

WHO IS KEITH HARING?

ART HISTORY

MEDIA | Canvas Painting

FOCUS | Middle School

TIME | 2-3 Class Periods



Keith Haring Canvas Paintings

Targeted grade Level: 6th Grade Anticipated Time Frame: 2-3 days/class sessions

	Lesson Plan	Rationale
1.	<p>Conceptual Structure/Big Idea: To understand Art History in a more contemporary and interesting topic (mural/graffiti art), as well as reinforce some of the Principles of Design.</p>	<p>Why is this a relevant concept for students to explore? How does it connect to contemporary culture and context? The current pandemic has disengaged students from learning and participating in class. This lesson is designed to help reengage their curiosity. Not only is there a new medium for them to explore, but the artist inspiration is a muralist. This age group is starting to become interested in more taboo art forms, such as graffiti, and leaving near Detroit, most have seen the large scale murals. This topic engages even the students who are not interested in art; they get to “create their own graffiti mural”. The piece they will create is simple in execution, so all students will feel a sense of accomplishment. Which now, more than ever is important to their success in the classroom and continued learning.</p>
2.	<p>Key Concepts (<i>What ideas, facts, and new knowledge will the students acquire? List the key art concepts that will help students to understand the big idea as an artist.</i>)</p> <ol style="list-style-type: none"> 1. Learn about Art History in an engaging subject matter 2.Reinforce the Principles of Design 3.Develop fine motor skills and learn a new medium (acrylic and canvas board) 	<p>Why is it important for students to know these concepts?</p> <p>Learning about art history in a new way is exciting for students and can engage learners in a way they may not have thought about art before. Keith Haring is a more contemporary artist and many students have seen his work before. His work includes rhythm and movement, two principles that will be reinforced throughout the project. Due to the current circumstance many students are behind in developing fine motor skills, and exploring new mediums. This project will incorporate both. Sketching and using a paintbrush will use fine motor, and painting with acrylic on a canvas board is new to these students. The wrap up portion of this project will include students cutting characters out of felt to create a large mural piece for the school hallway.</p>
3.	<p>Objectives (what students will DO):</p> <ol style="list-style-type: none"> 1. Students will learn about Keith Haring 2.Students will review the Principles of Design 3.Students will execute the creation of a Keith Haring inspired acrylic painting on canvas board (finishing up with a felt mural) 	<p>How do the objectives fully support learning and how do they connect to the students’ lives? (What evidence can you provide that makes you say this?)</p> <p>Students will be learning skills, such as sketching, painting, and tool safety that will aid them in other parts of the classroom. The technical skills learned will help with the development of fine motor skills. Students will also be learning about an artists life and the creation of art through public murals, that will broaden their qualifications of what art is. Reviewing the Principles of Design, will cultivate understanding of aesthetics, which in turn helps students create in other subject areas.</p>

4.	<p>Essential Questions (BIG overarching questions):</p> <ol style="list-style-type: none"> 1. What is rhythm and movement? 2. Why is it important to know about Art History? 3. What are some aspects of Acrylic paint? 	<p>How are these questions meaningful to the student? How do you know?</p> <p>The ability to identify the principles of design, and how they are used is an important foundation to any young artist, as well as the understanding of art history. This is the basis for the creation of art and will help students to create more work later on. Art History cultivates understanding of the context in which the work was created, and different ways other artists create. In this case, Keith Haring created murals to beautify cities, and to include the public in his art. The third essential question relates to tool safety. Acrylic paint can stain clothing and is a more permanent medium, so it is important for students to understand how to use it and clean it up; as they will be using this paint in higher grade levels</p>
5.	<p>Standards:</p> <p>Michigan Standards:</p> <p>ART.VA.I.6.2 Develop the concept of proper use of art materials and using tools safely and responsibly.</p> <p>ART.VA.II.6.4 Initiate new ideas employing inventiveness and innovation at a developing level.</p> <p>ART.VA.III.6.2 Develop the skill of interpreting artwork, searching for embedded meaning, function, and personal connections at a developing level.</p> <p>ART.VA.IV.6.2 Develop an understanding of the historical, social, and cultural contexts of artwork with aesthetic sophistication.</p> <p>ART.VA.V.6.1 Recognize and describe personal, family, and community connections with artworks at a developing level.</p> <p>National Standards:</p> <p>VA:Cr2.1.6a Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design</p>	

	<p>VA:Re8.1.6a Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.</p> <p>VA:Cn10.1.7a Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.</p>	
6.	<p>Connecting and Responding: Teaching Resources: (art work, videos, books, etc) Art: (Artists and insert thumbnail photo of examples shared) My power point: https://docs.google.com/presentation/d/1YhXkALW0l1ubbXu_a1npaaPytvYCDNZJo/edit#slide=id.p2</p>	<p>Explain how the students will explore the concepts of the big idea through artists and their artwork. <i>What opportunities will the students have to RESPOND to art? Choose artists whose work exemplifies an exploration of your big idea and include examples of the artist's work in your presentation.</i></p> <p>Students will be learning about Keith Haring, and the symbols/visual language he created, as well as how he used rhythm and movement in his artwork. They will be using reference sheets with examples of his work to create their own characters, and are welcome to use a symbol of his if they respond to it, or create symbols of their own. They will create a mini mural on a canvas board, and will be exploring a new medium, acrylic paint. To finish students will be cutting a felt character to include in a group mural.</p>

Photos of finished projects: Currently unfinished, Students still have to add sharpie outlines.



7.

CREATING

Lesson Plan Sequence (This will be lengthy and will be broken down into days if need be) *How will the art teacher help students artistically and creatively investigate and express the big idea? Explain how you will facilitate the development of knowledge about CREATING/ARTMAKING that will help students explore subject matter, media, and techniques in their own work. How will you weave opportunities for formative assessment and reflecting into the lesson? Bold content specific art vocabulary*

Share rationale for choices in teaching and learning strategies, here is where I should see additional evidence of the readings. How will you scaffold the lesson to maximize learning?

Due to Covid-19, teaching is still adapting to the circumstance. Students know they can not receive bad grades, as well as going back and forth between virtual and in person; In the art classroom we are focusing more on supporting students and trying to create fun experiential based lessons that can be completed in one to two days to capture students' attention. I am also trying to promote an interest in art with more hands on experiences, when they were

1. I will introduce the project by asking prior knowledge questions about Keith Haring. Then I will show a powerpoint about his artwork and use of the Principles of Design, as well as mural work.


2. I will demonstrate the creation of the painted canvas boards.

- Students will all have sketch paper, a packet, paper towel, paintbrush, and a canvas board
- They will start with sketching the characters, the black lines will be done with sharpie afterwards
- I will be walking around to check sketches and make suggestions
- Pre Poured paint palettes will be passed out, along with a water cup. As soon as students are finished sketching they can move right into painting
- Students will have the next class period to work on painting, but they need to have the background in today
- Work will be placed on the drying rack, and paint on a cart
- The next class period will start with a few review questions, (who was the artist, characteristics of his work, where he created, ect) and a demonstration of how to add sharpie lines, or a second coat of paint if it is not opaque enough
- If students finish painting, we will blowdry as needed so they can move onto sharpie outlines
- If the class finishes we will move into the next lesson, if not we will allow another day to work (all the classes are at different spots due to mid winter break)

virtual there was a lot of drawing lessons, so I am trying to shake it up and cultivate their curiosity, by introducing new mediums, and different formats.

My teaching strategies will include, asking prior knowledge, presenting the information, and then reinforcing by reviewing the lesson each day students work on it. The next lesson is a continuation of Keith Haring with a different medium, as a group project, so the wrap up discussion will be included at the end of that lesson to check for comprehension.

	<ul style="list-style-type: none"> • Students will sketch and cut characters out of felt (does not have to be the same character they painted), we will attach these onto a larger piece of fabric, creating a mural to be hung in the hallway • The next lesson will include the wrap up discussion for the Keith Haring project 	
8.	<p>Differentiation/Accommodations/Modifications (For differently abled on both ends of the spectrum)</p> <p>I will help students with construction if needed and different tools may be provided. Due to Covid-19 one on one help is not encouraged.</p>	<p>Share rationale for each</p> <p>Art is a naturally accommodating subject, but extra help will be provided as needed. Staying flexible helps.</p>
9.	<p>Assessment Strategies: (Connecting and Responding) What evidence from performances and products demonstrate deep understanding and generalizable new knowledge? What evidence of pre-thinking, in process ideation and development will be required?</p> <p>Pre assessment will be a verbal discussion while viewing powerpoint, and while starting work on the project. Final product assessment will be completion of the project. Post assessment will be continuation of this lesson into the next lesson (creating a group project, with cut fabric Kieth Haring inspired figures, on a larger background) to gauge understanding in the subject area, and build a skill base.</p>	<p>Share rationale for formative and summative assessment, HOW will this reveal knowledge acquired and how they will use it?</p> <p>How will you know what your students have learned about:</p> <ul style="list-style-type: none"> • the big idea that they investigated • the artistic concepts and depth of knowledgebase • art creating and production/process • reflecting on their own work and connecting and responding to other art work • How will the students' voices be represented in the assessment and presentation of their work? <p>The use of verbal discussion will help cement the concepts. Check ins during class time will verify if students are progressing satisfactorily. The succeeding lesson will gauge their understanding of the subject matter and wrap up the lesson as a whole with a verbal discussion to check for comprehension.</p>

10	<p>Insert photo of teacher created exemplar here:</p> 	<p>Rationale here should discuss the significance of what was created and address prior knowledge (ideas, context etc) students will need to understand the lesson content.</p> <p>The only prior knowledge needed will be how to use a paintbrush, and how to sketch. Students will be learning Principles of Design, and some art history about Keith Haring. The painting they create will expose students to new techniques and mediums. The lesson as a whole will broaden students understanding of what art is.</p>
11.	<p>Materials/Tools/Art supplies needed</p> <p>Acrylic paint, paintbrush, sketch paper, packet, paper towel , water cup, canvas board, pencil, eraser, felt, scissors, glue.</p>	<p>What prior knowledge students will need to effectively use materials to express their ideas? (you may complete this AFTER making your teacher exemplar)</p> <p>While they are using two new mediums (acrylic and canvas board), students will have prior knowledge of watercolor painting, and I will be demonstrating how to complete the project.</p>
12.	<p>Materials Distribution/Clean Up</p> <p>Materials will be distributed before students enter the classroom, and cleanup will be done by teachers, due to covid-19, however students will be placing their work on the drying rack by rows.</p>	<p>Describe possible systems and management strategies</p> <p>Clean up time will be provided at the end of class, 5 to 10 minutes as needed.</p>

13.	<p>PRESENTING How will your students' work be PRESENTED and curated?</p> <p>The wrap up portion (felt characters) will be assembled in a group mural that will be hung in the school hallway.</p>	<p>Who is the audience? What kind of feedback will the artists receive?</p> <p>Peers, teachers and parents.</p>
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