Pre-Visit Guide: Art of Identity (9th-12th grade)

Big Ideas & Major Themes

Here are some relevant topics to review with your students before your visit to the museum.

- Art is reflective of the culture in which the artist created it as well as the personal identity of the artist. By examining art together, we can learn more about how people viewed the world based on their unique background, perspective, and experiences.
- Artwork can be interpreted in a variety of ways. Even if we all look at the same work of art, we may understand it differently.
- Art can be a means to express personal ideas or beliefs that can tell us more about the individual who created it.

Audrey Flack. *Self-Portrait with Flaming Heart.* 2022. Hollis Taggart. 1994. Oil on canvas. CMA.

SC Standards Addressed

VAH1-4 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 6.2
De.C.1H.7, C.AL.7, C.NM.8, NH.7
ELA I.3, I.5.1, I.5.2, P.7, C.1.1, 1.2
S H.B.1A.7, H.E.1A.7, H.C.1A.7, H.P.1A.7
SS USHC-2.1, 2.3, 2.4, 3.3.4, 4.3.4, 4.5, 6.1, 6.2, 7.4, 7.6, 8.5; USG-2.2, 4.5
SS1-4.2; 2-4.1, 4.2, 4.3; 3-1.3, 4.1

In the Classroom

Prepare students for your visit with one or more of these activities.

- Ask students to create a self-portrait with no figures. They can include objects or non-representational elements that reflect who they are.
- Ask students to read "I Come From," a poem by Dean Atta (link below) and then to create their own version inspired by it about themselves in the same style.
- Have students examine self-portraits and portraits by the same artist. Discuss the differences between the two in terms of their purpose, their approach, and what they can tell us about the subject.

Resources

Want to explore more? Use these references to learn and share information with your students.

- National Portrait Gallery collection https://npg.si.edu/portraits
- "I Come From" Poem https://www.amnesty.org.uk/files/2019-01/I%20Come%20From%20by%20Dean%20Atta.pdf?K0dcWa_ba959rPZHtfw5WHIjiLz6okNC=

Museum Manners

School tours are limited to 60 students per visit. Please watch our welcome video and review these guidelines before your visit.

- Touching can permanently damage works of art. Please don't touch the art, lean on the walls, or get too close.
- Food, drinks, gum, pens, and large bags are not permitted in the galleries. Bring only what you need!
- The museum will provide sketchbooks and pencils for your visit. Please use them safely. For more info, consult the sketching guidelines on the CMA's Visit page.

Watch/share this video with everyone who will be joining!

Questions? Contact us at 803-343-2163 or email tours@columbiamuseum.org
columbiamuseum.org/learn

the Columbia Museum of ART

Key Terms

As you prepare for your visit, it can be helpful to pre-teach or review some of these vocabulary words with your students. This is particularly beneficial for multilingual learners who might be new to these terms. It may also be helpful to translate some of the trickier words into students' home language/s.

Self-Portrait	An image of person that is meant to reflect the artist who created it. These can be photographs, paintings, drawings, sculptures, or prints.
Expression	Saying what you think or showing how you feel using words or actions
Abstract	A work of art that doesn't look like "real life." Abstract art is not representational – which means it doesn't have objects or figures we can easily recognize.
Perspective	A way of seeing the world, shaped by values, experiences, and beliefs
Adjective	A word that describes the qualities of something – these might be about its size, color, shape, or a quality (like beautiful or confusing)
Identity	Someone's sense of self; the qualities that make a person unique and different from others
Subject	The main focus of a work of art. In a portrait, it's a person. In a still life, it's objects.