

Jacob Lawrence *Builders* Lesson



Overview: *After researching the artist Jacob Lawrence, Students create tempera paintings of constructions they have made.*

Theme: Builders

Grade Level: 3rd-5th

Concept: Structure

Time: (3-6) 45min sessions

Objective: Students will learn the elements and principles of visual art by observing the work of Jacob Lawrence. Students will research the life and times of the artist. Students will create a painting based on an exploration of 2D and 3D forms.

Essential question: How can students explore structure by observing and creating a painting?

Preparation for lesson: Students will view the work from the *Builders* series by Lawrence. Students will write about what they see.

Lesson Activities:

1. Students will *re-view* Lawrence's paintings. Artist and teacher will lead discussion of students' observations. Teacher/artist will open dialogue with students to encourage them to identify patterns of color, line and shape in the works. Why do you think Lawrence was interested in painting *the Builders'* series?
2. Students will journal their new perceptions of the paintings.
3. Students will research and write about the life of African American painter, Jacob Lawrence, using multiple sources: books, internet, video (*the Glory of Expression*).
4. Students will share their research orally.
5. Students will work in groups to select 6-10 tools and arrange them.
6. Students will draw 2-3 versions of the tool arrangement.
7. Students will select one drawing to develop as a painting.
8. Using the primaries and white and black, students will learn basic color mixing theory and tempera painting techniques.
9. Students will create their painting.
10. Students will re-view paragraph structure and write a paragraph about any aspect of what they learned that was of special interest to them.

Extension of the lesson: Students could brainstorm other kinds of groups of objects to paint. Teacher could lead a discussion using the concepts of comparing and contrasting to describe and define the objects. Teacher could introduce the concept of metaphor and descriptive language in this activity.

Teacher could supply list of artists for students to research. Students could research the artists they might be interested in studying. They could write questions that they would like answered about the artists.

Materials Needed: Assorted tools, red, yellow, tempera paint, brushes of assorted sizes, 9x12" illustration board, pencils, erasers, palettes, cans of water, prints of *the Builders* series by Jacob Lawrence
Optional: video of *the Glory of Expression*.

Vocabulary: Primaries, structure, construction, arrangement, tempera, diagonal, horizontal, vertical, parallel, perpendicular, negative space, relationship, contour, compose, viewfinder, adjacent, collaborate, non-fiction, observe

Benchmarks:

Visual Art:

Students will:

- observe, select and utilize a variety of ideas in creating original art.
- demonstrate a basic knowledge of painting.
- identify visual art terms.
- appreciate visual art as a vehicle of human expression.
- use the elements and principles of art to create a painting.

Language Arts:

Students will:

- read and listen to non-fiction and biography.
- students will identify themes that occur across information.
- write simple narrative, descriptive, and persuasive paragraphs.
- research, analyze and evaluate information from a variety of sources.

Math:

Students will identify, draw and construct models of intersecting, parallel and perpendicular lines.

Social Studies:

Students will explain how people are influenced by, adapt to, and alter their environment.

Whole child

Thinking/Cognition: Students will demonstrate creative thinking, making decisions and selecting choices, solving problems, imaging, learning how to learn. They will research, organize and interpret information and discover parallels between content area and art forms. They will have the opportunity to talk about *how* they are learning.

Feelings/Emotions: Students enjoyed the experience of persevering and completing their work. This would contribute to a feeling of self-worth. Students experienced satisfaction through an increased sense of mastery. Students learned their contributions were valued. Students experienced the excitement of creative expression. Students learned self-discipline in controlling paint. Students enjoyed sharing their findings and observations with classmates. Students took steps to learn how to participate in honest self-evaluation.

Doing/Physical: Students will handle, manipulate, arrange tools and paint, look and draw.

Creating/Intuition: Students will create original 3D arrangements, drawings and paintings. Students will write their original perception of Lawrence's artwork.

Artist Assessment:

Student will:

-demonstrate basic knowledge of painting and color mixing techniques.

1 2 3 4 5

-expand understanding of constructing a picture.

1 2 3 4 5

-want to make more paintings.

1 2 3 4 5

-want to see more paintings by famous artists.

1 2 3 4 5

Teacher Assessment:

Student will:

-participate in discussion of Lawrence's life and work using math and art vocabulary.

1 2 3 4 5

-participate in collaborative construction.

1 2 3 4 5

-write a coherent paragraph describing either his/her painting process or an aspect of Lawrence's life or work that is of special interest to him/her.

1 2 3 4 5

Student Self-Assessment:

It was interesting making a picture using many horizontal, vertical and diagonal lines.

1 2 3 4 5

I liked seeing and painting the spaces between the shapes.

1 2 3 4 5

Learning to paint and mix colors was exciting.

1 2 3 4 5

Writing a paragraph was easier after learning about constructing a painting.

1 2 3 4 5

