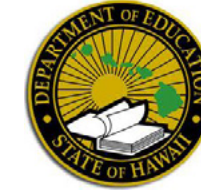


READ A WORK OF ART AS YOU WOULD READ A BOOK

Honolulu
Museum of Art



Teachers *Teaching* Teachers
THE PROFESSIONAL DEVELOPMENT CENTER
AT HANAHAU'OLI SCHOOL
Endowed by the
Clarence T.C. Ching Foundation

Art is a powerful pathway into the Hawai'i Common Core

Observe

Look closely and quietly.

Describe

What do you see?

Interpret

What do you think this painting is about and what makes you say that?

Connect

What does this remind you of? Why? What more do you want to know? Why?

Learn more at
HawaiiPublicSchools.org



ON THE COVER:

Yan Pei-Ming

(Chinese, born 1960)

Portrait of Iz, 1997

Oil on canvas

70 × 65 ¾ in.

The Artist:

Yan Pei-Ming

YAN PEI-MING IS KNOWN FOR HIS GIANT, EXPRESSIVE PAINTINGS OF FAMOUS PEOPLE.

Born in 1960, in Shanghai, China, he began painting at age 10 by copying the political *propaganda* posters that were hung throughout towns and cities. When he was 12, Yan Pei-Ming was so inspired to learn to paint that he organized his own art lessons. He and a teacher cleared out a tiny shed to create a studio and found other students interested in learning to paint. In 1974, when he was just 14, he became an artist who specialized in *propaganda*, painting gigantic red murals of Chairman Mao Zedong in schools and factories. After failing the entrance examination for the Shanghai School of Fine Art, Yan Pei Ming moved to France where he enrolled at the School of Fine Arts in Dijon, where he still lives and works today.

Echoing the murals he painted as a teenager, Yan Pei-Ming's paintings are usually very large—it is not unusual for him to work with canvases that are nine feet tall. He creates his portraits quickly, working on all areas simultaneously, laying down some background, and then painting part of the figure, followed by an outline, then returning to the background.

The Artwork:

Portrait of Iz

Israel "Iz" Ka'anoi Kamakawiwo'ole is an internationally known icon of Hawaiian music. Born in 1959, in Honolulu, he was only 10 when he gave his first public 'ukulele performance. Iz was a founding member of the Mākaha Sons of Ni'ihau and recorded many albums with the group as well as on his own. His 'ukulele version of the well known song "Over the Rainbow," which was written for the film *The Wizard of Oz*, has been featured in films, television series, and commercials. Kamakawiwo'ole battled health issues his entire life due to his large size and died in June 1997 from complications of obesity at age 38.

How did Yan Pei-Ming come to paint a portrait of such a treasured figure of Hawai'i? A few months after Kamakawiwo'ole's death, Yan Pei-Ming was invited to participate in an art exhibition at the University of Hawai'i's East-West Center. He painted 20 portraits over the course of a few weeks, including local residents who posed for him, and, in the case of Kamakawiwo'ole, a prominent figure gone too soon.

Observe, Describe, Interpret, Connect (ODIC)

Four simple steps to engage with art:

The key to this looking strategy is to prompt students to describe and report as much as they see, with evidence from within the artwork.

You may be surprised what they come up with given the opportunity to just look.

The hardest part is allowing students time to look on their own—resist the urge to share what you see or what you think they should see.

OBSERVE: Start by taking a minute or two to do some silent, close looking.

DESCRIBE: Have students describe what they see, using evidence from within the artwork.

What is the first thing you notice? Where do you see that? Think about the elements of portraiture (facial expression, eyes, gesture, clothing, setting and objects) as you describe what you see. Use quantity, size, and color words to better describe the elements.

INTERPRET: Have students interpret what they see by thinking about the time, place, mood, intention, and content of the painting.

CONNECT: Have students connect the artwork to their own lives to make it relevant.

Does this remind you of something from your own life? Can you relate to what's going on in this picture? What more do you want to know? If you could ask the artist one question about the image, what would it be?

Honolulu Museum of Art

The museum offers:

Free guided school tours

Teacher resources

Lending Collection

Outreach programs

Art School classes

To learn more, go to honolulumuseum.org and click on Learn

For images, biographical information and basic musical terms, visit honolulumuseum.org, click on Learn in the menu and go to Teacher Resources.



Connecting to Standards

Hawaii Common Core ELA-Literacy Standard

(CCRA.R.9)

Analyze how two or more texts address similar themes or topics in order to build knowledge to compare the approaches the authors take.

Using Portraits as Biography (process adapted from Focus 5, Inc.)

(www.artsintegrationconsulting.com)

- Have students examine several portraits of Israel Kamakawiwo'ole.
- Ask them to compare/contrast the choices the artist made in the portraits.
- Sample prompt: *What is the same about these portraits? What is different?*
- Remind them to notice elements of portraiture such as facial expression, focal point, gesture, clothing, setting, objects, size, quantity, and color.
- Discuss with students the idea that artists make specific choices in their artwork and that each portrait tells us something about the sitter. We can use our inferences, predictions and conclusions to try to interpret the portrait, to figure out what it means.
- Ask students to begin to draw conclusions and make predictions and inferences using the sentence frames that follow for support. This could begin in partners and then move into a group discussion. Ensure students speak from evidence and when they do not, prompt them with, "What is it you saw that makes you say that?"

When I see _____,
it makes me think _____.

When I see _____,
it makes me feel _____.

When I see _____,
it makes me wonder _____.

Moving into inquiry

- Ask students to generate meaningful questions about the portrait(s). You may choose to chart their questions.
- Provide resources for students to read and learn more about Israel Kamakawiwo'ole and get answers to their questions. (See Teacher Resources on web)
- You might want to remind students that artists make specific choices in their works and ask them: What do you think the artist may have been trying to teach or show the viewer about Iz? Remind them that their inferences should be supported by both visual evidence from the portrait and written evidence from text.
- Ask students to compare what they learned from the portrait with what they learned from reading written text.

Hawaii Content and Performance Standards III Fine Arts-Standard 2: Music

Understand and apply elements of music and understand how music communicates ideas, feelings and experiences across cultures.

- Introduce students to some musical terms. Play music by Kamakawiwo'ole and ask students to discuss the music using the terms introduced. Have them discuss how listening to the music adds to their understanding of Iz, gained by studying the portrait and written biographical information. (See Teacher Resources on web)

Hawaii Content and Performance Standard III: Social Studies Standard 3: History: MODERN HAWAIIAN HISTORY

Understand important historical events in Modern Hawaiian History (SS.9MHH.3.9)

Analyze significant contemporary issues that influence present-day Hawai'i, such as the Hawaiian Renaissance, the sovereignty movement, current land issues, and the influx of new immigrant groups.

- Many musicians have used their art to communicate about time and place. Kamakawiwo'ole was known for promoting Hawaiian rights and Hawaiian Independence. One example of this is his song "Hawai'i '78." You may want to have students listen to the song and discuss the lyrics.

