

Barbara Bailey Hutchison

“Larger than Life” Portrait Residency

Dear Principal or Event Coordinator,

Thank you for inviting Barbara Bailey Hutchison to present her “Larger than Life” Portrait Residency at your school!

During this 5 day visual arts residency the students will create a 4'x4' mosaic poster of a current celebrity who is making a difference in the world. Each student will also create a larger than life (20"x28"), full color, portrait of themselves.

This residency is remarkably gratifying for the students. Even those who never believed they could draw, finish the week with a reasonably accurate self-portrait they will be proud of. There are life lessons to learn from this experience. ‘You can make an overwhelming task possible by breaking it into smaller pieces’, and ‘what you do effects your entire community’.

We’ve attached an example lesson plan along with a schedule for the week’s daily activities. Please copy and hand out or email to teachers and staff involved with students who will participate.

Don’t hesitate to contact me with any questions or concerns.

Thank you again and all the best,

Chris Dallas

Artist Rep

Barbara Bailey Hutchison

ChrisDallas3@gmail.com

P.O. Box 22514, Nashville, TN 37202

(615) 202-0281

“Larger than Life” Portrait Residency

Dear Teachers!

Barbara Bailey Hutchison is bringing her “Larger than Life Portrait Visual Arts Residency to your school! During this 5 day adventure, the students, as a group, will create a 4’x4’ mosaic poster of a celebrity who is making (or has made) a difference in the world. This will serve as a warm up exercise before they begin work on their individual larger than life (20”x28”), full color, self-portraits.

This residency is remarkably gratifying for the students. Even those who never believed they could draw, finish the week with a reasonably accurate self-portrait they will be proud of. There are life lessons to learn from this experience. ‘You can make an overwhelming task possible by breaking it into smaller pieces’, and ‘what you do effects your entire community”.

We want this to be a fun learning experience for your students. In order to accomplish this, we encourage you to briefly introduce them to Barbara before she arrives.

Who is Barbara Bailey Hutchison?

She is a Grammy Award winning singer songwriter, musician, who has recorded 20 CDs. She is also an accomplished visual artist with her favorite subject being what she refers to as “heads”.

What will the week be like?

Students will be immersed in the language of art, working with value, shape, and color to further develop their drawing skills. We will take a photo of each student the first day, as they work on the group mosaic and learn the techniques they will also use for their self-portraits.

What can you, as a teacher, do to help make this a success?

Barbara will arrive with all the materials for this project. Since you are familiar with your students and the facility, it would be most helpful for you to participate in the project, both as a teacher and an artist. (The students love to see their teacher create their own self-portrait!)

(Continued on page 2)

(Continued from page 1)

Each student will need a minimum workspace with a width of 36". (Two students can work on one 6-8 foot table) Oil pastels can be messy, so the area should not be carpeted.

We'll need a place to take the photos, but this is often easily done in the hallway outside the art room door. An attached backroom or storage area will work. We'd like to have an electrical outlet nearby so we can have adequate lighting for the photos and bring some shadows to the face, to make the portraits more interesting.

You might be able to help us find a good place to display their artwork at the end of the week. (Sometimes this is planned in advance with the arts council.) It's important that the art students have their work made available for all to see.

Barbara is looking forward to working with you!

Please feel free to contact me anytime with questions
ChrisDallas3@gmail.com or (615) 202-0281

Barbara's website is BBHsings.com. You can read more about her there and get a taste for some of her artwork and music.

Thank you and all the best,

Chris Dallas
Artist Rep
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Values

Art

Grades 7-12



VISUAL ARTS RESIDENCY



Overview

During the residency students will work together to create a mosaic project as well as a large self-portrait. They will improve their ability to recognize and define shape, value, and color, as they increase their eye-hand coordination and drawing skills. Math will be utilized in the measuring process of creating and using a grid.

Study Guide Objectives

- Learn to discern values – light and dark
- Learn to recognize shapes – organic and geometric
- Learn to work with color, neutrals, and the color wheel
- Learn about artist Chuck Close and his use of a grid to create beautiful, larger than life artwork.

Visual Art Curriculum Standards
Grades 9-12

Standard 1.0
Media, Techniques and Processes

Students will understand and apply media, techniques, and processes.

Values

Subject Art

Grade levels 6-12

Overview

Value is the range of possible lightness or darkness that can be achieved working in a given medium. During this study the students will learn about values and how to create a range of values.

Objectives

Students will learn to identify values and how values create the various shapes of subjects they choose to draw or paint. Students will also learn that every color has a range of values.

Activities

1. Have students draw five circles in a line.
2. Color the far left circle solid black and leave the far right circle white.
3. Color the center circle a shade half way between white and black.
4. Color the circle between the center and the black circles a shade halfway between those two shades.
5. Color the circle between the center and white circles a shade halfway between those two shades.
6. Repeat this exercise using colored pencils. (One color at a time.)
7. Looking at black and white photographs of faces, have the students identify the values and point out how the values create shapes in the face. This will help them begin to see how value defines shape and that each image is merely a combination of shapes.
8. Demonstrate that different colors and have the same values.

Vocabulary

Value

Shape

Medium (as in art medium – pastels, paint, colored pencils, etc.)

Evaluation

1. Were the students able to create a 5-value range in black and using the individual colors?
2. Are students able to identify different values in various pictures or photographs?
3. Are students able to identify different colors with similar values?

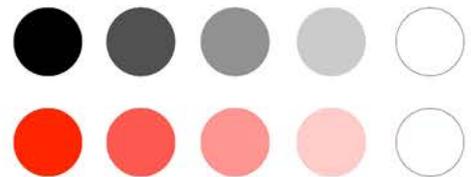
Materials

Paper, black and colored pencils

Resources

<http://www.studiocodex.com>

A Design Manual – Shirl Brainard



Daily Schedule for "Larger Than Life" Portrait Residency

Objective: Students will create a group mosaic and a larger-than-life self-portrait. The students will learn how to use a grid to help them improve their drawing skills. They will learn to see shape, value, and color, while improving their eye hand coordination.

Before class: Cover tables with plastic if necessary to protect them and make clean up easier. If location is the art room, this step may not be necessary. Distribute oil pastels, viewfinders, square pieces of cardstock (already printed with grid), and scrap cardstock pieces.

Monday

Give a brief introduction to the work and technique of artist Chuck Close. Introduce the materials and equipment: Oil Pastels, card stock, viewfinder, color wheel, value chart. While the students work on their squares for the group mosaic, take a photo of each student for them to use for their larger than life portrait.

Demo: The Students are each given a small square piece of a picture and shown how to use a grid to transfer that image to a larger square.

- Demonstrate use of a grid to see shapes more accurately. Show them how to use their viewfinder to see even more detail and position of shape, value, and color.
 - Demonstrate value variation using a simple chart.
 - Review the color wheel. Primary Colors (Red, Blue, Yellow), Secondary Colors (Purple, Green, Orange), Complimentary Colors (Red/Green, Blue/Orange, Yellow/Purple).
 - Demonstrate the use of oil pastels and color combinations to achieve neutrals that will create various skin tones.
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Tuesday

Continue work on group mosaic. When they finish this part of the project, begin their portraits. (Sometimes this entire class is spent finishing up mosaic. Either way, be sure to demonstrate the 'blocking in' process before the end of class.)

Demo: Before they begin work on their portraits, REMOVE ALL BLACK PASTELS FROM BOXES. Demonstrate the 'blocking in' process.

- Pass out photos and poster board (pre-measured and marked with grid. If there is time, explain the process of creating the grid.)
 - Using a light colored pastel, have students block in outline of head and features BEFORE filling in with solid color. It's a good practice to have them check their work with instructor before proceeding past this step.
 - Review oil pastel technique and color blending. Students may use provided scrap pieces of poster board to test and develop colors.
 - Demonstrate the drawing of eyes and lips
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Wednesday through Friday

Display finished mosaics in classroom and continue work on portraits
