

## Visual Self-Portraits in the Style of Jaune Quick-to-See Smith

Jaune Quick-to-See-Smith is one of the most recognized American Indian artists today. Her artworks connect her heritage, her personal values, and the environment through representational and abstract images.

“Cactus” <http://asuartmuseum.asu.edu/c/american/jaune.htm>

“Salmon Jumping” [http://asu.edu/news/stories/200510/20051024\\_jauneexhibit.htm](http://asu.edu/news/stories/200510/20051024_jauneexhibit.htm)

“Los Cerillos” <http://www.artnet.com/artist/15736/jaune-quick-to-see-smith.html>



Teacher-created examples of visual self-portraits

**Target Group:** K-4

**Goal (Terminal Objective):** Students will create visual artworks that address personal interests and make statements about their environments. These artworks will show students’ understanding and respect of individuality.

**Objective:** Students will design and paint art works that develop around the principles and elements of design. Students will draw 8-10 images that describe themselves and tell something about the influences of their environments. Each student will include his/her name in one of the images. Completed art works will become visual self-portraits.

**National Standards:**

Visual Arts Grades K-4 Content Standard 1: Understanding and applying media, techniques, and processes

Visual Arts Grades K-4 Content Standard 2: Using knowledge of structure and functions

Visual Arts Grades K-4 Content Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Visual Arts Grades K-4 Content Standard 4: Understanding the visual art in relation to history and culture

Visual Arts Grades K-4 Content Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

**Purpose:** Students will compare and discuss commonalities and differences in their own environments/cultures and those of American Indians, referring specifically to Jaune Quick-to-See-Smith. The completed visual self-portrait will help students understand how everyone is a part of history and how art tells us who we are.

**New Vocabulary:** self-portrait, environment, culture, mixed-media, image, symbol, logo, visual communication

**Materials:**



22-1305 Sargent Art 22g Glue Sticks

66-8222 Sargent Art 8 Ct. Fluorescent Water Colors

22-8423 Sargent Art 16 Ct. Half-Pan Water Colors

22-1530 Sargent Art 8 Ct. Classic Broad Tip Markers

56-6012 Sargent Art 12 Ct. Rainbow Paint Brushes

pencils, permanent black markers and sharpies, water color paper, white sulphite drawing paper, scissors

**Time:** 4 lessons (45-60 minutes each)

**Introduction and Motivation (Set):**

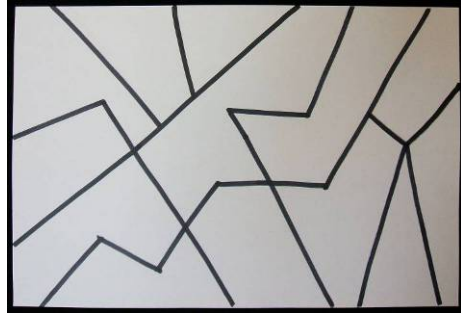
1. Teacher introduces students to American Indian artist, Jaune Quick-to-See-Smith. Students view several of her artworks and discuss how they are visual self-portraits. What can you tell about Quick-to-See-Smith just from looking at her artworks? What are some of her favorite things? Do you think she cares about her environment? Where is Montana?
2. Teacher introduces new vocabulary.
3. Teacher asks students to complete a written “personal choices survey.” Students respond and write down a favorite food, restaurant, sport, hero, hobby, toy, game, vacation, animal, pet, music, movie, TV show, color, school subject, book, season of the year, holiday, and special memory.



## **Instruction:**

### **Lesson 1:**

Teacher presents paintings by the artist. Introduction includes group discussion about American Indian culture and how Quick-to-See-Smith makes each artwork a story of her life. What images are repeated in her artworks? Do you think they are important to her? Students think about images, symbols, and logos that impact their own lives. Students complete the written



“personal choices survey.” Students then take a look at the artist’s style of composing her artworks. What art materials does she use? What is mixed-media? How does the artist paint backgrounds? Teacher introduces the Elements of Design, focusing on line and composition. Students look at teacher exemplars. After teacher demonstrates, students use pencils to divide 12” x 18” water color paper into 10-12 sections, turning paper around to create a balanced composition from all directions. Students outline pencil lines with permanent black marker.

### **Lesson 2:**

Teacher demonstrates water color techniques, including water color wash, line, and blending cool colors or warm colors. Students practice on small papers and then paint their line designs from Lesson 1. While the colors are drying, the teacher demonstrates highlighting some of the sections with water color lines, using smaller brushes and less water. Patterns with fluorescent colors, as well as black, work well. Students complete their paintings by adding a variety of patterns and line designs.

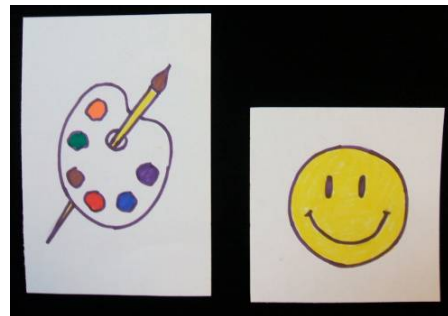


### **Lesson 3:**

Teacher demonstrates drawing images that correspond to answers given on the survey. One image includes the name of the student artist. Students use white sulphite paper and draw 7-8 images that tell something about themselves and their world today. Students outline the images with permanent black marker.

### **Lesson 4:**

Teacher demonstrates adding color to the images drawn in Lesson 3, reviewing line variations (thick, thin, curved, angled, and stippling). Teacher demonstrates how her images are colored in a combination of lines and solids. Students color their personal images. Teacher demonstrates cutting out the images and placing them on the water color background, emphasizing a balanced composition. Teacher demonstrates gluing each image onto the background. Students cut and glue their images to complete their visual



self-portraits. Teacher exhibits the completed art works and allows time for students to evaluate their own work as well as look at the work of their classmates and appreciate individual choices.

**Activities:**

**(1) Guided Practice:**

- A. Students learn about Jaune Quick-to-See-Smith and discuss her artwork. Students watch teacher's step-by-step demonstrations and discuss teacher exemplars.
- B. Students create a visual self-portrait using Sargent Art water colors, paint brushes, markers, and glue sticks. (Clean up with soap and water. Storage on drying racks.)

**(2) Independent Practice and Check for Understanding:**

- A. Teacher circulates through the room during student work time, answering questions and offering support as needed.
- B. Teacher notes students' understanding of directions and reviews them with the class if necessary.

**(3) Closure:**

- A. Students show their visual self-portraits to the class and tell the meaning of the images they chose to include.
- B. Students discuss the importance of respect for individuality.

**Evaluation:**

Level One -- The artwork conveys personal interests and many design elements. The selected images are recognizable and detailed. Craftsmanship is excellent. Student handles materials with confidence. The composition shows a strong sense of originality and balance. Student clearly understands the style of Jaune Quick-to-See-Smith.

Level Two -- The artwork conveys some personal interests and some design elements. The selected images are mostly recognizable and somewhat detailed. Craftsmanship is good. Student handles materials with some confidence. The composition is original and somewhat balanced. The artwork shows that student understands something about the artist.

Level Three -- The student has made an effort to convey personal images and use design elements, but success is limited. Some of the selected images are not easily recognizable. They lack detail. Craftsmanship is fair. Student handles materials with varied confidence. The composition is original but not well-balanced. The artwork shows little reference to understanding the artist.

Level Four -- The artwork does not convey personal interests and does not use design elements. The selected images are not recognizable and there is no detail. Craftsmanship

is poor. Student needs much support in handling materials. The composition shows no understanding of balance. The artwork shows no understanding of the artist.

**Extension:** Students can learn more about Native American art by looking at a variety of American Indian designs found in the following books: Southwest Indian Designs by M.T. Bahti, Indian Designs by D. and J. Villasenor, and Indian Designs by Connie Ash. Sample pages can be found on the American Indian designs books website listed in resources.

**Resources:**

<http://www.rockhounds.com/rockshop/books/designs.shtml>

[http://www.flomenhaftgallery.com/artists/Jaune\\_Quick-to-See%20Smith.htm](http://www.flomenhaftgallery.com/artists/Jaune_Quick-to-See%20Smith.htm)

<http://asuartmuseum.asu.edu/collections/american/jaune.htm>

[http://asu.edu/news/stories/200510/20051024\\_jauneexhibit.htm](http://asu.edu/news/stories/200510/20051024_jauneexhibit.htm)

<http://www.artnet.com/artist/15736/Jaune-quick-to-see-smith.html>

[http://www.es-cat.org/~rclarkinia/pdfs/design\\_principles.pdf](http://www.es-cat.org/~rclarkinia/pdfs/design_principles.pdf)

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