

## PORTRAITS IN SERVICE ART PROJECT



**All art begins with curiosity.** Creating a portrait is one way to truly focus on and learn about a subject. In 2023, artist E. E. Kono began a project, **PORTRAITS OF SERVICE: DUBUQUE'S FOUNDING FEMALES** funded in part by the city of Dubuque and the National Endowment of the Arts. She was curious about the history of her hometown, Dubuque, and wanted to explore how women contributed to its development.

At the beginning of the project, Kono did not know who she would paint. Fine art is often as much about the process as it is about the final object created. Kono's process involved researching many different women that were important to the city's history. She wanted to include individuals who contributed to the community, who created concrete changes, and whose interests intersected in some way. She needed to find reference photos of the

women, and she needed to design paintings that both related to her subjects as well as to the art historical context of the region.

Ultimately, she chose the following subjects:

Carolyn Ferrall, BVM (1924-2022) Dubuque's first and only female mayor

Anna B Lawther (1872-1957) Political activist and organizer

Ruby Sutton (1932-2015) Social justice activist and humanitarian

These are examples of women who, through their work, enhanced Dubuque's community. There are many people today that are also helping to make life better for those around them.

**OBJECTIVE:** Create a collage portrait of a woman that has contributed to the artist's life and/or community.

**MATERIALS:**

-A digital image of the person that will be depicted

Print grayscale, "to scale", on 8.5"x11" paper/cardstock

(this can be collected and printed prior to lesson)

-Printed selection of Dubuque images from provided folder (or use own)

-9"x12" black construction paper

-strip of construction paper 9"x2"

-Scissors

- Glue Stick
- ModgePodge
- Earth toned acrylic paint (can substitute w/ watercolor, tempera, etc)
- sponge brush
- white crayon, pencil, or pen
- water
- paper plate/palette

## PART 1:

Please see <https://www.eekono.com/portraits-in-service>

for background information on E. E. Kono's PORTRAITS IN SERVICE PROJECT:



Give an introduction to the PORTRAITS IN SERVICE project explaining Kono's reference to Grant's portrait of Turner. Show the portraits of Anna B. Lawther, Carolyn Ferrall BVM, and Ruby Sutton. Touch upon each person's achievements and contributions to the community.

Ask the students for examples of people in their lives that help others. This could be a teacher, nurse, doctor, family member, or anyone the student admires. What achievements has she accomplished? What is important to her? What object(s) might represent her personality? What are some ways that she has helped her community?

Ask the student to choose a person that they will create a portrait of.

Collect an image of each students 'person'. This can be snapshot taken on their device of someone they know or an example image from the web (i.e. a stock photo of a 'doctor')



**Part 2:** Now it's your turn to create a portrait that celebrates a woman in the community.

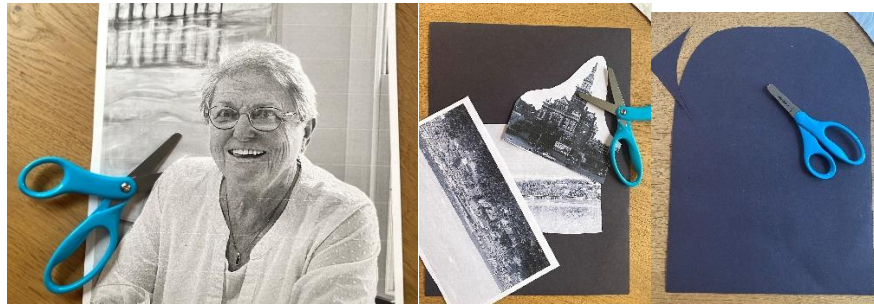
1. The first step is to find a photograph of the subject. (It can be a snapshot on your phone or an image you find online) If an individual's photo is not available, download backup images from: <https://www.eekono.com/portraits-in-service> Print this image on 8.5"x11" paper -this can be done prior to the art lesson. Set printer to Grayscale and 'Scale To Fit Media'



2. Keeping in mind the person selected, what object, activity, or animal might represent them? With a white crayon, pen, or pencil draw images on the 9"x3" construction paper and connect it with swirls. This is your lace covered table.



3. Now look at the selection of Dubuque images, or gather others from brochures and online. Are any of these places especially important to the subject? Be sure to include those.
4. Cut out the image of your subject and photos of Dubuque.



5. Take the 9x12 black construction paper and round off the top corners.
6. Leaving a 2"-3" strip on the bottom of the paper, arrange your Dubuque photos to fill up the background and glue in place.
7. Place a dab of the darker earth color paint (burnt sienna or substitute) on a palette/plate and water it down into a thin wash. Paint the construction paper/Dubq photos with this color.



- Place a dab of the lighter color (yellow ochre or substitute) on a plate/palette and mix this with water. Paint the image of the woman.



- Once slightly dry, brush a layer of modge podge onto the construction paper/Dbq background.
- While still wet, place the woman's painted picture in place and brush more modgepodge over to glue in place and cover.
- Adhere the 'table' strip (with subject drawings) onto the bottom/foreground of the collage and add another layer of modge podge to seal it on.
- Let dry



## Grades 3-5<sup>th</sup> standards, activity ideas, and helping documents:

**3<sup>rd</sup> Grade:** *6.1 Identify and explain how and where different cultures record and illustrate stories and history of life through art.*

How art can tell stories and history of life (through portraiture)- Compare and contrast the ways portraits western art tell stories about the individual portrayed and how that shows the culture's values. Worksheets: Stories and Histories in Art

**4<sup>th</sup> Grade:** *3.1 Revise artwork in progress on the basis of insights gained through peer discussion.*

Revision after peer discussion- Students need to discuss artwork with peers and make revisions afterwards. Worksheet: Evaluating Your Portrait

**5<sup>th</sup> Grade:** *3.1 Create artist statements using art vocabulary to describe personal choices in artmaking.* Artist Statement- Students will need to create an artist statement based on their project after completion. Attached are two documents that show two different set ups to approach this activity. Worksheets: Artist Statement, Artist Statement Checklist

Iowa Visual Art's Standards :

*3rd Grade- VA:Pr6.1.3a: Identify and explain how and where different cultures record and illustrate stories and history of life through art.*

*4th:VA:Cr3.1.4a: Revise artwork in progress on the basis of insights gained through peer discussion.*

*5th:VA:Cr3.1.5a: Create artist statements using art vocabulary to describe personal choices in artmaking*



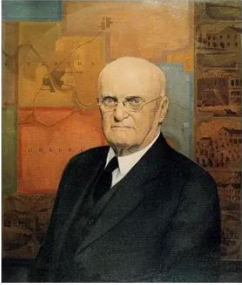
3rd Grade:

## STORIES AND HISTORY IN ART

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_

### INSTRUCTIONS:

- Use your device to research each of the portraits in the table.
- Investigate how each portrait tells a stories about the person depicted

	What was this person's role in their community?	Visual clues:	Source
 <p>Queen Elizabeth I, unknown artist, 1600</p>			
 <p>George Washington by Gilbert Stuart, 1796</p>			
 <p>John B. Turner, Pioneer, Grant Wood, 1929</p>			






# STORIES AND HISTORY IN ART

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_

## INSTRUCTIONS:

- Use your device to research each of the portraits in the table.
- Investigate how each portrait tells a stories about the person depicted

	What was this person's role in their community?	Visual clues:	Source
 Carolyn Ferrall BVM, E. E. Kono, 2023			
 Anna B Lawther, E. E. Kono, 2023			
 Ruby Sutton E. E. Kono, 2023			

4<sup>th</sup> Grade:

## EVALUATING YOUR PORTRAIT

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_

INSTRUCTIONS: Read each criteria.  
Reflect: Does it describe your artwork?  
Revise: Make changes before turning it in.

<b>NO!</b> I need to make revisions	<b>Criteria</b>	<b>YES!</b> My project has this!
	Symbolism:  Did you create a symbol that represents your subject's interests?	
	Depth:  Is there a clear foreground, middle ground, and background?	
	Craftsmanship:  Did you use materials in a purposeful and skillful way?	

(5<sup>TH</sup> grade)

## ARTIST STATEMENT

\_\_\_\_\_’s Artist Statement

The title of my portrait is \_\_\_\_\_.

I made it by \_\_\_\_\_.

I used the following materials \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_

I am proudest of \_\_\_\_\_.

While creating my portrait, I learned \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Next time, I will \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(5<sup>TH</sup> grade)

## ARTIST STATEMENT CHECKLIST

**My statement has facts about my art:**

Materials used.

How it was made.

Why it was made.

**My statement has interesting information about my art:**

Something a viewer might not know about the artwork.

Something about me as the artist.

**My statement uses my best writing skills:**

Everything is correctly spelled.

Uses correct punctuation.