

Art:
“Be a Famous Artist”

Life Learning Academy Project-Based Curriculum

Project Title: BE a Famous Artist

Project Design Team and/or Instructors: Robin Havens, Marisa Varalli

Subject Area(s): Art, Spanish

Grade Level(s): 9 - 12

Project Overview:

Students work in small, cooperative groups to experience the historical and cultural context of specific artists selected for their diverse backgrounds and artistic relevance. In their small groups, students research their artist, create a box and fill it with created 'artifacts' that show evidence of the artists' experiences and enlarge and reproduce one of the artists' artworks. Students then 'become' this famous artist for a final presentation interview; they must answer questions about the artists' backgrounds, influences and motivations from the perspective of that artist as if they actually *are* the artists themselves. Through this project students are challenged to experience life from the perspective of an artist of diverse background. Students analyze the role and development of cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Educational Standards Addressed:

CA Visual and Performing Arts: Visual Arts Content Standards

1.0 Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Analyze Art Elements and Principles of Design

1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.

2.0 Creative expression

Creating, Performing, and Participating in the Visual Arts. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

3.0 Historical and Cultural Context

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Role and Development of the Visual Arts

3.1 Identify similarities and differences in the purposes of art created in selected cultures.

3.2 Identify and describe the role and influence of new technologies on contemporary works of art.

Diversity of the Visual Arts

3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.

3.4 Discuss the purposes of art in selected contemporary cultures.

Goals and Rationale:

By putting themselves ‘in the shoes’ of an individual with diverse experiences, students gain a unique perspective of the challenges, ways of life and perspectives of that artist. Students must analyze why the artist made critical decisions and how their culture played a role in their lives. By actually recreating an artwork of the artist, students physically reenact the artist creating their art; they must match paint colors, draw specific shapes and pull together the artwork in a cohesive way. By creating an art box and selecting ‘artifacts’, students make choices about what makes that artist unique; they gather evidence and show the artists’ experiences and culture through these artifacts. Students achieve the goal of truly appreciating and experiencing the life of the artist. They learn to approach a project from a new perspective and hone their own artistic sensibilities.

Objectives:

- Students will select and enlarge an original artwork by a culturally significant artist of diverse background.
- Students will create an Art Box that is artfully crafted and contains created ‘artifacts’ that significantly represent the artist and their cultural experience.
- Students will research the artist, their life and any cultural connections.
- Students will be able to enlarge an artwork.
- Students will be able to accurately match colors from an artwork using acrylic paints.
- Students will be able to thoroughly research a historically significant artist.
- Students will be able to work as a group effectively to achieve group goals.
- Students will be able to answer interview questions accurately and use ‘artifacts’ to convincingly portray their artist.

Project Outline/Detailed Description:

See Project Outline:

Key Assignments:

See key assignments in Project Outline.

Assessment Methods and/or Tools:

Assessment methods are located in the Project Outline.

Lesson #	Content Outline	Teaching Sequence	Equipment and Materials	Preparation	Assessment
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BE a Famous Artist Unit Outline

1 1.0, 2.0	Pre-project artwork reflection enlargement skill-building	<p>Arrange students in small groups of three to four students. Give each group an envelope that has color reproductions of an artist's works. For example, a class of 12 students would be divided into three groups and each group receives an envelope with multiple artworks by a single artist. Choose these 'famous' artists carefully. They should be artists that reflect diversity in the arts; choose artists of multiple cultural backgrounds who reflect their cultural context through their art and have been influential to other art movements. We chose Frida Kahlo, Katsushika Hokusai and Vincent Van Gogh.</p> <p>Hand out Learn to Copy and Enlarge Images worksheet. Each group member should complete a worksheet to learn how to enlarge images in preparation for enlarging their group's artwork.</p> <p>Have each group choose an artwork reproduction from their envelope that the group likes best and would like to enlarge. Hand out the Pre-Project Artwork Reflection worksheet and have each group member complete the reflection. Each</p>	<p>Large manila envelopes with color reproductions of an artist (different artist per envelope)</p> <p>Learn to Copy and Enlarge Images and Pre-Project Artwork worksheets for each student</p>	<p>Collect small, high-quality reproductions of artworks. Separate into envelopes</p> <p>Make worksheet copies</p>	<p>Group participation scores</p> <p>Learn to Copy and Enlarge an Image and Pre-Project Artwork worksheets</p>
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Lesson #	Content Outline	Teaching Sequence	Equipment and Materials	Preparation	Assessment
		group now shows their chosen artwork to the class and shares some of their reflections.			
2 1.0, 1.3, 2.0, 2.1, 3.0 – 3.4	Project Introduction	Hand out a copy of the Project Assignment to each group. Make copies of the group roles and give a copy of each group job (on separate cards) to the groups. Explain the project using an overhead transparency of the Project Assignment. Review and clarify group roles and assign group jobs. Tell students that their group jobs will be rotated every few days. Groups now begin to research, create their box and reproduce the artwork. Check in with groups to monitor their progress, clarify group roles and ensure that all members have a significant job. Keep group participation scores. Students now work independently in their groups to complete group assignment goals.	Gather art materials for enlargement: large piece of pre-gessoed canvas (at least three feet wide and four feet tall), brushes, acrylic paint, pencils, erasers and paint cups. Gather art materials for 'artifact' boxes: Paris Craft (pre-plastered strips of fabric), cardboard (for students to construct boxes), masking tape, and miscellaneous art materials for students to create 'artifacts'. Book and internet access for students to research their artist.	Collect all materials Reserve computer lab	Group participation points
3	Build boxes, research artist and	Group members check in at the beginning of class to review job responsibilities and	Interview Questions	Collect materials,	Group participation score

Lesson #	Content Outline	Teaching Sequence	Equipment and Materials	Preparation	Assessment
1.0, 1.3, 2.0, 2.1, 3.0 – 3.4	enlarge artwork	<p>group goals. Teacher hands out Interview Questions to the researcher.</p> <p>The artwork enlarger will work to trace the artwork with tracing paper and draw a grid over the traced artwork. They then draw a grid on the canvas and transfer the traced image using the grid to find critical points. At this point it may help to have more than one person work at this job to paint the image that is now sketched onto the canvas. They should make careful color choices to copy the original artwork as closely as possible.</p> <p>The researcher works during the day to research their artist and find out as much as possible about the artist' life. They should use the Interview Question worksheet to guide their research.</p> <p>The Art Box creator starts their job by building a box from cardboard and tape. They then cover the box with strips of Paris Craft. This group member then begins to make 'artifacts' of the artist.</p>	<p>Art materials (see above)</p> <p>Book and internet access for students to research their artist</p>	make copies of worksheet	
4 1.0, 1.3, 2.0, 2.1,	Project work day	Students continue to work in their groups towards group goals. All students should have jobs in their group; more than one student can work at a job and members	<p>Art materials</p> <p>Book and internet access for students to</p>	Collect materials	Group participation grade

Lesson #	Content Outline	Teaching Sequence	Equipment and Materials	Preparation	Assessment
3.0 – 3.4		should organize themselves to best achieve group goals.	research their artist		
5 1.0, 1.3, 2.0, 2.1, 3.0 – 3.4	Project wrap-up	Students spend this day to finish up artworks, art boxes and prepare for their interview. The researcher should be informing all members about the artist so that all members are equally prepared to be interviewed as the artist. Group members make final touches on art products and rehearse for interview.	Art materials Interview questions Interview rubric	Collect art materials	Group participation grade
6 1.0, 1.3, 2.0, 2.1, 3.0 – 3.4	Final group interview	Groups are interviewed (by teacher with other groups as audience). Teacher uses interview questions and rubric to assess student knowledge, artworks and art boxes. Artworks and art boxes are then displayed prominently throughout school	Interview questions Interview rubric		Interview rubric Student artworks and art boxes

Name: _____

Learn to Copy and Enlarge IMAGES

①

5
4
3
2
1

1 2 3 4 5

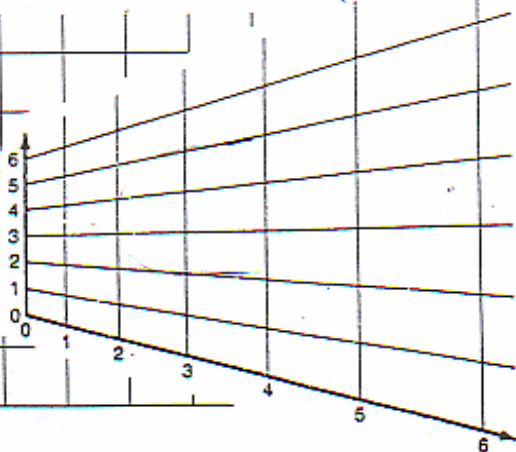
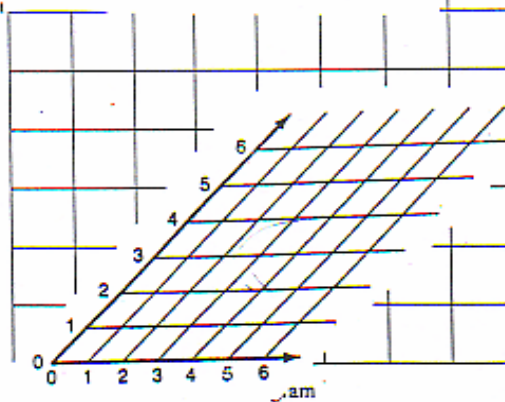
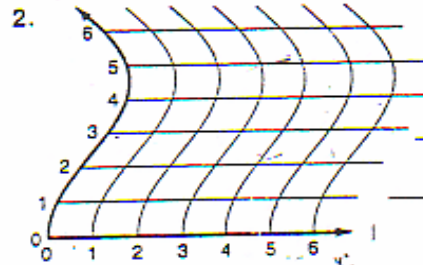
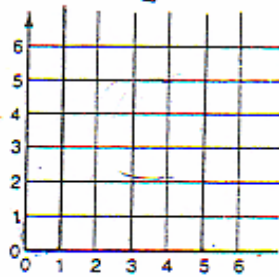
5
4
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2
1

1 2 3 4 5

Transfer to this grid!

②

Draw your own figure:



Pre-Project Artwork Reflection

Group members: _____

Discuss the following questions in your group:

1. Describe your artwork. What is the subject? Where do you think it takes place? What time of day is it? Describe the colors.
2. List some emotions that you would use to describe this painting.
3. Make some guesses about WHO the artist was. Where do you think they lived? What do you think their racial/ethnic background was? Make some guesses about what you think their life was like.
4. What would you like to learn about this artist? (list three things)

BE a Famous Artist...

Your group's assignment is to BE a famous artist. To do this you will:

- Enlarge and reproduce an artwork by a famous artist
- Create a box and fill it with artifacts that represent your artist and their culture
- Prepare to be interviewed **AS YOUR ARTIST!**

Your overall goal is to view life from the perspective of another person, in this case an artist. Recreate them, live their lives and BE them!

Your group should split up to work on these three tasks and rotate jobs through out the next two weeks.

GOOD LUCK!!

Job 1: Enlarge the Artwork

Materials: Famous artwork, masking tape, board to tape artwork to, pencil, T-square, yard stick, ruler, eraser, calculator, large paper

1. **Tape your artwork to the board. Use a T-square to make it perfectly straight.**
2. **Cover the artwork with tracing paper and tape down.**
3. **Trace the outline of the artwork (use a T-square and/or ruler).**
4. **Trace a grid over the artwork. Make each square even. Check with teacher for grid size advice.**
5. **Use your grid to enlarge your artwork to the large piece of paper. Ask your group: “How can we enlarge the artwork to fill as much of the big paper as possible?”**
6. **Transfer your artwork to the large paper.**
7. **Paint you artwork!**
8. **Have fun!**

Job 2: Create Your Art Box

Materials: Cardboard, clean scissors, masking tape, (later: Paris Craft, dirty scissors, water, paint and fabric)

1. **Read the beginning information about your artist.**
2. **Decide what kind of container best suits your artist (box, trunk, etc.).**
3. **Build your container using tape and cardboard pieces – add a hinged lid!**
4. **Cover your box with Paris Craft (ask teacher) – dry overnight.**
5. **Decorate your box. Use paint, fabric and whatever!**
6. **Fill with artifacts.**
7. **Have fun!**

Job 3: Researcher and Artifact Creator

Materials: Beginning artist information, any books or materials about your artist, paper, (later: any art room materials)

- 1. Research your artist in detail. The main two things you are looking for are ideas for artifacts that will represent your artist and their culture and the answers to the interview questions (see attached).**
- 2. On a piece of paper, list possible artifact.**
- 3. Answer the interview questions on a separate piece of paper.**
- 4. Remember: you are the main person LEARNING about your artist. Tell group members about interesting facts frequently – you will ALL be interviewed, so they need to know!**
- 5. Have fun!**

BE a Famous Artist Interview Rubric

My Name is _____ and I am grading _____

On the presentation of the artist _____

Teamwork: Balanced participation, flow and cooperation while explaining and referring to painting reproduction and artist box

5 4 3 2 1

Organization: Introductions are made and it is clear that the presenters are ready, prepared and the project is complete

5 4 3 2 1

Content: Presenters clearly answer all interview questions and use the painting and box artifacts to describe the life and culture of their artist

5 4 3 2 1

Visuals: Presenters enlarged their artwork to fill as much of the canvas as possible. Artist box and artifacts demonstrate a clear understanding of artist life and culture

5 4 3 2 1

Delivery: Use of volume, pace, projection, and eye contact. Appear comfortable in stance and facial expression

5 4 3 2 1

Interview Questions

Your interviewer may ask any of these questions – be prepared!! Remember to BE the artist!!

- “Explain your artwork. Tell me about why you painted it. What were your influences? Explain the composition, or how the painting is organized.”
- “Explain your style. How does your style show in this work?”
- “Tell me about your art box. Show me what is in the box and explain why the artifacts are important to your life.”
- “How are you influenced by the culture you live in? Are there other cultures that influence you? Explain them. How do you think your diversity affects you as an artist?”
- “Tell us about your life and how you became an artist. Did you influence others? How? Tell us about the materials you used. Were they innovative? How did you use them?”
- “Explain the meaning of your artwork. Why do you create it? Why is it important to you?”
- “Describe any historical event that influenced you and your work.”



Katsushika Hokusai, *South Wind, Clear Weather*, 1830-1832
Reproduced and enlarged by Patricia Rodriguez, Vincent Jones, Neda Lao, 2005



Ibisco e Passero, 1934

Reproduced and enlarged by Mumtaz Yusuf, Nicole Brighthouse, Ingrid Melendez,
Clarissa Williams, 2005



Frida Kahlo, *Between the Curtains or Self Portrait Dedicated to Leon Trotsky*, 1937
Reproduced and enlarged by Thomas McGhee, Richard Murphy, Jasmin Statham, Joseph Reyes,
2005



Vincent Van Gogh, *Starry Night*, 1889

Reproduced and enlarged by Tatiana Jamerson, Ashley Jones, Stevan Pinzon, 2005



Vincent's Bedroom at Arles, 1888
Reproduced and enlarged by Muraad Yusuf, Eric Fuimaono, Patricia Hong, 2005