

# ***So What? Now What?: Self-Portraiture in the Classroom***



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# Workshop Description

PRIMARY/JUNIOR/INTERMEDIATE

This workshop engages participants in self-reflection and self-portraiture strategies to further equity and anti-oppression frameworks in visual and media arts education. This workshop calls into question the ways in which our identities impact the ways in which students (dis)engage in visual arts. We will examine the critical analysis process and look at multiple ways to make self-portraiture with connections to culturally relevant pedagogy.

## ***As co-learners, we will...***

- Engage in self-reflection around our own identities and bias, and how they might impact the ways in which students (dis)engage in visual and media arts.
- Further our understandings of equity, inclusive design and anti-oppression frameworks within visual and media arts education.
- Further our understandings of culturally relevant pedagogy in relation to visual and media arts education.
- Engage in inquiry-based learning through self-portraits.
- Create some self-portraits.

# Inquiry-Based Learning in Visual Arts

Located around the room, you will see some provocations to invite you to share you ideas, thoughts, knowledge and questions. Please use pictures, symbols and/or words to make your thinking visible.

- *What are ‘selfies’? And why might people take them?*
- *Why might an artist make an image of themselves?*
- *How might an artist make an image of themselves?*
- *How might a self-portrait help us learn something about a person and/or the place and time they live(d)?*



# Why a focus on Self-Portraiture?

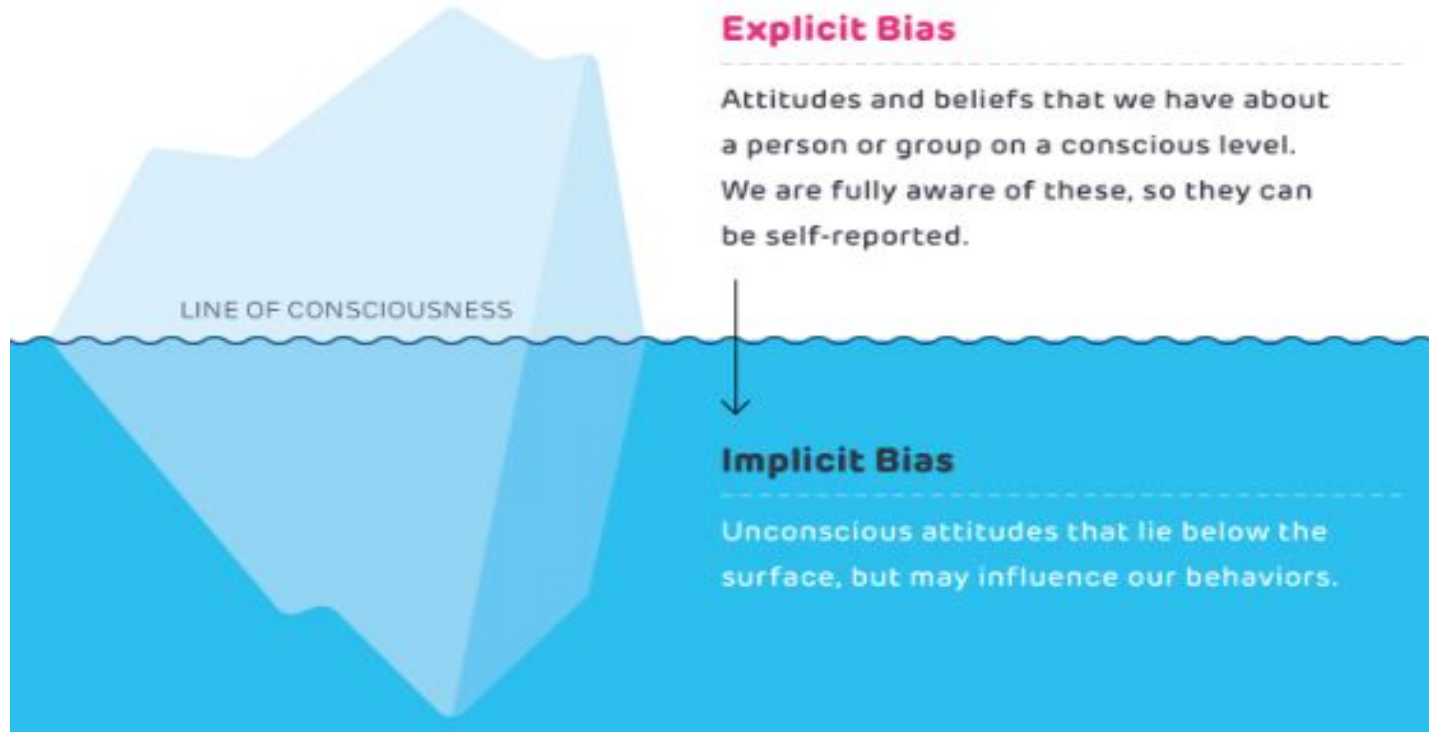
Malaguzzi and Musatti (1996), Pelo (2007) believe that self-portraiture is deeply connected to children's identity perceptions ... stories children tell in their portraits.

A SELF-PORTRAIT IS AN INTIMATE, BOLD DECLARATION OF IDENTITY. IN [THEIR] SELF-PORTRAIT, A CHILD OFFERS [THEMSELF] AS BOTH SUBJECT AND ARTIST. WHEN WE LOOK AT HER SELF-PORTRAIT, WE SEE A CHILD AS SHE SEES HERSELF. THE STORY OF SELF-PORTRAIT WORK IS A TENDER STORY TO TELL. (95)

[Carolina Saenz-Molina's Blog as an Early Years Educator](#)

# Bias: WE all have bias

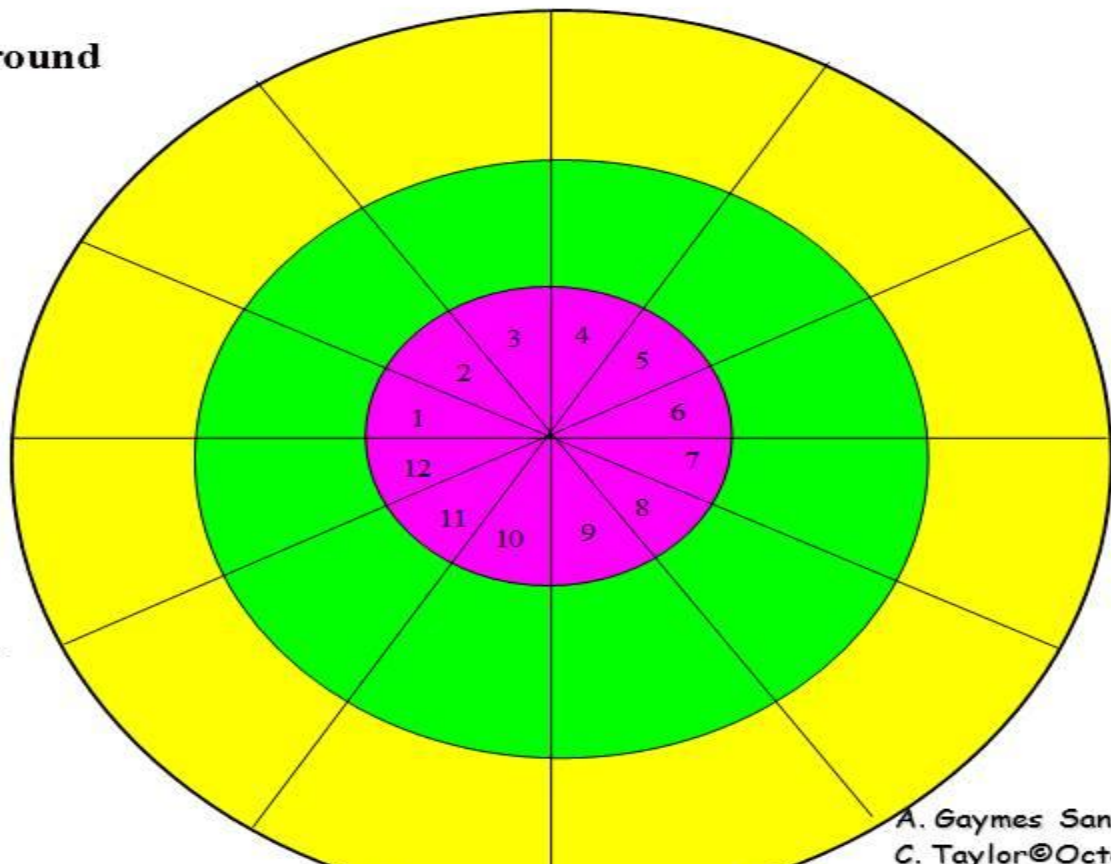
**Bias** is disproportionate weight in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.



## Consider: Acknowledging POWER.

### Who Am I?

1. Socio-economic background
2. Ethnic background
3. Race/colour
4. Language background
5. Religious background
6. Geographic origin
7. Education
8. Gender
9. Sexual orientation
10. Age
11. Physical/mental ability
12. Other



# Privilege - We all have that too!



# Debrief

- How do our identities impact the ways in which our students (dis)engage in creating visual/media arts?
- How might examining our own identities, biases and privileges impact the ways in which we plan, teach and assess in visual/media arts?
- How might our own lived experiences be different than that of our students, and how might that influence the ways in which they think of themselves as artists?

# Let's Look at Some Self-Portraits

**We will look at a few examples of some self-portraits by artists. Respond using one or any of the following:**

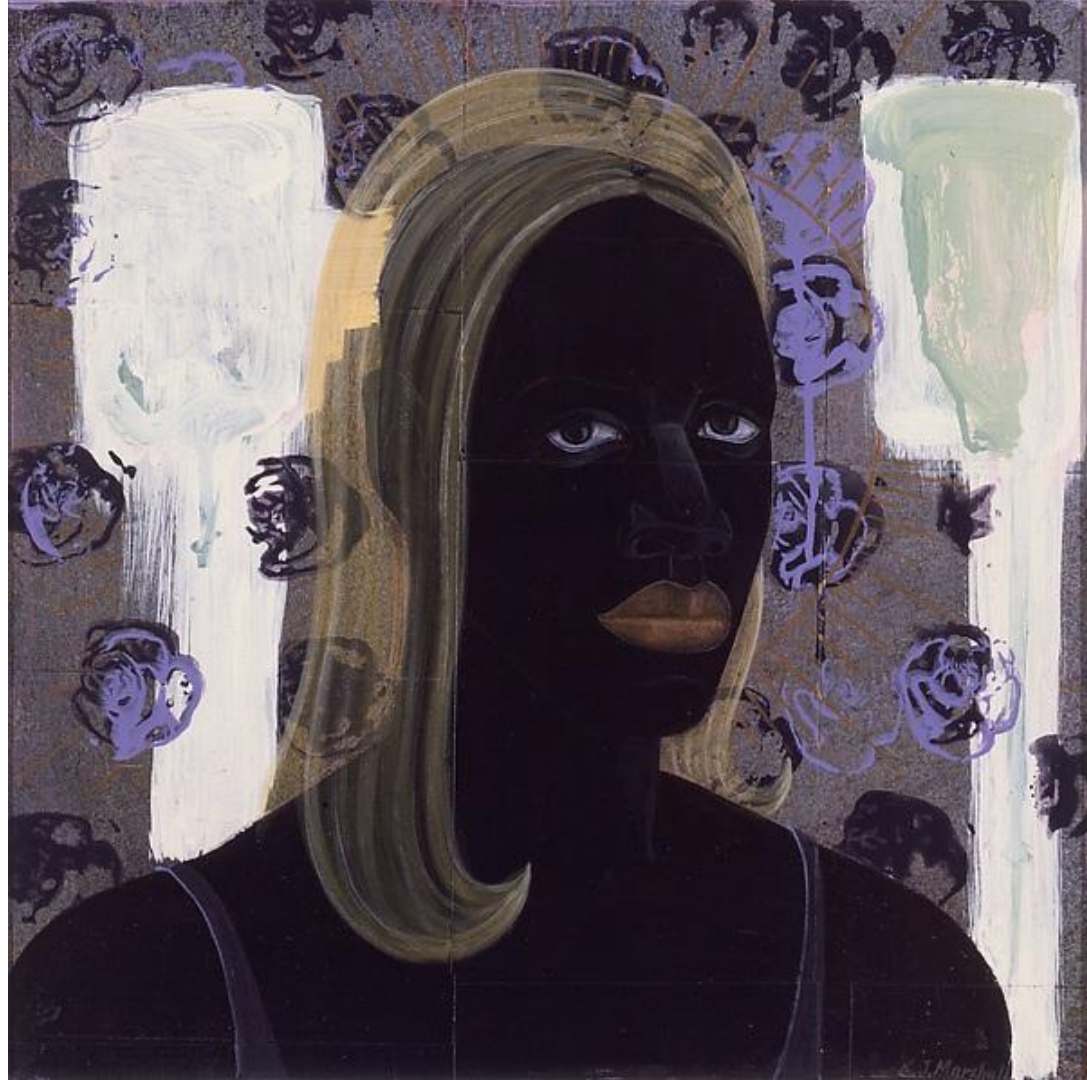
- What questions might you ask the person in the portrait?
- This portrait makes me wonder....
- This makes me think about....
- This reminds me of.....
- This connects to equity and anti-oppression issues because
-

Kerry James Marshall,

*Self-Portrait as Supermodel*

Acrylic and Collage on Board

1994





Shary Boyle

*Self-Portrait*

Acrylic on Canvas

2006





Kent Monkman

*Mischief, Egotistical*

Oil on Canvas

2003



Shirin Neshat

*Rebellious Silence*

B & W photo

1995



# Inclusive Design

**Inclusive Design** is a process which uses an equity & anti-oppression stance to create conditions for learning that lead to an inclusive school environment.

Through this process, **ALL** students must see themselves reflected within all aspects of the learning environment.

***Those who are in greatest need are at the centre for all considerations for learning.***

## **6 Threads of Inclusive Design**

1. Responding to student voice
2. Engaging parents, families and communities
3. Analyzing data
4. Designing instruction
5. Establishing environment as third teacher
6. Building leadership capacity

*How do you engage students in looking at and creating self-portraits that engage with some of the threads above?*

# Culturally Relevant Pedagogy

What do we already know about Culturally Relevant Pedagogy? How would you describe it in your own words?

- 1) Academic Success (High academic expectations)
- 2) Cultural Competence
- 3) Critical Consciousness

CBS Culturally Relevant Pedagogy Monograph

### **Academic Success**

- Addressing and challenging deficit thinking
- Culture of high expectations
- High-yield teaching strategies
- Precise and consistent assessment AS and FOR Learning
- Caring relationships

### **Cultural Competence**

- Strength/asset-based approach to families/communities
- Mobilize students' cultures as vehicles for learning
- Connections to knowledge of families and communities
- Students' social identities and lived realities are valued and respected

### **Critical Consciousness**

- Students develop a broader socio-political consciousness
- Transform curriculum by challenging and offering multiple perspectives
- Students critique the cultural norms, values, mores and institutions that produce and maintain inequities

**How would we engage Culturally Relevant Pedagogy while looking at and creating Self-Portraits with students?**

***Brainstorm Time***





# Mapping and Self-Portraits

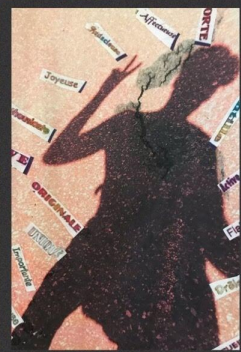








# Self portraits through shadows

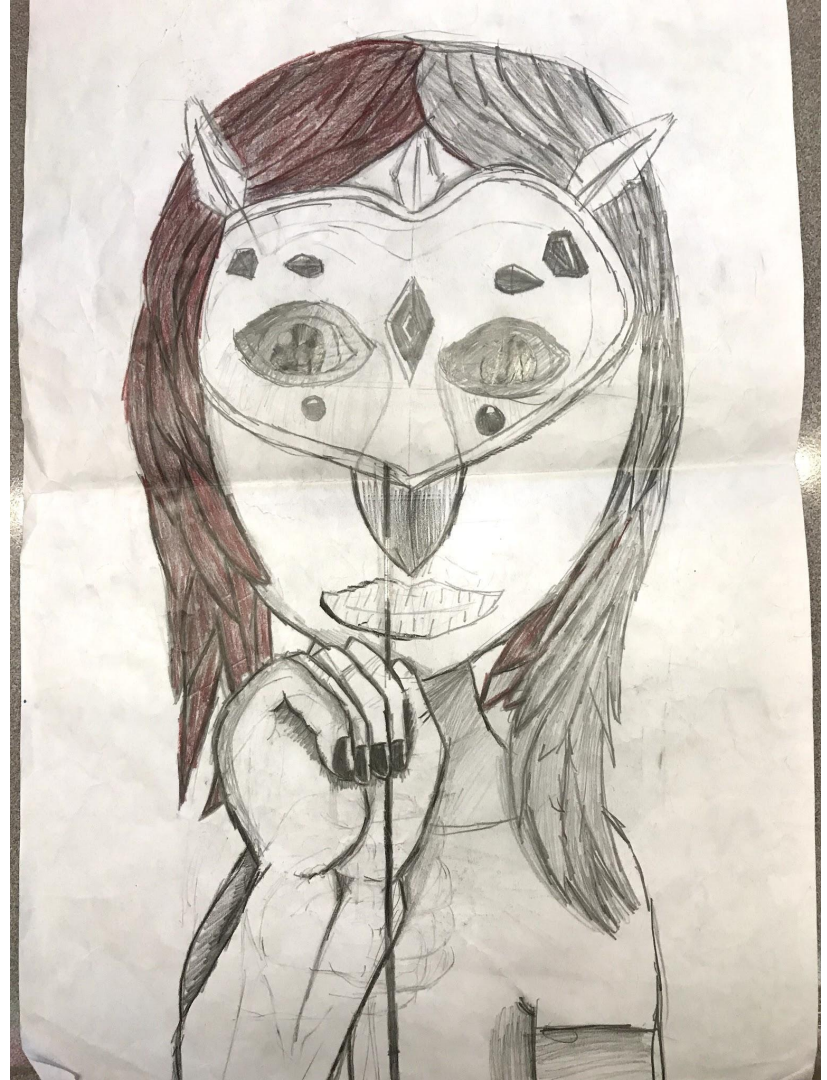
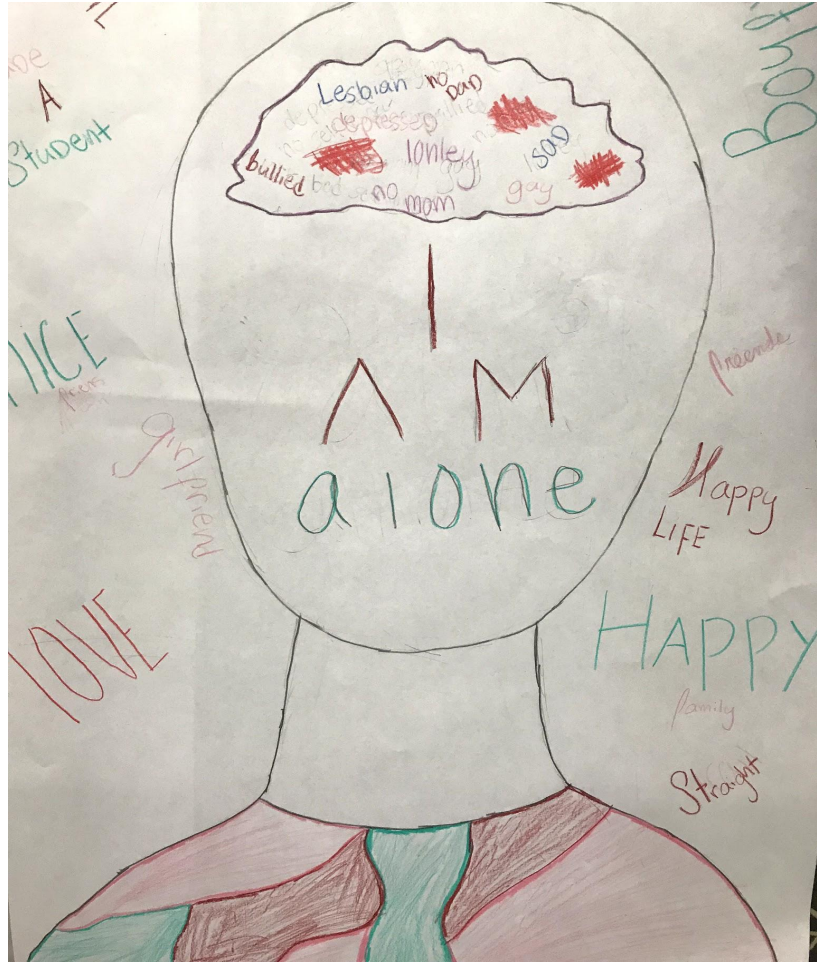


PIC-COLLAGE





# Self-Portrait as Masking





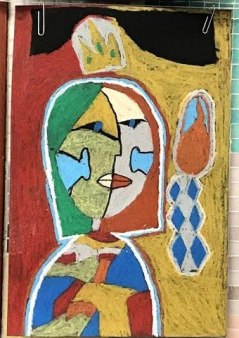
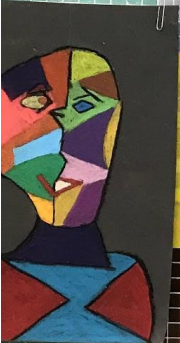
Cubist  
Portraits



We learned how to  
simplify and rearrange  
the human face using  
geometric form.





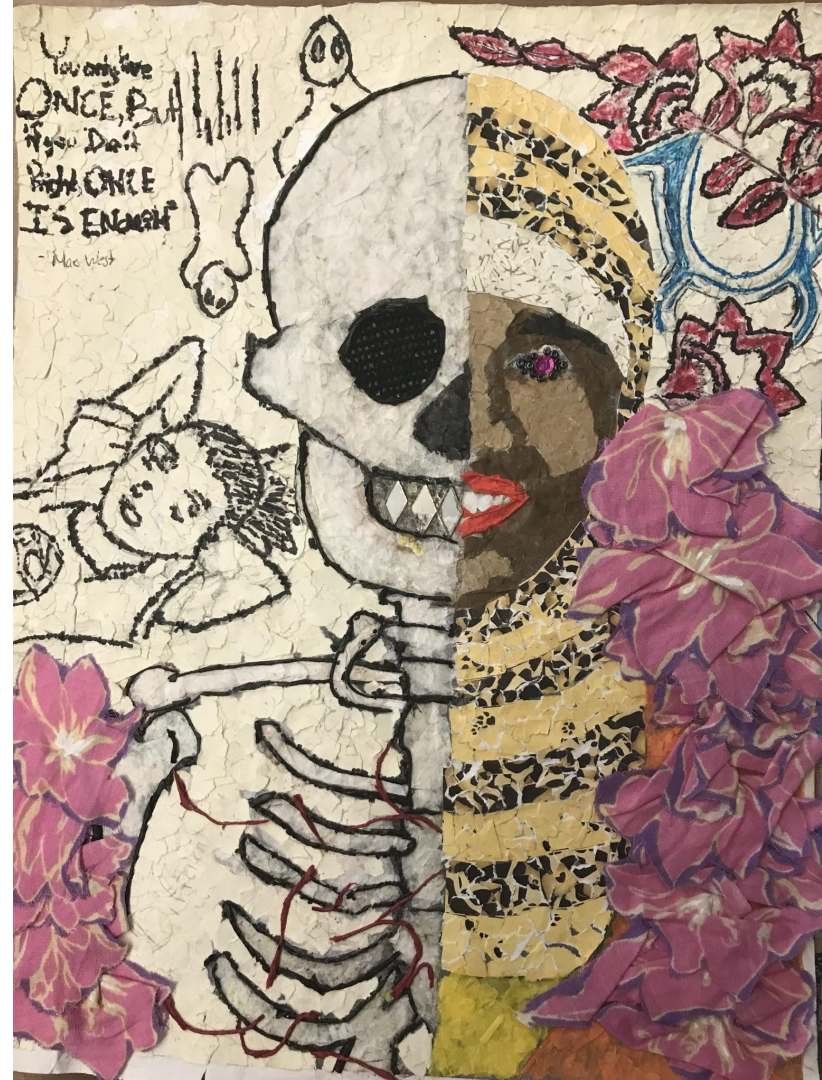








# Mosaic-like collages



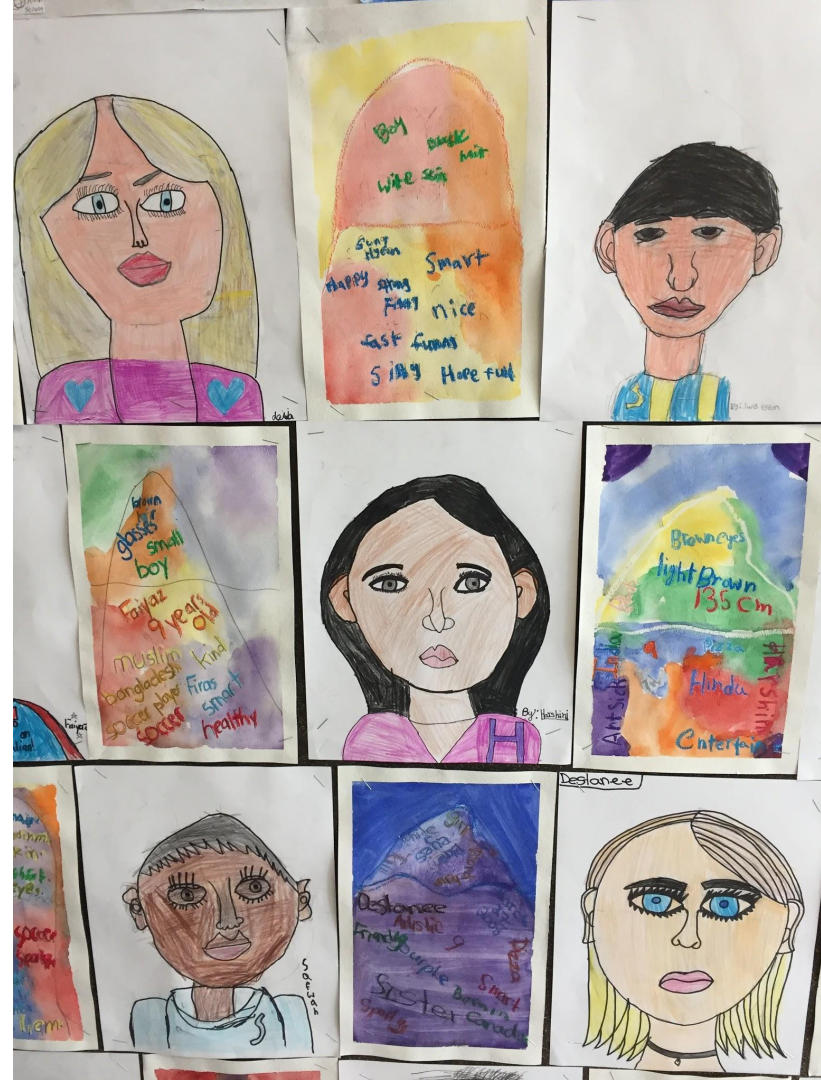


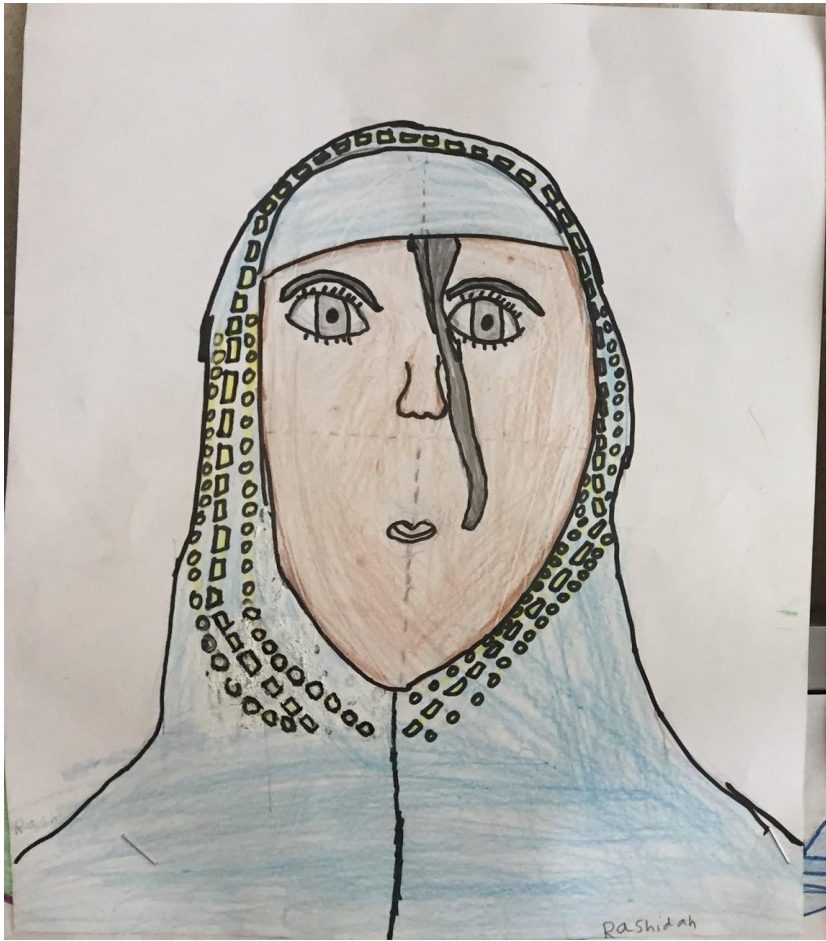




# Identity Iceberg Portraits

Students explore the idea of visible and invisible identities. This could be an exploration of portraiture and landscapes.





girl  
black hair  
brown eyes  
tall  
Canadian  
WORD  
Rashidah  
sister  
CEREAL  
green  
MUSLIM





Exploring  
identity  
through self-  
portraiture

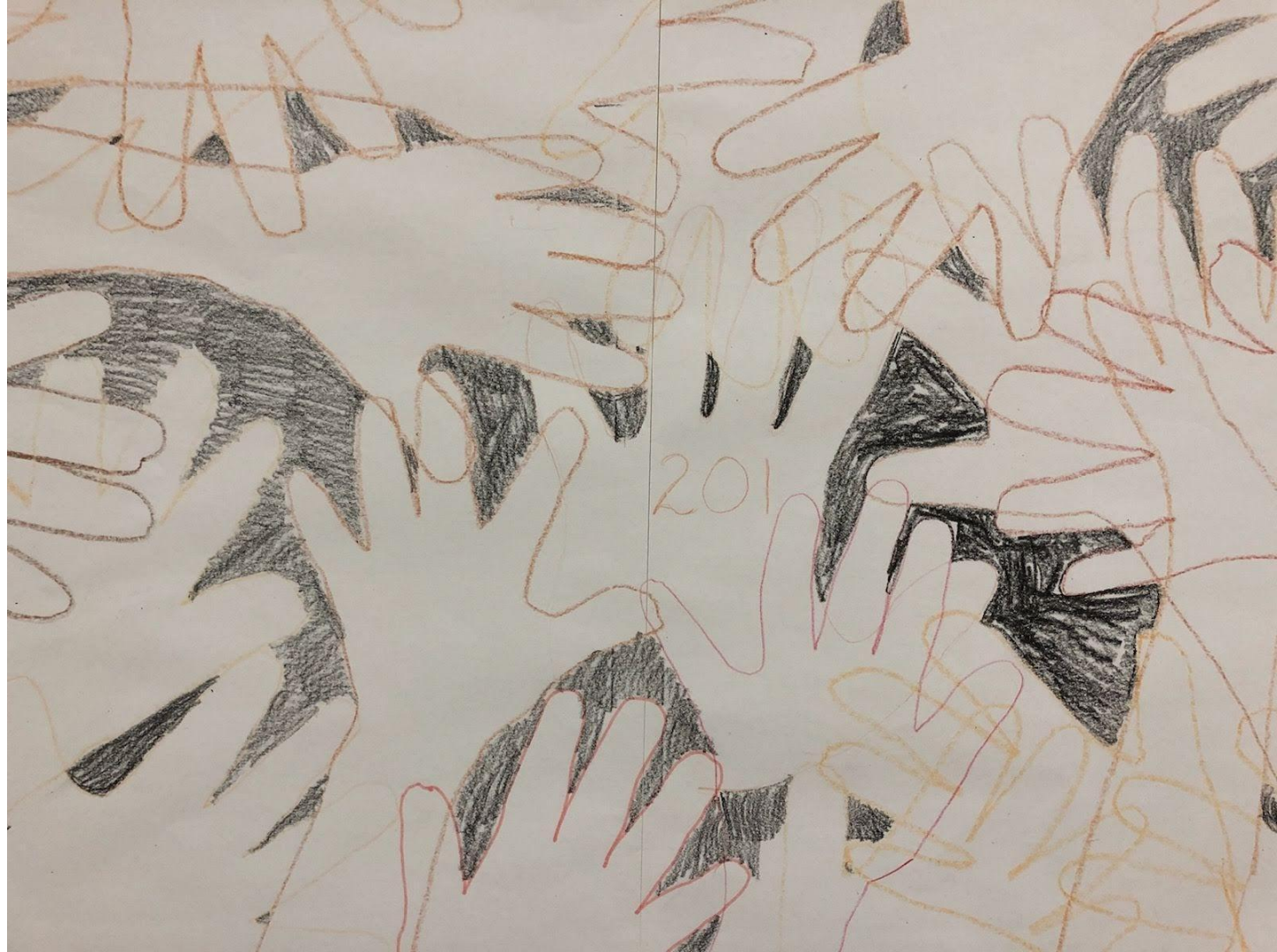


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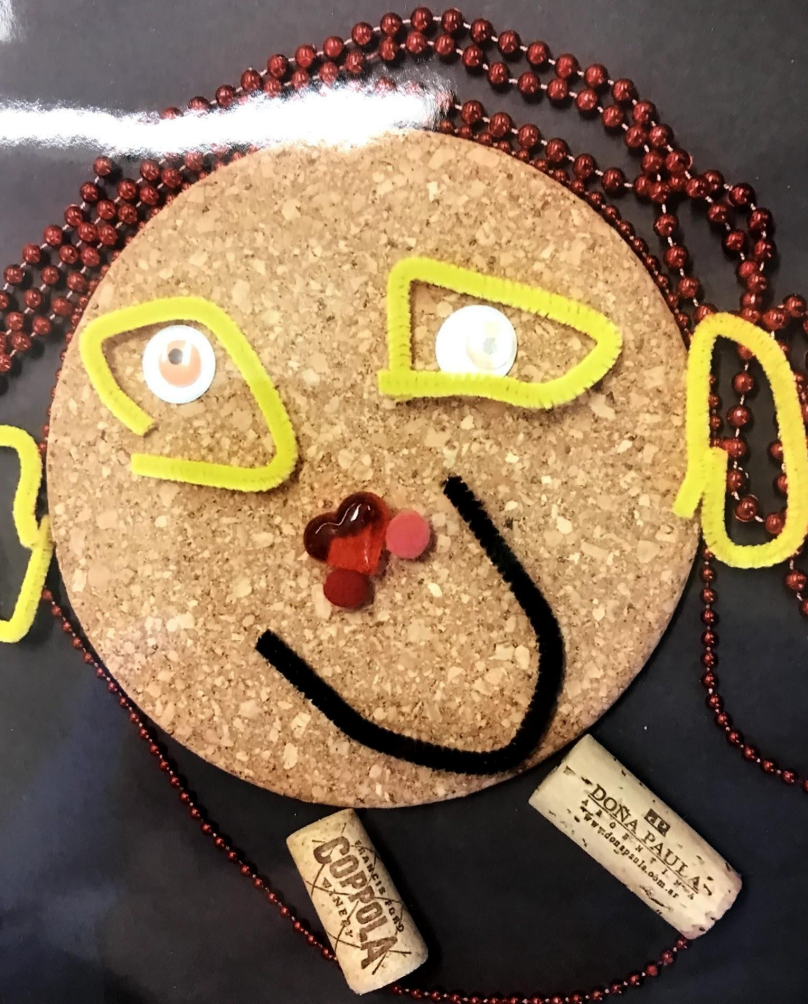




Self Portraits  
through hands  
turned into  
Collaborative  
Drawing



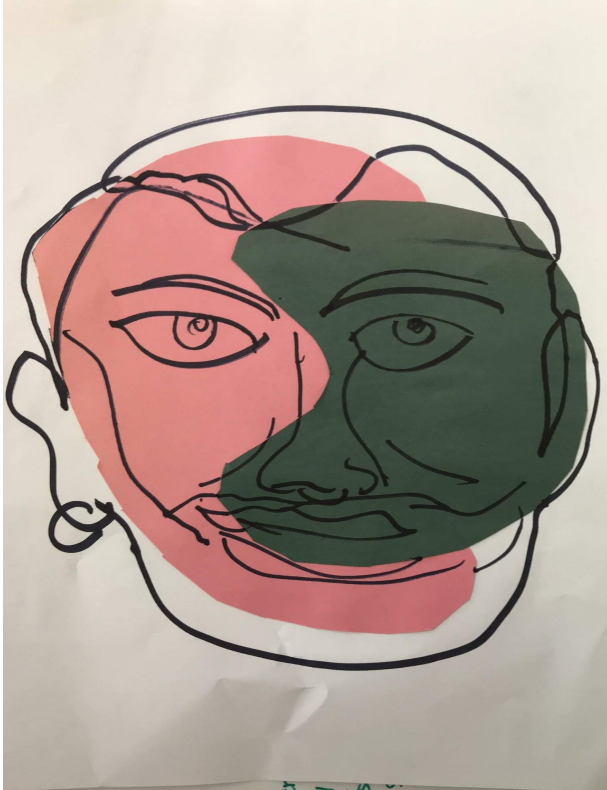




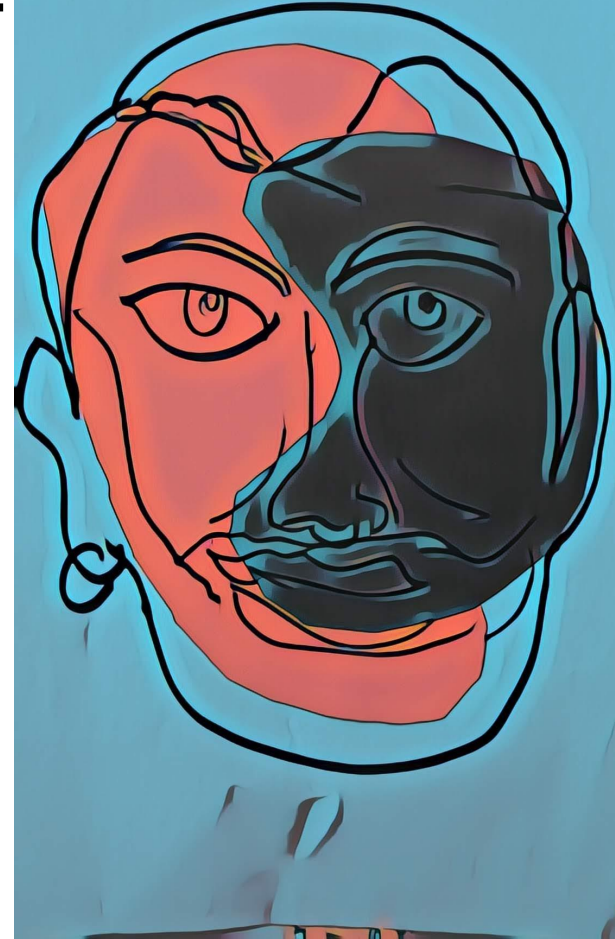
# Loose Parts



# Photo Apps and exploring the Self



Original Drawing (left)  
is photographed  
through filters and  
manipulated









#photolab



# Let's Create

With the time that is left, let's create a self portrait. Here are some choices:

- Mosaic collages
- Identity iceberg portraits
- Photo Apps (Primsa, PicCollege, ArtLab)
- Any option you want to explore in a mixed media way

**Thank YOU!!!**

**Was great to learn with  
you!**