

## Part 1: Who am I?

This session:

- Introduces the Me + Us project.
- Introduces art terminology – portrait and collage.
- Asks children to share the objects they have brought to the session.
- Gets children thinking and talking about what makes them unique and what characteristics, experiences or interests they share with others.
- Sees children produce a collage about who they are.

### In advance of the session:

The children will have collected 10-15 objects and photographs to be photographed or scanned during the upcoming sessions.

### Set up:

You will need to establish part of the room as the studio.

Children will also need tables to work on.

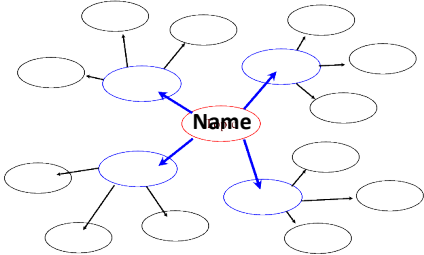

You will need:

- A range of magazines, already checked for appropriateness of content
- A3 paper (one sheet per child)
- A2 paper (one per group of 4-6 children)
- Printed photos of the children from preliminary session
- Examples of self-portraits (one per pair)
- Scissors
- Glue sticks
- Pencils/pens/markers
- Camera + photo studio equipment

## Outline

<i>Time</i>	<i>Detail</i>	<i>Word Wall</i>
20 min.	<p><b>About Me + Us</b></p> <p>Open the session with a circle so that the children can share any bits of news that have happened since the group last met – what we call a <i>Newsround</i>. This is just a chance to catch up with everyone and for the facilitator to be aware of any big changes the children might choose to share. This can be done by going around the circle or just on a volunteer basis, but allow the children the opportunity to share.</p> <p>Me + Us is a project exploring who you are and your views on growing up and living in Scotland. The children will take on two roles during Me + Us – investigator and artist. After a series of workshops, each child will produce a digital self-portrait.</p> <p>What do you remember from last time we met? What do children need in their lives? What are rights? What is human dignity?</p> <p>Ask the children to select one of the objects or photographs they have brought in and share it with the group. What is the item? Why is it important?</p>	
30-40 min.	<p><b>What is a portrait?</b></p> <p>Ask the children what they think a portrait is; this can often seem really simple - 'it's a picture of somebody's face' – but is that all it is? Once you have generated a few ideas of what a portrait might be, watch the video from the National Portrait Gallery. Even people who work in museums struggle to define exactly what a portrait is! The point being that a portrait does not have to look like a school photo; it can be so much more creative and interesting than that!</p> <p>Separate the group into pairs and give each pair an example of a self-portrait by a famous artist. Ask the children to use clues in the portraits to figure out answers to questions like: Who is this person? What does s/he do? When did s/he live? Where is s/he? Is s/he happy, sad, mysterious? What clues did s/he give you? How did s/he represent these things (colour, composition, background/foreground, etc.)? Would you want to meet this person?</p> <p>After the children have had time to discuss their portrait, have the children share their thoughts with the group.</p>	Portrait

<p>10 min.</p>	<p><b>Unique + Shared</b></p> <p>In groups of 4-6, the children will think of things that they share with the group and things that are unique to them. Give each group a large sheet of paper, prepared with a large circle in the middle and smaller circles around it, one for each group member (see Unique + Shared template).</p> <p>In the centre circle, the group will write down all of the things that they share. For example, we all live in the same town, we are in P6, we all like Harry Potter, etc.</p> <p>In their personal circles, the children will write down the things that make them unique, meaning that it applies to no other member of the group. For example, I was born in another country, I speak three languages, I play the tuba, etc.</p> <div data-bbox="443 808 1074 1346" data-label="Diagram"> <p>The diagram consists of a large central circle with the word 'Shared' written inside it. Surrounding this central circle are five smaller circles, each with the word 'Unique' written inside it. The circles are arranged in a pentagonal pattern around the central circle.</p> </div> <p>Some follow-up questions:</p> <ul style="list-style-type: none"> <li>• Was it more difficult to think of things you share with each other or things that were unique to you?</li> <li>• Did you learn anything interesting about your group members?</li> <li>• How did it make you feel to know that certain things only applied to you?</li> </ul>	<p>Individuality</p>
<p>On-going</p>	<p><b>Photo Studio</b></p> <p>While the group is working on their Mind Maps and Identity Collages, individual children can be photographing the objects and/or scanning the photographs they brought in. Depending on the size of the group, this may have to be completed over a few sessions.</p>	

	<p>Some children might find it difficult to gather 10-15 items right at the start of the project. This can be an organic task, so as the group moves through the sessions, the children may understand the task better and feel more confident at selecting items to bring in.</p>	
<p>10-15 min.</p>	<p><b>Mind Map</b>  The final Me + Us self-portrait should represent all aspects of your identity. However, it is necessary to do a bit of thinking beforehand about the things that are important about you. What are the things that make you, you? Which of these things are you proud of and are happy to share with others? Are there other aspects of your identity that you keep private?</p> <p>In their sketchbooks, ask the children to write their name in the middle of a page and then brainstorm all the things that make them who they are – family, country, hobbies, interests, goals, likes/dislikes, quirks, etc.</p> 	<p>Identity Pride</p>
<p>45-60 min.</p>	<p><b>What makes me, me?</b>  Now the children will produce an Identity Collage. Hand out a sheet of A3 paper and copies of the photographs taken last session. Using the collection of magazines, the children will cut out images/words that represent the things in their Mind Maps. Encourage the children collect a bunch of different images before they begin gluing. Remind children to think about the placement of their images and how they relate to other images.</p> 	<p>Collage</p>

15 min.	<p><b>How is it going so far?</b></p> <p>After the children have completed their Identity Collages, ask them to sit in a circle and share their collages with the group.</p> <p>This is also a chance to review what you've done today – ask about the words on the Word Wall, their favourite activities, what they've enjoyed/not enjoyed.</p> <p>For next time, the children should bring their objects/photographs again if they were not able to take photos/scan them today. Encourage the children to keep looking for important items that they might want to include in their final self-portraits – the more variety they have, the easier their self-portraits will be.</p>	
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This session requires the following Me + Us props or resources:

- [Link to National Portrait Gallery video](#)

### Tips for finding examples of self-portraits

For the portrait activity above, you will need enough examples of self-portraits for each pair to have one.

To avoid complications with copyrighted photos, we have not provided images with this pack. However, a simple *internet search* will produce a plethora of self-portraits to use in your Me + Us workshop.

Alternatively, visit your local *library* and select a few art books that contain self-portraits.

Select self-portraits that will be interesting and thought-provoking to the children in your group. Choose a variety of **artists** (male/female, ethnicity/nationality, etc.), **periods** (Renaissance to Modern) and **media** (painting, photography, sculpture, etc.), so the children will be introduced to all different kinds of self-portraiture.