



# The Spaces That Define Us

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# General Description

- Individual Identity
- Studio - 3 hours
- Grade 12 Students
- Materials: Sketchbook, mirror, pencils, erasers, acrylic paint, canvas, paint brushes
- Students will critically think about their everyday lifestyle, in relation to their body.
- Students will create a self-portrait, situating their body in a setting that best defines their identity.

# Intention/Rationale

- Students will create a unique space; realistic or imaginative, that symbolically defines their personality and/or identity. In that space students will situate their body in the environment.



# Module 1

## Verb List

- Students will make a list of actions they have taken from the moment they woke up, until their arrival in the class.
- This will give students an idea of their actions and movements they perform daily



# Richard Serra: To Collect



- After making a verb list, students will get into groups of 3-4 to discuss their lists, and build upon their list



# Mind/Concept Map

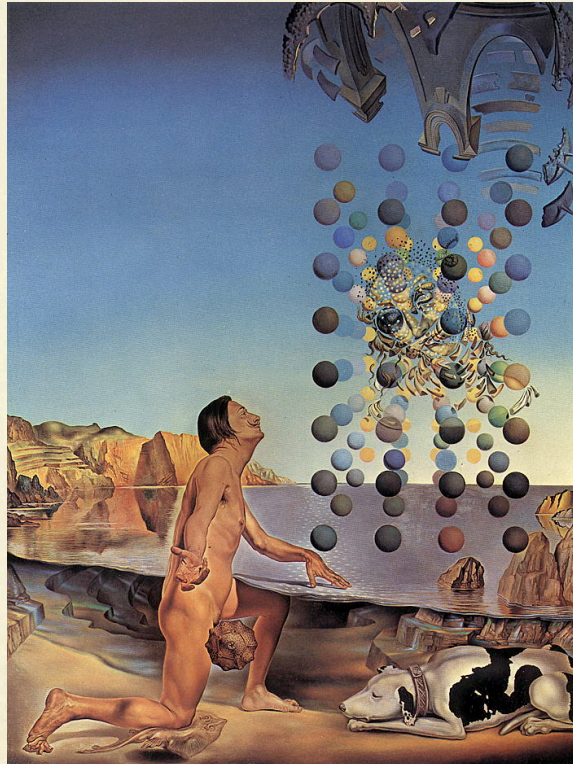
- Students will create a mind map of the places/spaces they have visited in the past week to determine what space best represent their identity-portrait.
- This is the setting of their piece.



# Examples



Frida Kahlo: The Broken Column



Salvador Dalí: Self Portrait



Lisa McMurtrie: Imaginative Landscape



# Module 2: Discussion

- Students will get back into groups, and choose ONE painting to answer the following questions:
  - What captures your attention in this painting? Why?
  - What would you ask the artist if they were here?
  - What can you notice about the artist's face? How does the artist use the space around them to communicate their personal experiences?
  - What do you think was happening in the artist's life when this painting was created?

Each group will present ideas to class- What are the similarities? Differences?



# Module 3: Creating Personal Spaces

- Students will create reference image in their sketchbook, drawing from ideas and concepts presented from the verb list, and concept map.
- Students will choose a setting that best represents their identity, and think about which elements they would like to represent in symbolist form
- Last hour and fifteen minutes students will develop their final self portrait, and create their realistic/imaginative personal space- Painting



# Conclusion

- Last fifteen minutes of the lesson, Students will do a gallery walk. Students will circulate through the room to look at their peers work.
- Each student will pick a piece that they are drawn to and explain the narrative that they see in the painting.
- Assessing ability to critically analyze the painting and get creative with narrative!
- Volunteers to share their observations



# Theory

- Bates- Inside- Out orientation
- Open-ended activity
- Student-centered