**Salem Art Association**

**Bush House Museum Art Box**

***Create a Selfie***

**Photograph Backdrops / Wallpaper / Family History**

**Photographs by the Bush Family and Seydou Keita with Portraits by Kehinde Wiley**

Students will study photographs by the Bush Family and Seydou Keita, and look at portraits by Kehinde Wiley. They will look at color, pattern and repetition, in order to create their own photograph backdrops on a large sheet of paper using oil pastels. Questions they will consider include how clothing and posture can interact with a background to tell others about the subject.

**INTRODUCTION**

1. Grade Level: K-12
2. Art Medium: oil pastel | drawing | photography and portraiture
3. Goals and Objectives:
   1. To learn about Bush House Museum and its history
   2. To learn about portraiture and photography
   3. To create a photograph backdrop that considers color, pattern and repetition
   4. To connect a photograph backdrop with the personality of the subject
4. Common Core State Standards met:
   1. 4th Grade Social Sciences Crosswalk
   2. Oregon K-12 Social Sciences Academic Content Standards – K.10/K.17/1.6/1.18/2.1/3.12/3.18/4.3/4.15/4.18/4.19/5.24/5.10/6.4/6.14/7.15/7.27/8.9/8.29/HS.11/HS.55
5. Standards and Instruction in the Arts – Create, Respond, Connect:

[https://www.oregon.gov/ode/educator-resources/standards/arts/Documents/visual-arts-standards-grades-4-8.pdf](about:blank)

* 1. Anchor Standard 1: Creating-Generate and conceptualize artistic ideas and work
  2. Anchor Standard 2: Creating-Organize and develop artistic ideas and work.
  3. Anchor Standard 4: Presenting-Analyze, interpret and select artistic work for presentation
  4. Anchor Standard 8: Responding-Interpret intent and meaning in artistic work.
  5. Anchor Standard 10: Connecting-Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

1. Sheet of Elements of Art [https://www.getty.edu/education/teachers/building\_lessons/elements\_art.pdf](about:blank)
2. Sheet of Principles of Design [http://www.getty.edu/education/teachers/building\_lessons/principles\_design.pdf](about:blank)

**LESSON**

1. Lesson Plan
   1. Element of Art:
      1. **Color** is light reflected off of objects. Color has three main characteristics: hue (the name of the color, such as red, green, blue, etc.), value (how light or dark it is), and intensity (how bright or dull it is).
   2. Principle/s of Design:
      1. **Pattern** is the repeating of an object or symbol all over the work of art.
      2. **Repetition** works with pattern to make the work of art seem active. The repetition of elements of design creates unity within the work of art.
   3. Activities:
2. **Look** at Bush Family photograph images in the *Oregon Historic Photograph Collections, Bush Family Historic Photograph Collection* and Kehinde Wiley and Seydou Keita’s work. Notice color, texture, and repetition of backdrop and clothing worn.

Notice people and posture, position, clothing. What does all this say about the person in the photograph? Look at images from the Oregon Historic Photograph Collection, *Bush Family Historic Photograph Collection* [[http://photos.salemhistory.net/cdm/landingpage/collection/bushhouse](about:blank)],

the marked pages from Seydou Keita’s book and Kehinde Wiley’s portraits.

* + 1. What do you notice about color in Kehinde Wiley’s paintings? What about pattern? How does the background interact with the subject?
    2. What do you notice about the props and background in the images from the Oregon Historic Photograph Collection, *Bush Family Historic Photograph Collection*?
    3. Talk about pattern and repetition in Seydou Keita’s photographs, using the pages marked. These photos were taken between 1935 and 1977. How are they alike, or different, from Kehinde Wiley’s images?
    4. How do all the elements work together to say something about the subject?

1. Each student gets a large sheet of 18 x 24” paper to draw ‘wallpaper’ on, using oil pastels.
2. **Discussion**: Ask students –
   1. How will your ‘wallpaper’, or photograph backdrop, reflect what you would like to say about yourself?
   2. How will you use color to reflect who you are?
   3. What patterns can you think about that you would like to add? What is their origin, their meaning?
   4. How can repetition in the photograph backdrop make you focus on the subject?

i.e. organic forms, lines, imagery such as bricks etc…?

1. **Students complete their photograph backdrop** using oil pastel. Cover the entire paper.
2. **Create portrait** of each student - Find a place in the room to pin up each students drawing at the level needed so that students can pose in front of their photograph backdrop ‘wallpaper’. Ask one person to act as photographer or have students partner with one another. Photos will be a portrait, head and shoulders.
3. **Compile** all digital photos… print…project … use as a starting point for more! See extensions for more ideas!

**MATERIALS LIST**

Oil pastels Sakura Cray-Pas, 25 Assorted $8.17 ea.

Co-Mo Heavyweight Sketch Paper, 18” x 24”, 30 sheets @ $23.95 x 2 = $47.90

Portfolio $59.95

Create portraits using cell phones

**RESOURCE SECTION**

* 1. Bibliography included in Art Box
     1. Oregon Historic Photograph Collection, *Bush Family Historic Photograph Collection* [[http://photos.salemhistory.net/cdm/landingpage/collection/bushhouse](about:blank)]
     2. *Seydou Keita*, *Photo Poche,* Centre National De La Photographie
     3. [www.seydoukeitaphotographer.com](about:blank)
     4. *Kehinde Wiley, A New Republic*, Brooklyn Museum
     5. kehindewiley.com
     6. en.wikipedia.org/wiki/Kehinde\_Wiley
  2. Lesson Plan Extensions/Curriculum Connections
     1. Create a slideshow for an event
     2. Print each students’ photo and turn it into a card
     3. Create a book for the class including each photo
     4. Create a poster of all images in a grid
     5. Print on fabric to create a class quilt
     6. Connect to language arts by asking students to write a poem, haiku, or story
     7. Connect to math by dividing the background into sections/fractions
     8. Connect to science by using microscopic images as inspiration for the background
  3. Evaluation Resources
     1. Art rubric for elementary – included in Art Box
     2. Art rubric for ms/hs – included in Art Box
  4. Student *Kind* Critique - Use Visual Thinking Strategies when looking at art. [https://vtshome.org/](about:blank)

*What is going on in this picture?*

* + 1. Ask each student to talk about their picture, how they developed the background, how it connects to what they wanted to reflect in their self portrait, and how they positioned themselves and why, in the photo. Was it successful?
    2. Talk about the use of color, pattern, and repetition.
  1. Bush House Museum History

Salem’s Bush House Museum, in Bush’s Pasture Park, was the home of pioneer businessman and political influencer Asahel Bush, and his family, from 1878 to 1953. The 100 acre farmstead, which Bush acquired with his wife in 1860, is a portion of the donation land claim Reverend David Leslie (1797-1869) established on the ancestral lands of the Kalapuya people, in the early 1840s. The museum complex, which includes the Bush Conservatory (1882), a root house and the original Leslie barn, now the Salem Art Association’s Bush Barn Art Center, is a rare surviving example of a 19th century farmstead.

Asahel Bush (1824-1913) was founding editor of the *Oregon Statesman* newspaper, 1851-1863, and co-founder of Salem’s Ladd & Bush Bank in 1868. Bush had the Leslie house moved off the property in 1877, and the existing two-story Italianate home was completed the next year. Along with the extant farm buildings, the Bush House Museum retains a significant amount of original furnishings, wallpaper and fixtures. Since 1953, the Bush House Museum’s guided tours and programming have been a significant cultural-heritage asset for Salem residents and visitors. The Bush House Museum interprets Salem’s Bush family and Bush’s Pasture Park, the cultural diversity of Salem history and the development of early Oregon.