



***Portrait Artist of the Year Episode 301
(Part 2)***

**Education Resources from An Ovation Series
Portrait Artist of the Year Episode 301
(Part 2)**

Grade Level – High School

Discipline

- Visual Arts

Materials for teacher

- Programming clips from An Ovation Series
Portrait Artist of the Year Episode 301
- Visual arts activities

Note: It is recommended that teachers view all program clips, art images, and discussion points contained in these activities prior to using the resources in class. Teachers can also adapt the discussion points for use in Elementary and Middle School.

Standards

National Core Arts Standards – Visual Arts

High School

Activities and resources contained in this document support the areas of:

- Responding
- Connecting

Overview of Resources

In the coming months, Ovation features resources and companion program clips based on one program *Portrait Artist of the Year Episode 301*. These materials are divided into two parts. Frank Skinner and Joan Bakewell launch a new search for a star portrait artist. The contestants will paint celebrity sitters as they hope to win the £10,000 prize. The first episode features actors Stanley Tucci, Indira Varma and Freddie Highmore. Students will gain an understanding of artists, their inspirations, and creations. They will



Portrait Artist of the Year Episode 301 (Part 2)

view selected footage from a program and engage in discussions associated with artworks and topics contained in program segments.

Navigating through the images, styles, colors, techniques and the overall experience of portrait-painting, the teacher and students are encouraged to consider what possible artistic connections there are in the portraits created during this event to the history of legendary and contemporary artists who painted portraits. Some artists to contemplate, ranging from the 19th to the 21st centuries, are Vincent van Gogh, Paul Cézanne, and Edvard Munch. Additional artists are Henri Matisse, Lucian Freud, Chuck Close, and Jonathan Yeo.

Activities

2 days, 45 minute classes

Students will explore the artworks of various professional and amateur artists. They will assess inspirations, mediums, artistic styles, and compositions in addition to exploring techniques and colors used in creations of a variety of artworks. Students will view select footage from a program, and will discuss and make notes about various aspects of the programming segments.

Supplies for use in Activities

- computers with Internet access
- White Board, or laptop computer, screen and speakers
- journals in binder format
- Program clips from An Ovation Series,
Portrait Artist of the Year Episode 301

Activity – Day 1

Class work

The teacher will show students selected program clips from An Ovation Series ***Portrait Artist of the Year Episode 301***. Each clip is approximately three minutes in length. The teacher may decide to stream some or all the program clips. After viewing each clip it is suggested that the teacher engage the students in a discussion, utilizing



***Portrait Artist of the Year Episode 301
(Part 2)***

some or all of the discussion points listed below. The teacher will ask students to make notes in their journals about inspirations, ideas, styles, artworks and techniques, in addition to other related issues highlighted in the program clips.

CLIP 7

DISCUSSION POINTS

- In this segment the “cartoonist” and the sitter exchange comments, enabling them an opportunity to further acquaint themselves with each other. In your opinion, how meaningful is this type of exchange when creating a portrait of an individual?
- The amateur artist is introduced and you learn about his connection of landscape art and portrait artwork. In your opinion, how might his landscape techniques prove successful for his work in today’s experience?
- During this segment, halfway through the heat, listen and take notes as the judges discuss the techniques and mediums being employed by artists in the current experience.

CLIP 8

DISCUSSION POINTS

- In this segment, actors Tucci, Varma and Highmore are being scrutinized by the artists who are painting their images. Make notes about the variety of styles and mediums being used.
- Comments are made addressing the explosion of color and details being incorporated in facial expressions and backgrounds. As you observe these works in progress, what additional evaluations might you be making if you were in close range of this creative process?
- The artist Kimberly is dealing with “Freddie’s paleness.” From what you observe of her progress, do you believe she is doing an effective job of distinguishing his features? Discuss her artistic style and brushwork. How might you describe it at this point in the event?



***Portrait Artist of the Year Episode 301
(Part 2)***

- During this segment, it appears that lighting is an issue. It's changing and that is having an effect on the artists as they work to interpret the moods, shadows, facial definitions, and colors of their models.
- Highmore conveys that it will be intriguing to see how the artists think he is feeling inside, and how that will manifest in the finished works.
- Imagine you were the sitter, and attempt to relate what you might be feeling and anticipating at this juncture in the event.

CLIP 9

DISCUSSION POINTS

- Varma makes a comment that we make some snap judgments about people when we first meet them and that the longer you sit with them the more their face changes. Assess what you believe she is relating in this statement, and how that might impact the progress of this portrait.
- Friends and family members are shown in this segment, relating their big support of the artists. Imagine you were one of the artists engaged in this heat. Do you believe having family members present to observe your progress would cause a feeling of support or a challenge to your creative experience? Expand on your opinion.
- It is stated here, there are just 30 minutes remaining until the completion of the painting period. What, in your opinion, might this trigger emotionally in the artists and the sitters at this point? Use singular words to relate their range of feelings.

CLIP 10

DISCUSSION POINTS

- Artists are adding final touches to faces of the portraits, feeling the tight sense of time.



***Portrait Artist of the Year Episode 301
(Part 2)***

- Note and discuss the details some of the artists insert as final touches to their compositions.
- Observe the emotions and reactions as Tucci, Varma, and Highmore view the paintings.
- Describe in a few phrases what their reactions are to individual portraits they are viewing of themselves.
- Do you agree that there is a menacing air about the portrait of Tucci? If so, describe in detail what contributes to this sense.
- A comment is made about the delicacy of the watercolor portrait. In your opinion, is this style and medium as impactful as the other artists' interpretations of facial features and expressions of their respective sitters? Expand on your opinion.
- We see here that Tucci selected the portrait created by the "cartoonist." What, in your opinion, do you believe this image and attitude in the image is relating to him?

CLIP 11

DISCUSSION POINTS

- Observe as Highmore reacts to the variety of styles and energy displayed in the finished works of these three portraits. Are they similar in any way? If so, or if not, expand on your opinion.
- Now that you had time to listen and observe Highmore's personality over the course of the sitting session, which of these three artworks do you believe most effectively conveys his character? Expand on your opinion.
- Comments are made about the angle of Highmore's face in one of the paintings. In your opinion, do you believe this was an effective method of conveying Highmore's personality, character and mood? Expand on your opinion.
- Listen and observe as Varma views and reacts to the various portraits. Discuss the variety of styles of these images.



***Portrait Artist of the Year Episode 301
(Part 2)***

- Now that you have viewed the selected works, take time to make note and describe the scope of styles, techniques and brushwork of the various artworks.

CLIP 12

DISCUSSION POINTS

- At this critical time in the Wallace Collection event the challenge of assessing the final portraits is taking place. Listen and observe as the artists relate their sense of urgency and the judges convey their reactions to these artworks.
- The judges, at this juncture, select three semi-finalists' artworks. In your opinion, are these three worthy of this designation? Expand on your opinion, taking time to view and discuss the attributes of the portraits selected.
- Describe what you believe these works convey about the sitters they have been partnered with during the event.

CLIP 13

DISCUSSION POINTS

- As the judges discuss the attributes of selected paintings, focus on the styles, colors, compositions, brushwork, and techniques. In your opinion, what makes these particular paintings distinctive?
- The painting by Kimberly Klauss of Freddie Highmore is selected. Observe the artistic elements of this artwork. Describe what you believe is the energy and personality interpreted in this painting. In your opinion, is this artwork most deserving of this recognition? Does it convey what you perceive is the personality of Highmore? Expand on your opinions.

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Assessment for these activities, to be determined by the teacher