

A Portrait of Quarantine

Inspired By: Olivia Stark and Tessa Heck
Topics: Art & Psychology

Grades: 3 and up
Estimated Time: 30-60 mins

Materials

Acrylic or tempera paint, canvas or wood panel, paper, cardboard, paintbrushes, pencil, color markers, ink.

Key Terms

- **Color Theory:** The idea around why we choose the colors in our artworks.
- **Proportion:** Relating to how big or small you make something.
- **Abstract:** Color, lines, and shapes, not intended to represent objects or living things.
- **Composition:** The way color, lines, shapes, and living things interact to make your eye move around the artwork.
- **Tint & Shade:** A tint is mixing white with a color, to make it lighter. A shade is mixing black with a color, to make it darker.
- **Surreal:** When an artwork seems dream-like, weird, or goofy.

Introduction

Artist Tessa Heck's painting "Quarantine Dreams" at Kalico Art Center, is the motivation for her series of masks that she painted during the long spring of quarantine. Tessa is able to use her imagination to think about different colors and shapes to make her masks. Tessa said that the masks she painted are inspired by fancy clothes (fashion) that are dream-like and goofy. Allowing Tessa to be very creative in combining shapes and colors to express different emotions.

Artist Olivia Stark's paintings are a reflection of her inside, she uses color to convey her inner thoughts. Olivia wants her painting to act as if they are alive, being able to move and be felt. Olivia's process can be described as "action painting" they are layers of physical information; you can sense how fast or slow she moved while painting. Olivia once believed "you needed to be special to make art". But through the act of making and the art of movement, Olivia's opinion has changed.

Process

Step 1: Choose a subject for your drawing or painting, either yourself or a room you spend a lot of time in during quarantine or both!. Now, think about quarantine, and how it has made you feel, brainstorm emotional words, list as many as you can. Then connect the emotional words to colors. For example, love or strength may feel like RED. Think of a word and color combo that is your general feeling of quarantine, use your watercolors and or paint to make this color in it's lightest tint as your background, creating a mood for your drawing.

Step 2: On your background, start your drawing with a pencil, think about your subject (yourself or a room).

Grades 6 and up - Try drawing it from memory first, then draw it again on top of the first drawing while looking at your subject. Do not worry about being perfect just draw! You should have two drawings, slightly different, right on top of each other.

Step 3: Now look at your drawing. Do all these lines make any fun shapes? Now fill them in with color!

Grades 6 and up - Now look at your two drawings on top of each other, do all these lines make any fun shapes? Could you pick a few out and put another emotion color within this new shape? Are some of the shapes you see very small and others large? Pick as many shapes as you want and fill them in with colors you chose to match your emotions.

Step 4: Take a moment to think, should there be any more lines? Or more color(s) to express my emotions.

Grades 6 and up - Once you have filled in your colors, begin to highlight or take away certain lines, should you make some lines darker? Thicker? Or maybe even try to erase a few. Think about how different mark-making can describe different meanings. What emotions do hard, fast-lines create? What about soft, or spotted marks? Add different marks with your ink or paint. Reflect on the result.

Step 5: Share your drawing with your friends and see if they can guess how you feel from the colors you used in your picture.

Grades 6 and up - Continue adding colors and lines till you feel your piece is complete. Try starting a new piece with a different mood color and subject and compare the two.

Reflection

- Share with your peers and discuss the choices you made- subject, messages, colors, etc...
- Try taking photos of your piece and add filters to change the emotion.
- Think about why you picked certain words and color combos.
- Did the colors you picked display your mood?
- Share your work on AMM's Community Gallery!

Standards

- **Anchor Standard #1:** Generate and conceptualize artistic ideas and work
- **Anchor Standard #3:** Refine and complete artistic work
- **Anchor Standard #6:** Convey meaning through the presentation of artistic work
- **Anchor Standard # 7:** Perceive and analyze artistic work
- **Anchor Standard #8:** Construct meaningful interpretations of artistic work
- **Anchor Standard #10:** Synthesize and relate knowledge and personal experiences to make art

Color Wheel Attachment

Have students take 10-15 mins and write emotions on the color wheel below. Think about which color can evoke certain emotions. Does the tint or shade of a color change that emotion?

