

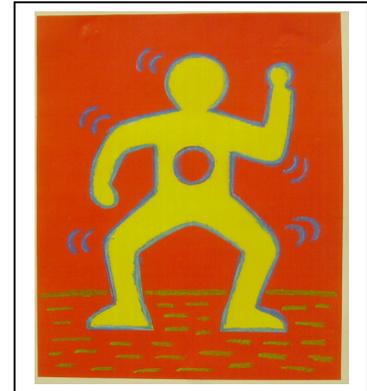


Keith Haring Action Figures

GRADE: 3

TIME: one session

Developed by Robby Mohatt and Karen Stomberg



KIT INCLUDES:	MATERIAL:
<ul style="list-style-type: none"> 1 yellow container holding a blue cardboard figure with moveable limbs 1 xerox coloring book 1 teaching board 2 folded boards of Keith and his work 1 lesson plan 	<ul style="list-style-type: none"> • pencil • white scrap • construction paper, assorted colors in sizes 9x12 and 6x9 • oil pastels • scissors • white glue

LESSON DESCRIPTION:
Students work in the style of Keith Haring as they draw and then cut out brightly colored action figures. Embellishment with oil pastels shows movement.

VOCABULARY: contemporary art graffiti subway station murals collaborative art	ART ELEMENTS: <input checked="" type="checkbox"/> Line <input checked="" type="checkbox"/> Shape/Form <input checked="" type="checkbox"/> Color <input type="checkbox"/> Value <input type="checkbox"/> Texture <input checked="" type="checkbox"/> Space/Perspective	ART PRINCIPLES: <input type="checkbox"/> Pattern <input checked="" type="checkbox"/> Rhythm/movement <input checked="" type="checkbox"/> Proportion/Scale <input type="checkbox"/> Balance <input type="checkbox"/> Unity <input type="checkbox"/> Emphasis	CONTENT CONNECTIONS: Graffiti communicates to people THEMES: People in action
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OBJECTIVES AND ASSESSMENT CRITERIA: Students will:

1. Discuss Keith Haring, one of America's contemporary artists.
2. Recognize the graffiti art of Keith Haring.
3. Practice drawing the human figure to show movement of the arms and legs.
4. Create an action figure design using construction paper and oil pastels.

PREPARE:

1. Hang folded board on the wall and place red railroad board figure on the board with stick-em.
2. Lay out an assortment of colored construction paper in two sizes:
9"x12" for the background and 9"x6" for the figure.
3. Pre-cut small 1" and 1/2" squares of construction paper in the same colors as will be used for the background. These are to be available only for the students to cut circles if they decide to place holes in their figure's body.

ENGAGE AND EXPLORE:

Does anyone know what “contemporary art” means?

Contemporary is a word about time. It tells us when something is done or when someone lived. Contemporary can mean “what’s happening now.” So then, a “contemporary artist” is someone who has lived in the recent past. Do you know any contemporary artists?

Keith Haring is a contemporary American artist who is famous all over the world. He was born in 1958 in Pennsylvania and after graduating from art school moved to New York City.

Keith Haring Board: Keith Haring lived from 1958-1990. Here is a photo of him standing by one of his paintings. The black and white photo shows Keith holding chalk in his hand. That was one of his favorite art materials. Keith started out as a graffiti artist. “Graffiti” is art that is done in public places. If it is done without permission, it is illegal. However, if it is done with permission it is acceptable. Keith had permission to do his graffiti art. These are photos of Keith doing his art in the subway stations in New York. Has anyone ever had a ride on a subway? Tell about your experience.

There are many advertisements on the subway station walls. The space to advertise on a subway train is paid for by the month. When an advertisement is over, the subway authority covers it with black paper until another customer pays for a new ad. Keith waited for the black paper to appear and then he would draw his graffiti with white chalk on the black paper.

Why would he do his art in a place where he knew it would only last a few days? He enjoyed drawing and he wanted as many people to see it as was possible. He knew that many people never go to art museums or galleries, so he did his art where many people could enjoy it.

The next six paintings are the cartoon-like paintings by Keith. Look at how he uses simple lines to draw his figures: only simple outlines, no faces, no details, and lots of movement. How did he show you that people are moving? Some of his drawings are very funny. People loved his work and always looked forward to seeing new drawings by him in the subway stations.

He became famous and was invited by schools and hospitals and cities to create large paintings on walls. These paintings are called murals. He usually did these murals with the help of other people; at schools he would have the students help paint the murals. When you do art with other people it is called “collaborative art.” Keith did many collaborative art projects with children because he loved children and he enjoyed bringing out the child in all of us.

Here are some questions you might ask as you look at his paintings:

What do you see?

Do you see people?

What are the people doing?

What emotions do you feel from some of the paintings?

Do any of the paintings tell a story?

Look at the Keith Haring Coloring Book. You can change the feeling of each cartoon by the way you color it in. Could you title each page? Could you write a story about the page you colored?

CREATE:

1. We are going to create action figures like Keith Haring using construction paper and oil pastels. First we will practice drawing with paper and pencil, making action figures in different positions. We will move our large blue figure in three different positions so you can practice drawing from each position. Observe that the head is a circle, the body is a rectangle, and the arms and legs are made of rectangles. Your teacher will position the blue figure and then you will draw exactly what you see. Be careful to draw the rectangles going in the right directions – look carefully. These drawings are for practice, so don't worry about erasing. If you want to save a "practice figure" for your final piece, pencil lines will be hidden after the figure is cut out and the paper is turned over.

Please note:

- chin is lower than the shoulder line.
 - the head doesn't float above the body.
 - arms come out of the top of the shoulder.
 - legs come out of the hips.
2. Show the samples of the action figures included in this kit.
 3. Show Teaching Board : This board will show the lesson step-by-step.
 4. Each student selects 2 pieces of paper – one large and one small, choosing different colors.
 5. Using the pencil and the small paper, draw one or two action figures using a circle for the head and rectangles for the body parts.
 6. Cut out these figures and glue them down on the large piece of paper.
 7. If you choose to put a hole in your figure as Keith often does, take a small piece of the precut small square papers the same color as your background paper. Cut out a circle from this piece and glue it to the body. It will look like a hole.
 8. With oil pastels outline the action figure and draw in the action lines to indicate movement.
 9. Draw a ground line. Use the rule of thirds – draw it 1/3 or 2/3s from the bottom.
 10. If you wish, draw something in the sky. Keith drew spaceships.
 11. Remember, Keith did line drawings, so do not fill in large areas of color. Your bright color will come from your colored paper.

Mounting/preparing for presentation: Put the art up just as it is. Or, you could mount on black paper.

Clean-up tips:

CLOSE

V. ASSESSMENT:

Group Discussion Prompts

-Group Critique Prompts

-Teacher project assessment tools

-Teacher student assessment tools

-Student self assessment tools:

Assessment tool

CREDITS: FNSBSD Art Center Team

FOLLOW-UP/EXTENSION IDEAS: Visit the website: www.haringkids.com This website is very student friendly and gives many follow-up activities and more lesson plans.

BIBLIOGRAPHY:

Forms--Student take-home sheet one side/Bulletin board explanation sheet other side