Why do people create art? What choices do artists make before they begin a work? Why is a work of art considered good? How has art changed through history? How does art reflect culture, record or communicate the human experience?

Can one have multiple identities? (national, ethnic, religious, cultural, social, individual, etc) What factors influence and establish your identity? (place, interests, organizations, family, etc)

How do activities (festivals, events, etc) express identity? How might objects or works of art express identity? How are individual and cultural identities connected or different? How do identities shift over a lifetime? How does artistic style create or shape a personal or cultural identity? How does one reconcile wanting to be part of a group and needing an individual identity?

Goals based on benchmarks:

Students will express opinions on what they like and why Students will know that artists work in a variety of media Students understand the cultural connections with identity Students will understand how artists express themselves using the elements and principles of art Students will explore the common theme of **identity** through various times and cultures Students will compare Western and Pacific identity and art

***Students will create a portrait at the Art School that symbolizes their identity**

Benchmarks:

FA.1.1.6 Compare artwork from various cultures that have similar themes and subject matter FA.2.1.3 Describe different responses to the same work of art FA.2.1.4

Investigate how art is used in celebrations, festivals, and customs of selected cultures from the past and present FA.3.1.5 Compare themes and subject matter in works of art from different time periods FA.4.1.4 Explain how art reflects life, culture, attitudes, and beliefs of the artist FA.5.1.4 Explain how an original artwork demonstrates a concept or

idea from another discipline FA.6-8.1.2 Apply selected elements and principles of art and design to communicate a particular message or opinion in an original work of art FA.6-8.1.6 Use subjects, themes, or symbols from life experiences to convey personal ideas FA.6-8.1.7 Compare the characteristics of artwork from various historical periods and/or cultures FA.6-8.1.8 Analyze, using evidence, how cultural factors have affected works of art now and in the past

Artwork suggested:

Masks/NZ patterns/Melanesian style
Contemporary Tattoos, traditional kapa, military tattoos
Kamehameha III Gallery 27
Multiple images to in Gallery 29

Routes:

#1 Gallery 28 17 minutes **Tattoo**
#2 Gallery 13 17 minutes **Pacific Art**
#3 Gallery 4 13 minutes **Portraits**
#4 Gallery 29 17 minutes **Holt**

Vocabulary:

Portrait
Sitter
Symbol

Tour Goal:

On the tour students will understand that art can convey identity in a number of ways: portraits, symbols and objects and they will understand that objects or portraits or landscapes may express identity.

Activities: Gallery 28 Tattoo Gallery

Gallery Goal

Students will understand that body art can represent ethnic, cultural, or individual identity

Students will see patterns as symbols of identity.

Explore the gallery for 2 minutes and regroup.

Which tattoo captures your attention? Why do people ink? What do the images symbolize? What group might these tattoos belong to?

Steer the conversation towards these 3 pieces:

A Contemporary Tattoos photograph

Traditional Polynesian textiles & Tattoo– symbol of flying fox
Military tattoo – cultural identity

Gallery 13 Pacific Gallery

Gallery Goal

Students will understand that symbols, styles, and objects represent cultural identity.

Discuss masks (spiderweb, Baining) as part of status and initiation within a village.

Discuss objects (Fijian breast plate, crocodile amulet, staff, crown, etc.) of status and initiation.

What do people do to make themselves or others stand out? What was the purpose of these objects? (to make a person look special or powerful)

How can you compare these objects of identity to objects of modern times? (crocodile amulet and rabbit foot, mask and uniform, etc.)

Discuss style and pattern as a means of identity. (NZ patterns, Melanesian style) *How does artistic style or shape create a personal or cultural identity? Can you find these patterns on other objects?*

Consider symbols of identity today.

*What do **you** wear to show status? What do others wear that make them unique? (Priest, doctor, actor, athlete, etc.,*

Gallery 4 Portrait Gallery

Gallery Goal

Students will read portraits to understand a person's identity.

Students will understand that the artist and sitter made choices to reveal the person's identity. (costume, background, composition, colors, expression, attributes and artistic style)

*How do the clothes state identity? What does a pose say about the person? How do objects (**attributes**) help state identity? Does the selection of the portrait artist matter for a portrait?*

As a group, explore the Kahmehameha III painting. Let kids figure out who he is based on what they see (attributes, costumes, pose, expression, and background, etc.)

What can we understand about this person? How do we know who

she/he is? What makes you say that?

Break students into small groups and analyze another portrait. Let them select the portrait. Have them explore costume, expression, attributes, background, pose, size, style.

Recommend portraits of YOUR choice – Sargent, Whistler, Katz, Neel, Limner, Carpeaux, Copely, or Stuart.

What can we understand about this person? How do we know who he is? What makes you say that?

As a group, let them informally report back what objects they saw, clothing they saw, to understand a portrait. Go to a portrait and have whoever looked at it respond. Move to the next one.

Follow-up discussion:

Ask them what their own portrait would be like? What would they like people know about them through the portrait? How would the portrait express who you are?

Gallery 29 Holt Gallery

Gallery Goal

Students will understand that they can identify with art.

We all live in Hawaii and living here, you we have deep connections to places or people of Hawaii depicted in art.

Let the students explore the gallery find the works of art with which they connect. Have them leave a marker (index card) in front of any work of art with which they connect. Then as a group, move through the gallery to hear what each student has to say about their selected work of art.

How does each work of art show the Hawaiian identity? Why did the artist paint or sculpt each image?

Can images of Hawaii be a part of your portrait? (they will do a portrait as an art project)

Conclusion:

Who are you as an individual? As a group? How do you express your individual and group identity?

What do you want people to know about you through your portrait?

How will you create your portrait? What will you wear? What will you hold?

What will be in the background? What style will you paint? Will your

portrait create feelings too?