



Academic Resource for Teachers & Students

JIMMI TORO
08.31.17 - 11.26.17

K-5



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lesson overview

lesson plan

Designed to extend and enhance the learning experience of our exhibits while linking to core curriculum subject matter.

lesson objectives

- To learn about portraiture.
- To draw a face from observation.
- To understand and recognize symbols.
- To create a portrait that is symbolic.

core curriculum tie-ins

Kindergarden through Fifth Grades:
Visual Art, Social Studies and Science.

lesson overview

On the A.R.T.S. tour, students will learn about the artwork and ideas of Jimmi Toro. Then, students will study the tradition of portraiture and draw an image of a face that shows qualities, personality, history and traits, with the use of symbols.

length of class

One to Three Class Sessions.

supplies

- Images of artwork by Jimmi Toro (with the use of a projector or color prints).
- Copy Paper and Drawing Paper.
- Pencils and Erasers.
- Colored Pencils.
- Markers.



JIMMI TORO – JAMES MORRIS

core curriculum tie-ins

1st grade Social Studies

Standard 2 (Citizenship):

Students will recognize their roles and responsibilities in the school and in the neighborhood.

Objective 3

Name school, neighborhood, Utah state, and national symbols, landmarks, and documents.

- Identify school symbols and landmarks (i.e., mascot, songs, events).
- Identify Utah state symbols, documents, and landmarks.
- Identify national symbols, documents, and landmarks.

2nd grade Social Studies

Standard 1 (Citizenship):

Students will recognize their roles and responsibilities in the school and in the neighborhood.

Objective 3

Name school, neighborhood, Utah state, and national symbols, landmarks, and documents.

- Identify school symbols and landmarks (i.e., mascot, songs, events).
- Identify Utah state symbols, documents, and landmarks.
- Identify national symbols, documents, and landmarks.

3rd grade Visual Art

Standard 3.V.CR.5:

Elaborate visual information by adding details in an artwork to enhance meaning.

Standard 3.V.R.1:

Contemplate about the processes an artist uses to create a work of art, and determine messages communicated by an image.

Standard 3.V.R.2:

Analyze use of media to create subject matter, characteristics of form and mood.



JIMMI TORO- SOUL

core curriculum tie-ins

3rd grade Social Studies

Standard 2:

Students will understand cultural factors that shape a community.

Objective 1

Evaluate key factors that determine how a community develops.

- b. Describe how stories, folktales, music, and artistic creations serve as expressions of culture.

4th grade Social Studies

Standard 2 (Citizenship):

Students will recognize their roles and responsibilities in the school and in the neighborhood.

Objective 2

Describe ways that Utah has changed over time.

- a. Identify key events and trends in Utah history and their significance (e.g. American Indian settlement, European exploration, Mormon settlement, westward expansion, American Indian relocation, statehood, development of industry, World War I and II).

5th grade Science

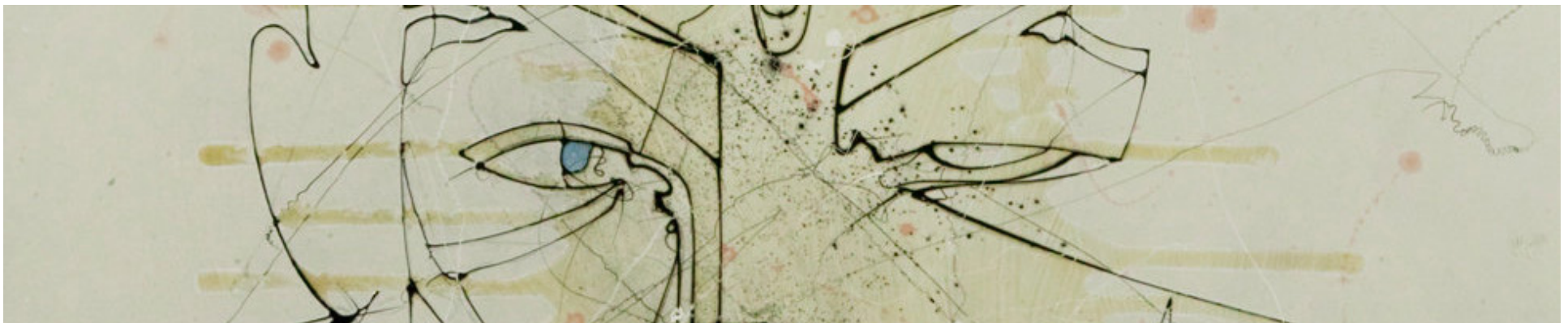
Standard 5

Students will understand that traits are passed from the parent organisms to their offspring, and that sometimes the offspring may possess variations of these traits that may help or hinder survival in a given environment.

Objective 1

Using supporting evidence, show that traits are transferred from a parent organism to its offspring.

- a. Make a chart and collect data identifying various traits among a given population (e.g., the hand span of



JIMMI TORO- USHI DETAIL

ABOUT

Jimmi Toro : Kindle A Light

Jimmi Toro's new multi-media exhibition is inspired by Carl Jung's observation that, "As far as we can discern, the sole purpose of human existence is to kindle a light in the darkness of mere being." Toro is a Salt Lake City-based painter, singer-songwriter, multi-instrumentalist and music producer. In *Kindle a Light*, he brings together all of these creative pursuits to present an immersive experience for the viewer. Music, art and video combine to examine humanity in its many forms. Through an evocative use of color and line, and sound and movement, his work speaks to the deep connections that bind us all.

Kindle a Light will also feature artwork by students in the Kimball's Young Artists' Academy, who worked closely with Toro in Fall 2016.



JIMMI TORO - SEPERATION III



JIMMI TORO - LIVE HIGH



JIMMI TORO - SEPERATION IV

lesson plan

1. Discuss the work of Jimmi Toro and his interest in portraiture. Ask students what is a portrait? In the history of art, a portrait can be a sculpture, a painting, a form of photography or any other representation of a person, in which the face is the main theme. You could also say the face is the subject. Why draw or paint a face? (Explain to students the importance of artist portraits before the invention of a camera) Discuss what it means to capture a likeness. A likeness is when an artwork really looks like the person and is recognizable. When creating official portraits, a likeness is very important.

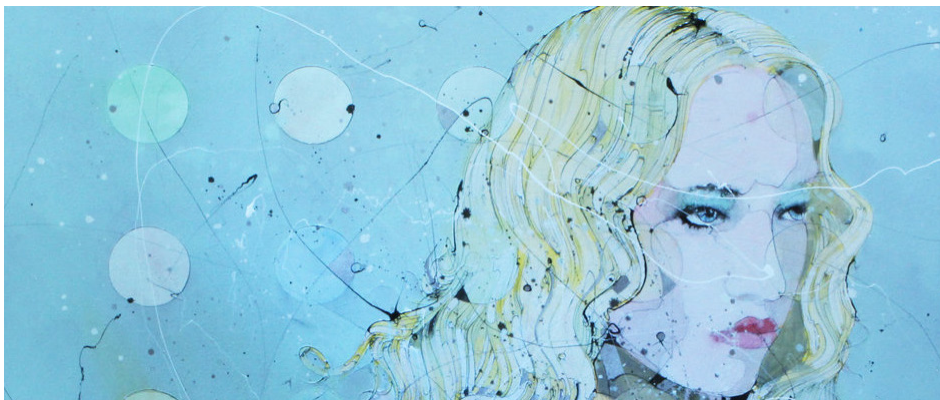
2. Ask students what they learn about

someone when they look at their portrait? Take a closer look at one of Jimmi's portraits and make a list on a white board of qualities that are visible in the portrait. What can we guess about this person?

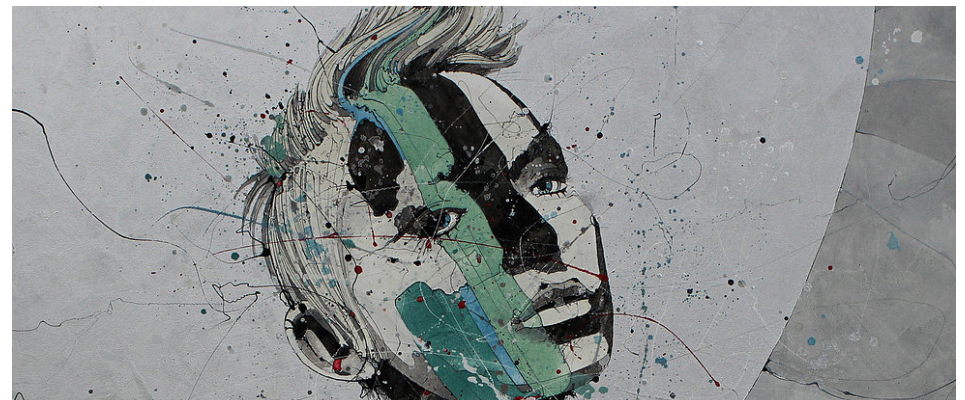
2. Tell students that they will be creating portraits of each other. Pass out copy paper and pencils. Pair students so that they are sitting at a table across from each other. Demonstrate a blind contour drawing. To create a portrait it is important for the artist to stare at the person who is posing. Tell students to keep their eyes on the person sitting across from them and to not look at the paper until they are finished. This is a good exercise to develop observational skills.

Talk about how important it is to look at someone in order to capture a likeness. Have students take turns drawing blind contours of each others faces (10 min each). Emphasize that contour is an outline that represents the outside edge of a shape.

3. Display the portraits that the students created and discuss the experience and the likeness of the portraits. Ask the students if these portraits capture any other qualities about the person beyond what they look like. Ask students how they could create a portrait that captures not just the surface (what they look like) but also the inside of a person (what they think about or their personality).



JIMMI TORO -



JIMMI TORO -

lesson plan continued

4. Have the students pair up again. Ask students to focus on the personality of the person instead of their appearance. They can ask each other questions like: what are some of your favorite things to do? What are your personality traits? What is your family like? Have students add these qualities to their blind contour drawings. Students can use color, shapes, or lines to add these more abstract qualities.

5. Display the portraits again and talk about what the students added to these portraits to show more about the 'inside' of the person. Some students will probably have added illustrations or symbols to their portrait to show personality. Identify symbols in the

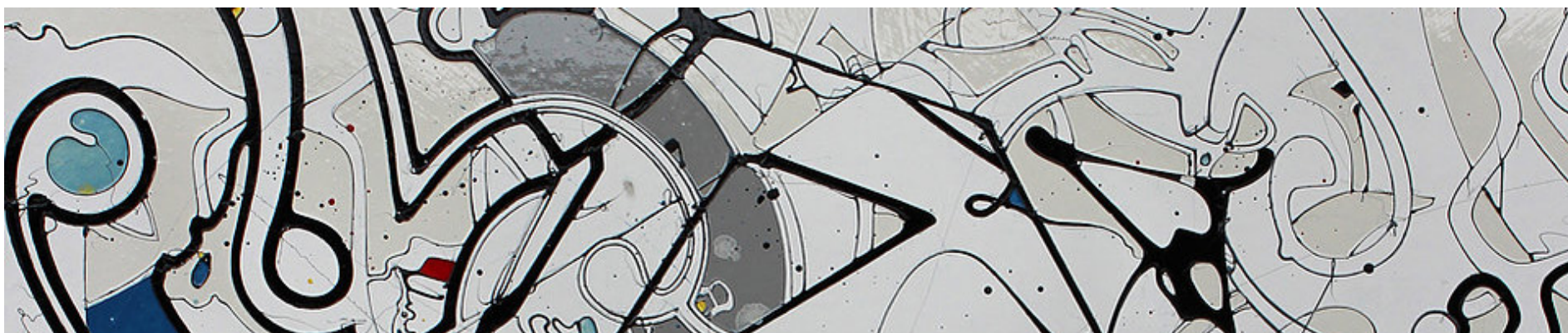
portraits and ask students if they can define a symbol. A symbol is a person, place, or object that stands for something beyond itself. On a white board have students create a list of symbols of America, Utah or school to better understand the concept.

6. Students will use this new knowledge about symbols to further refine the portrait of their partners and integrate their own symbols. When they have completed a draft, students can work on a final portrait on a sheet of drawing paper.

(For K-3 focus on using known symbols from the community or creating new symbols).

(For 4th grade discuss how a family history is an important part of what makes up an individual. Ask students to trace their family history in Utah and use this family tree as the inspiration for symbols to include in a self-portrait).

(For 5th grade ask students to make a list of traits passed down in their families from one generation to the next. Then have students include these traits symbolically into a self-portrait).



JIMMI TORO - DETAIL

vocabulary

Blind Contour – Blind contour drawing is a drawing exercise, where an artist draws the contour of a subject without looking at the paper.

Features – A feature is a part of the face.

Observational – The activity of paying close attention to someone or something in order to get information.

Portraits – A found object is a natural object or an artifact not originally intended as art, found and considered to have aesthetic value.

Qualities – Qualities are distinctive attributes or characteristics possessed by someone or something.

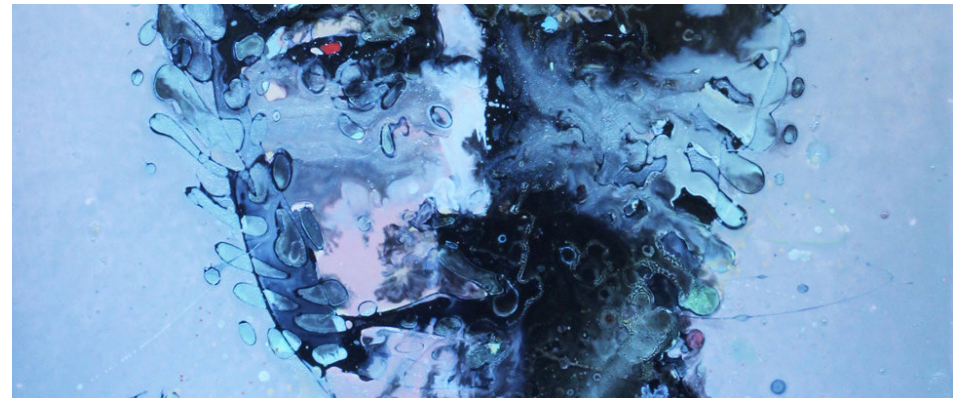
Recognizable – Something that is recognizable is easy to see and understand.

Specific – A specific quality of the face is special or unique.

Symbol – A symbol is something that represents something else by association, resemblance, or convention, especially a material object used to represent something invisible.



JIMMI TORO – CHOSEN



JIMMI TORO – ALZHEIMERS

resources

Portraiture:

http://www.metmuseum.org/toah/hd/port/hd_port.htm

<http://www.hellowonderful.co/post/12-CREATIVE-SELF-PORTRAIT-ART-PROJECTS-FOR-KIDS>

Traits:

<http://teach.genetics.utah.edu/content/heredity/>

<http://sciencenetlinks.com/lessons/plants-1-plant-parents/>

<https://www.scientificamerican.com/article/how-are-traits-passed-on/>

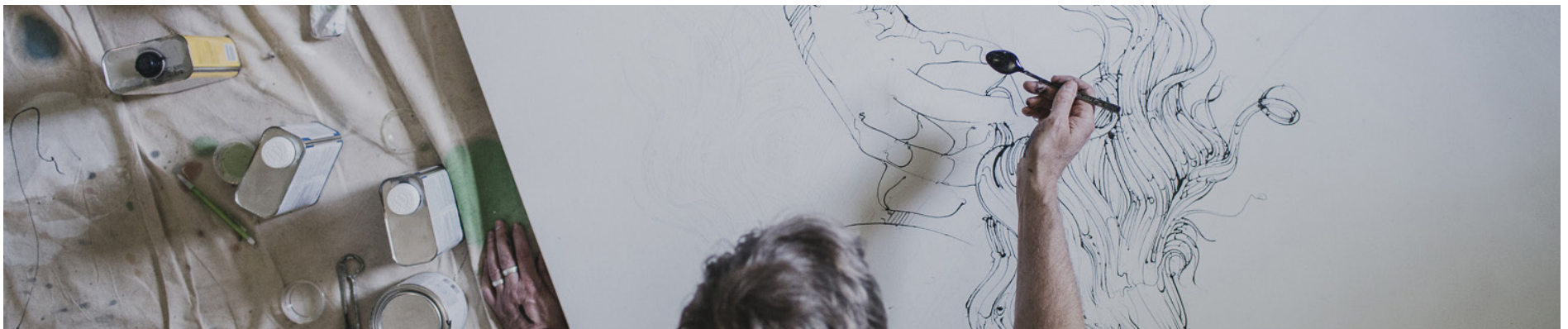
Symbols:

<http://www.teachingchannel.org/videos/symbolism-art-lesson>

http://www.sedl.org/afterschool/lessonplans/index.cgi?show_record=123

<http://study.com/academy/lesson/teaching-symbolism.html>

<https://www.education.com/lesson-plan/american-symbols/>



JIMMI TORO – IN THE STUDIO