

Let's Come Together

Quilting Concepts, Mixed Media
High School

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2 Classes, 1 Hour 40 Minutes total

Learning Statement:

Students will be handed a 12'' x 12'' square of white paper, and be handed a computer print-out of a black and white design. They will re-create the design on the piece of paper they were given. They will begin the project blindly, not knowing the reasoning behind their actions. They will later find out that the artwork is a re-creating of a Keith Haring work.

Michigan Visual Arts Standards and Benchmarks:

- Content Standard I: *Performing* - All students will apply skills and knowledge to perform in the arts.
 - ART.I.VA.HS.1 – Apply materials, techniques and processes with sufficient skill, confidence and sensitivity that personal intentions are carried out in the artwork.
 - ART.I.VA.HS.2 – Intentionally use art materials and tools effectively to communicate ideas.
 - ART.I.VA.HS.3 – Apply organizational principles and functions to solve specific visual arts problems.
 - ART.I.VA.HS.4 – Be involved in the process and presentation of a final product or exhibit.
- Content Standard II: *Creating* – All students will apply skills and knowledge to create in the arts.
 - ART.II.VA.HS.1 – Apply materials, techniques and processes with sufficient skill, confidence and sensitivity that personal intentions are carried out in artworks.
 - ART.II.VA.HS.2 – Create artworks that use organizational principles and functions to solve specific visual arts problems.
 - ART.II.VA.HS.4 – Apply and adapt subjects, symbols, and creative ideas in artworks and use the skills gained to solve problems in daily life.
 - ART.II.VA.HS.5 – Demonstrate an improved ability to integrate structures, characteristics and principles to accomplish commercial, personal, communal, or other purposes of art.
- Content Standard III: All students will analyze, describe and evaluate works of art.
 - ART.III.VA.HS.1 – Analyze the effectiveness of selections in communicating ideas and reflect upon the effectiveness of choices.
 - ART.III.VA.HS.2 – Identity intentions of artists, explore the implications of various purposes, and justify analyses of purposes in particular works.
 - ART.III.VA.HS.3 – Describe how expressive features and organizational principles cause response.

- ART.III.VA.HS.4 – Reflect upon the characteristics and assess the merits of one’s personal artwork.
- ART.III.VA.HS.5 – Reflect and analyze the personal experiences that influence the development of personal artwork.
- Content Standard IV: All students will understand, analyze, and describe the arts in their historical, social and cultural contexts.
 - ART.IV.VA.HS.1 – Reflect on how the subjects, ideas, and symbols of artworks differ visually, spatially, temporally, and functionally with respect to history and culture.
 - ART.IV.VA.HS.2 – Describe the functions and explore the meaning of specific art objects within varied cultures, times, and places.
- Content Standard V: All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.
 - ART.V.VA.HS.4 – Compare characteristics of visual arts within a particular history period or style with ideas, issues, or themes in the humanities or sciences.

Context-Background Information

- Keith Haring
 - He was born in Pennsylvania in 1958, and moved to New York City in 1978.
 - Haring started his art career by decorating subway billboards with his graffiti-style of art. He became so famous by the people of New York by doing this, that he eventually got his own art show.
 - Haring created many murals around the world and many works of art for charities, orphanages and children’s hospitals.
 - His work always seemed to have a message, like his mural “Crack is Wack” that he displayed in New York.
- Working Collaboratively
 - Examples of artwork that sometimes requires group work:
 - Quilt-making
 - Murals
 - Sculpture Installations
 - Working together as a community puts more meaning into the artwork.
- Chuck Close
 - Worked in a mosaic-style, much like the process we did today.
- Gestalt
 - All of the smaller pieces add up to reveal the larger image.
- http://www.haring.com/about_haring/bio/index.html (April 22, 2009)
- <http://www.artrepublic.com/biographies/2-keith-haring.html> (April 22, 2009)

Materials: (for 24 students)

- 30, 12’’ x 12’’ white pieces of paper (any type)

- Pencils
- Watercolors
- Markers
- Colored Pencils
- Acrylic Paint
- Paint Brushes
- Magazines
- Scissors
- Glue
- Wire
- Sharpie Markers
- Chalk Pastels
- Oil Pastels
- Charcoal

Process:

Class 1

- As soon as the students walk in the classroom, the teacher will hand them a 12'' x 12'' piece of paper, and a 1½'' x 1½'' square design on a computer printout. The design will be in black and white with some basic shapes.
- The students are to re-create the design that they're given on their 12'' x 12'' square. To do this, the students will have to enlarge their small square design by a factor of 8. The important thing is that they try and make the line placement as accurate as possible. After that, it is up to them to use whatever medium they wish, keeping the value variation (lightness or darkness of a tone) in mind as they work.

Class 2

- Once all the artwork is dry and complete, the students are to work together to try and assemble all the pieces together. The teacher will not help the students piece together the puzzle.
- If there is room, the students will display all the squares in the right arrangement on a large wall in the art room or in the school hallway.
- The teacher will then talk to the students about this collaborative style of artwork. The teacher will also tell them about the artist that created the original work of art that they re-created.
- The teacher will also talk about how the artwork is similar to how Chuck Close worked and is also an example of gestalt. Gestalt is when all of the small pieces add up to reveal the larger image. All of the individual panels can read as a whole once they are all put together.

Evaluation:

- Did the student re-create their black and white design on their 12'' x 12'' square?

- Did the student keep the values (lightness and darkness) of the original square in their design?
- Did the students work together to assemble the project?

Rubric:

- A: Highly successful. Work of art has a clear concept. Student demonstrated and applied their knowledge on the subject. The student was respectful and courteous to those around them. The student used the materials properly and treated the room with respect.
- B: Successful. Work of art has a clear concept. Student demonstrated and applied their knowledge on the subject. The student was disrespectful to those around them. The student did not use the materials properly and did not treat the room with respect.
- C: Satisfactory. Work of art has a basic concept. Student shows some knowledge on the subject. The student was disrespectful to those around them. The student did not use the materials properly and did not treat the room with respect.
- D: Below Satisfactory. Work of art does not reflect the ideas and subject discussed in class. The student was disrespectful to those around them. The student did not use the materials properly and did not treat the room with respect.



Keith Haring, "Untitled"