

Who is Cyrus Dallin?

Cyrus Edwin Dallin (1861-1944) Springville, Utah
Jane Dallin--The Artist's Mother, 1904
Sculpture-marble, 22-1/2" x 18-1/2"

SUGGESTED CLASSROOM ACTIVITIES

QUESTIONS FOR LOOKING (History, Aesthetics, Criticism)

What do you feel when you look at this portrait? Would your perception of this sculpture change if this sculpture were a self-portrait, rather than a portrait of the artist's mother? Why do you think he did a sculpture of his mother? How do you think the artist felt about his mother? What emotions would best describe this portrait? What medium is used in this sculpture? Do you think that marble would be an easy medium to work with? Would you like this sculpture as much if it were carved out of wood? What if it were made from recycled garbage? What if it were covered with feathers or beads? What if the artist sculpted his mother wearing her swimming suit and sun glasses? Would you like to be immortalized in marble? Would you like to do a sculpture of your mother? What medium would you use to portray your mother?

ACTIVITIES

1. Visual Arts-expressing

Objective: Students will demonstrate an understanding of the different ways women are depicted in art by comparing and contrasting portraits of women.

Materials: All of the following images can be found on the CD. Teachers may want to add a magazine advertisement featuring a woman and a photograph of a woman to generate more discussion. Other images of art works using females as subject matter can also be used.

Images:

1. *Jane Dallin, The Artist's Mother*, Cyrus E. Dallin
2. *Mother and Child*, Avard Tennyson Fairbanks
3. *A Compromise of Freedom and Control*, Connie Borup
4. *Full Bloom*, Trevor Southey
5. *Waiting Her Turn*, L'Deane Trueblood

Discuss the following questions about the images:

1. Why do you think the artist created this portrait? (Artist's intentions)
2. Who do you think the artist created the portrait for? Who will most likely view it? (Audience)
3. Which style do you like best and why?
4. Do you think there is a difference in the way female artists depict women and male artists depict women? What about in depicting female roles such as caring for an infant?
5. Do you think all artists depict women with the same respect these artists have?
6. In which works was it important for the artist to show a "photographic" representation of his/her model? In which works was it most important to the artist to make the viewer feel or understand something about the model or about what the model stands for? (Motherhood, for instance) How do the titles of the art works give you insights about the artist's intentions?

2. Visual Arts-expressing

Objective: Students will create a portrait of a female figure whom they respect and want to immortalize.

Materials:

a photograph or photocopy
drawing paper or illustration board
pencils varying in softness or colored
pencils

Teachers may want to give students a list of female subjects to work from such as: President's wives, their own mothers or a relative, or famous pioneer women. Another suggestion is to begin by giving students the task of finding photographs or photocopies of females doing various tasks such as welding, teaching, caring for children, public speaking, farming, painting etc. Then, have the students pick the task that would work best as an artwork for them.

For this assignment, students should have had some experience in shading and value. Teachers may want to precede this assignment with some drawing tasks such as having

students create a value scale or practicing shading three-dimensional forms. These basic concepts can be found in art or drawing books or from other lessons found on the CD.

1. Give each student a black and white photograph or a photocopy of the woman they are going to draw.
2. Have students sketch a design for their artwork. Remind them to think about background, symbolism (color, objects, expression, patterns) and how they want the viewer to react to their artwork (do they want their art piece to confront the viewer or to be soft and subtle).
3. Have students lightly sketch their compositions onto their paper or board. (The teacher may want to check the drawings at this time to make helpful suggestions on composition, such as, making sure their drawing uses the whole paper.)
4. Have students shade their drawings.
5. After completing artworks, have students display them for a class critique.

Evaluation:

1. Have the students look closely at each artwork done by their class members.
2. Next, review the questions that were asked earlier when the students viewed the slides in the art history section.
3. Finally, have students write a paragraph on what they thought was and was not successful about their artwork.

3. Visual Arts-expressing

Objective: Create a portrait of yourself as an older person.

Supplies:

paper
pencils
pictures of elderly people, (black and white pictures work best)
slides of appropriate art works
mirrors

The students will create portraits of themselves as an older person.

Have students study how faces age, looking for patterns, such as laugh lines around mouth and eyes. Have them study their own faces in the mirror so they can see where their natural wrinkles may begin to show. Smiling, frowning, looking worried, happy or angry, will help them see the natural lines. Review shading techniques and how to create a wrinkle effect in drawing. Hint--darker areas recede and lighter areas advance.

4. Healthy Living

Objective: Students will discuss skin and how to properly care for it.

Have students work in cooperative learning groups of 4 or 5 students to make a list of things that cause skin to age: sun, pollution, improper care, improper diet, stress etc. Have each group come up with helpful guidelines on how to care for skin (nutrition, cleanliness, sun protection, fluid intake, and proper rest).

5. Science

Objective: Students will study skin and its different layers.

Draw, label, and discuss the epidermis, dermis, and fat layer of human skin.

Discuss how other parts of the body age (skeletal, muscular and other systems).