**Does a portrait need a face?**

This is the second of 4 sessions exploring ideas about identity and portraiture.

The times given for each part are just a suggestion – you can adapt to suit your group.

**Session 1 What is a portrait?**

**Session 2 Does a portrait need a face?**

**Session 3 Brain or body?**

**Session 4 A portrait of Scotland**

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| **Session 2** |
| **Description** | Session 2 deepens the exploration by comparing portraits that do and do not depict a face. Students will discuss 3 new portraits, create a portrait / comic strip or story and consider what you can and cannot tell from a portrait.  |
| **Key Question** | Does a portrait need a face?This is the central thematic question of the session but treat it as a guide. Your group might well take you in a different direction, but this should be a good place to start.  |
| **Session outline** | **Part 1 Group discussion**Look at 3 different portraits and discuss them 10-20 mins **Part 2** Watch a short video to compare 2 portraits, with and without a face 10 minsCreate a portrait / comic strip or story 20-60 mins**Part 3**Socratic circle 10 mins |
| **Resources** | Art materials – whatever you have available  |

**Introduction**

Use this introduction to remind the group what philosophy is and how you will be doing philosophy together.

Set expectations:

* Three things that I want you to do: Think, talk, listen
* It’s about working out what makes sense - so you’re listening to your groups’ views, and your own ideas, and thinking ‘Does this make sense’?
* Not like maths – there’s no specific answer that we’re looking for.
* We’re exploring ideas together.
* Tell them a little about what respectful dialogue is - listening to others/ no interruption.
* If there is disagreement, then disagree with ideas respectfully using reasons, don’t laugh at people or say they’re stupid.
* This discussion will help with the discussions or Socratic circles at the end of sessions.

### **Philosophical Inquiry**

* *After asking a question, allow students the time and space to reflect on their responses.*
* *First, give them 30 seconds of individual thinking time.*
* *Then, give them 2 minutes to discuss with the person next to them before opening up the discussion to the group.*

**Part 1 Group discussion**

Stimulus: Show one image at a time and ask the group:

What do you see?

Can you tell anything about what this person is like? If so, what do you think they are like?

Accept answers such as ‘not sure, it’s just a feeling’ (emergent: ‘can feelings tell us what things are?’ or ‘what can we learn from feelings?’)  or ‘I don’t think you can tell anything about them’ - open up the latter (e.g. ‘can you say more about that?’).

Students may also have divergent views on the gender of the person in the third portrait. Allow them to express their ideas, and if a student is trying to refer to that person without committing themselves to deciding, you can suggest they talk about ‘the person’ and use ‘they’ pronouns.

This person does identify as a man, and you can choose whether or not you reveal this to the group. On one understanding of gender, you can’t tell someone’s gender by looking.

Ask them to justify their opinions.

**Part 2 Portraits with or without a face**

Ask students to watch this video that compares 2 portraits, one with a face and one without.

Does a portrait need a face? (2 minutes 04 seconds)

<https://www.youtube.com/watch?v=tQ_gsSXUmV4>

Allow them to talk in pairs for 2 minutes before asking the whole group.

**Possible nested questions:**

What tells us more about someone,

Their face

Their body,

Their clothes,

The objects around them,

Their location

The colours used in the portrait?

What can’t a portrait tell you about a person?

Can you tell anything about someone from their portrait?

**Possible emergent questions:**

Does a portrait tell us about a person or a scenario?

Can a portrait tell you about something other than a person?

Can a portrait tell you anything about the artist who made it?

 Ask students to make a portrait of somebody that they think deserves a place in the Scottish

 National Portrait Gallery.

**Create a portrait / comic strip / story**

Allow your students to choose between:

Making a self-portrait. Encourage them to think about how best to show themselves eg with a face or not, with objects, a location that is meaningful to them; what materials they will choose (2D or 3D, photo / paint / drawing / sculpture), colours, size

Drawing a comic strip of one of the people in the images above

Writing a story about one of the people in the images above

Encourage students to look at each others’ work, before and after completion. Invite them to comment on what they notice or like about each others’ work.

**Part 3 Socratic Circle**

Ask students: did you learn something when drawing or writing?

**Possible nested questions:**

Does drawing something change how you think/feel?

Do you learn through looking carefully?

Does creativity help us think?

**Possible emergent questions:**

Is it important to look?

Is it important to tell stories?

What makes us good/bad at something? How can we tell?