



AERO: Visual Arts

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| Subject/Course: | 2 Dimensional Design |
| Grade Level: | 7 th & 8 th grade art |
| Topic/concept: | Story Art with Jacob Lawrence |
| Estimated Time Required: | Eight, 90 minute days |

Desired Results:

1. Standard(s) and Relevant Benchmark(s)

- 1.1 Use the creative process to plan, organize and problem solve
- 2.1 Understand how history and culture have influenced art.
- 4.1 Make connections to other curricular areas.
- 4.2 Make personal connections with visual art.

2. Enduring understandings

Students will understand that cultural history and daily life can greatly impact the work of an artist and that art, being a visual medium, can document history in a way that the viewer can form a personal connection and understanding, no matter what their language may be.

3. Essential or unit questions

1. How can cultural history affect one's work of art?
2. How can art be used as a universal language?
3. What influenced Jacob Lawrence's artwork?
4. How can images be simplified and still tell a story?
5. Can bright colors and simplified forms, at times, be more interesting and easier to relate to than a detailed piece of work?
6. How can color carry you through a work of art as a compositional tool?

4. Specific knowledge or skills

1. Artwork is often influenced by what is happening around you, whether it is personal, every day life, or historical happenings.
2. Artwork can be used to tell a story or to express an emotion in a way that can break language barriers.
3. Jacob Lawrence had a rough beginning, but through his struggles was influenced by the world around him and created works of art that captured his own experiences growing up in Harlem, NY, and the journey of African Americans as they left slavery and migrated into a more common and free life style. By pushing forward with his art, Jacob Lawrence reached

international acclaim and became the first African American to be featured in a gallery. Today his work is well known and housed in galleries around the world.

4. A story can be represented visually using simplified form and basic colors.
5. Colors can be used as a compositional tool to draw the viewer in and carry their eye around the work.

Evidence of Learning:

Description of the culminating task:

Students will create a story based on a historical event that they have lived through OR a story of their day-to-day life, with the choice to include the day-to-day happenings of their community. After completion of their story, students will turn in a painted illustration depicting a scene or event described in their written work using tempera paint.

| 2. Summative Assessment | | | | |
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| Criteria | 1 - Attempts the standard | 2 - Approaches the standard | 3 - Meets the standard | 4 - Exceeds the standard |
| Line drawing | You can see sketch lines and smudges through the paint. | Some sketch lines and some smudging is still visible, although it is apparent that the student tried to clean up their work. | There are no sketch lines or smudges noticeable in final work. | Lines were drawn so lightly that there is no evidence of the under-drawing through the paint. |
| Composition | Final composition is small and does not fill the space. | Final composition has large areas of negative space and work seems unbalanced | Final composition is well balanced with positive and negative space. | Final composition is dynamic and unique to the individual. Cropping has been applied and negative space is at a minimum. |
| Use of color | Color was laid down with little thought as to how it can benefit the over all work. | A limited color pallet has been used, but one side of the composition might feel color heavy. | A limited color pallet has been used. Color has been used as a compositional tool to pull the viewers gaze around the work. | A limited color pallet has been used. Color pulls viewers gaze around the work and allows viewer time to focus on small details before being forced out to see the painting as a whole. |
| Paint application | Paint has been applied quickly, colors have been mixed unintentionally, and edges are sloppy. | Paint may be a bit blended on the edges of the form, there is evidence that paint splattered or ran due to carelessness, but student has attempted to fix mistakes. Detail may have been added, but is chunky | Paint has been applied with care. Edges are crisp and colors have been applied in a way that they can be true colors, and not blended. Detail has been added using a smaller brush. | Paint is applied with care. The entire surface is covered. The students has attempted two-toning a color to achieve depth. |
| Creativity through Detail. | Simple and lacks detail. | Detail has been added, but there are large spaces of work that could be amplified. | Work is filled with detail and it is easy to relate visual work to detailed writing. | Work contains hints of other parts of story, going beyond the main goal of illustrating a single scene as written in individual story. |
| Effort | Student spent a lot of class time sitting around and rushed to get work finished. | Student had to be reminded to stay on task, but once reminded would work independently for a while. | Student stayed on task and worked hard through project. | Student stayed on task and used time outside of class to work on assignment. |

On the back of this page, write a few sentences about how you think your work reflects the style of Jacob Lawrence's art.

Instructional Plan

Instructional activities, including time and materials needed.

1. Day 1:
 - a. Students and teacher view works by Jacob Lawrence. The teacher explains Jacob's life and students are taught how he became an artist and what type of experiences influenced his work. Students are lead to discuss how JL simplified forms and choice of color create a dynamic composition and tells a story.
 - b. **Hand out and review writing checklist (summative assessment).** Students are prompted to write a story based on a personal routine, day-to-day life in their neighborhood, or a historical/cultural event that they lived through. Once stories are complete, students will critique their own work using the "writing checklist" and will turn it in for a grade. Teacher may talk with students personally about their work, using the "writing checklist" as a guide and a forum for improvement. Students are asked to type final story once changes have been made. If they do not finish their story in class, which is likely, students will be instructed to finish their story for homework.
2. Day 2:
 - a. With their story complete, students create three scenes to depict their story. Illustrations should be well thought out and include detail and should be easily understood by viewer.
 - b. Once drawings are complete, teacher and student work together to pick the illustration that will be used for the final project.
3. Day 3:
 - a. Once students have picked their final illustration, students will draw (line drawing) it to scale of final work (11x13) on heavy watercolor paper or 90lb drawing paper.
4. Day 4:
 - a. Students will review select work by Jacob Lawrence, focusing on color and paint applications and how it adds to the overall composition and feel of the work.
 - b. Teacher will demo how to work with tempera and students will complete and exploratory activity.
5. Day 6:
 - a. Students will continue to work towards final project. All students should be at the painting stage.
 - b. Class will decide how much more time they will need to finish their project and time will be added, Day 6's plans may be repeated
6. Day 7:
 - a. Work day, or final day depending on outcome of the class discussion at the end of day 6.
7. Day 8:

Formal critique: each student will display his/her work and will read their accompanying story. Students presenting work will lead critique/discussion on their work.

Resources:

<http://www.phillipscollection.org/lawrence/>

<http://www.whitney.org/jacoblawrence/>

<http://www.pbs.org/wnet/aaworld/arts/lawrence.html>