



PENNSYLVANIA ACADEMY
OF THE FINE ARTS

LESSON: Portrayal: I Am
GRADES: K-6 adaptable

Length: 1 Class Sessions

INTRODUCTION

In *Three Wise Men Greeting Entry Into Lagos*, Kehinde Wiley depicts black men as strong and proud of their cultural background. The figures have a beautiful sense of realism which is contrasted by the ornamental background which envelops the three men. Wiley's goal is to portray the black community in a different light than the media. Wiley believes artists can create a positive narrative, "What is portraiture? It's choice... It's the ability to position your body in the world for the world to celebrate you on your own terms" (Mick Krever). For this lesson, students will analyze Wiley's art and apply it to their own lives. They will consider the question: how do you want others to perceive you?

Mick Krever, CNN. "Kehinde Wiley Redoes Classic Art With Modern Twist". CNN. N.p., 2016. Web. 2 Dec. 2016.



Kehinde Wiley, *Three Wise Men Greeting Entry Into Lagos*, 2008, Oil on canvas, 71 3/4 x 95 3/4 in., Frances & Joseph Nash Field Fund.

OBJECTIVES/LEARNING GOALS

- To discuss and analyze the art of Wiley.
- To consider how we can share our own story and how we want to be portrayed.
- To create a unique and personal piece of art.
- To create a poem based on whom they are as a person.

MATERIALS:

- Stamp making materials: Wood, cardboard, toilet paper rolls, Styrofoam, yarn, etc.
- Glue (Hot glue for Styrofoam, Regular glue for paper like products or yarn)
- Ink
- Oil pastels
- Large paper
- Composition paper
- Pencils
- Scissors
- Camera



DIRECTIONS:

Day 1:

1. Discuss the art of Wiley and his artistic goals with the class. How does Wiley portray people? What can you learn about the people in his work by how he paints them?
2. Students will discuss what is important to them through poetry. They will discuss and fill in the “I am” poem.
 - I am _____
 - I love _____
 - I feel _____
 - I am _____For example:
 - I am Melissa
 - I love flowers and painting
 - I feel joyful and creative
 - I am an artist



3. This poem will be inspiration for the students stamp. Students will discuss imagery that matches their poetry. After they have chosen their imagery, then they can design a stamp. One way to make a stamp is by cutting and gluing Styrofoam or yarn onto an object such as cardboard or a toilet paper roll. The raised surface will catch the ink when it is time to print. Alternatively, students can use printmaking by carving with a pencil into Styrofoam to create a raised and lowered surface.
4. Students will use their stamp to decorate the background paper by using a brayer or ink to coat the stamp and then pressing or rolling it onto their paper.

Day 2:

1. Take the dry background print and use oil pastels to add a pop of color.
2. Students can use paper, scissors, and oil pastels to create props for their photograph.

3. Students will choose their pose with their props to photograph in front of their background. Refer back to Wiley's work and discuss choosing a pose that reflects how you want to be portrayed.
4. Students will critique the photos and poems. The class will discuss how their classmates want to be seen. What story does their art and poetry create?

EVALUATION:

- Students discovered the art of stamp making/printmaking.
- Students composed an original piece of poetry.
- Students successfully created a photograph based on how they want to be seen.
- Students presented and discussed their completed works of art.

Common Core Standards, English Language Arts

CSS.ELA-LITERACY.CCRA.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well structured even sequences.

CCSS.ELA-LITERACY.CCRA.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-LITERACY.CCRA.SL.1: Engage effectively in a range of collaborative discussions with diverse partners, building on other's ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style, are appropriate to task, purpose, and audience.

Pennsylvania Academic Standards for the Arts and Humanities

9.1.3.B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

EXAMPLES:





I am Melissa
I love flowers and painting
I feel joyful and creative
I am an artist