



## ***Portrait Artist of the Year Episode 301***

# **Education Resources from An Ovation Series *Portrait Artist of the Year Episode 301* (Part 1)**

## **Grade Level – High School**

### **Discipline**

- Visual Arts

### **Materials for teacher**

- Programming clips for 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



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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 19<sup>th</sup> to the 21<sup>st</sup> 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 some or all of the discussion points listed below. The teacher will ask students to make



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notes in their journals about inspirations, ideas, styles, artworks and techniques, in addition to other related issues highlighted in the program clips.

### **CLIP 1**

#### **DISCUSSION POINTS**

- Observe and listen as judges welcome five professional and four amateur artists to the competition.
- Observe the portraits displayed on the wall. Discuss the overall artistic elements, the character displayed in facial expressions, and the body language of the various images. In your opinion, why might these sample paintings have helped secure participation in the event?
- Note and discuss the various styles, brushwork, color and techniques.
- View the seated figure. In your opinion, what might he have been thinking? Expand on various ideas.

### **CLIP 2**

#### **DISCUSSION POINTS**

- Observe this sequence as the artists set up their materials and adjust to the settings. Listen to their initial comments. What do their reactions convey to you?
- Here we meet an amateur artist and learn about his colored pencil technique. In your opinion, is this an effective and impactful style and medium to depict a facial expression? Expand on your opinion.
- As the artists await the sitter, actor Stanley Tucci, make note and discuss the colors in his clothing and the combination of this attire with the dramatic setting where he will be seated.

### **CLIP 3**

#### **DISCUSSION POINTS**

- Observe as the next sitter, actress Indira Varma is introduced to the artists. Listen as she interacts with them, describing her curiosity of sitting still. In your opinion, how important is it for the sitter to make a social connection with the artists as they prepare to paint her image? Expand on your opinion.



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- Lastly, sitter, actor Freddie Highmore is introduced. Listen and observe as he acquaints himself with the setting and with the artists. Describe in a few singular words about this experience. What personality traits do you observe Highmore is expressing?

(Clip 3 continued)

- Take time and make notes about the variety, style and colors of each setting. Cite some comments about how you believe each setting either enhances or conflicts with the character and appearance of the individual sitter.

#### **CLIP 4**

#### **DISCUSSION POINTS**

- In this sequence the individual artists begin to approach their artistic path into the portrait experience. Make note and discuss how they begin the process, and expand on their creations.
- Observe and discuss the use of color in these early stages of the creative process.
- An artist in this segment relates that she is using oil paint. In your opinion what might be the benefit and/or challenges of using this medium to create artwork in this limited time scale?

#### **Activity – Day 2**

#### **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 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.



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**CLIP 5**

**DISCUSSION POINTS**

- Observe, analyze and discuss styles, mediums and techniques, as the nine artists proceed to develop various interpretations of the three sitters and their distinctive backgrounds.
- Describe what you observe of their color selections, brushwork and overall angles they're depicting for their respective sitters.
- Are you beginning to feel character and personalities emerging in the artworks? If so, expand on your opinion.

**CLIP 6**

**DISCUSSION POINTS**

- As you view the interpretations, what energy, attitudes and emotions do you see and feel of these various artworks?
- Take time to observe and make notes about the styles beginning to emerge of the various paintings. Listen as the judges comment on the creative process of the various artists. What singular words would you use to describe these early interpretations of the sitters' facial expressions and their sitting positions?

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**Assessment for these activities, to be determined by the teacher**



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