

LESSON RATIONALE

“Silhouette Paintings” emphasizes the importance of our home and community while understanding how the principles of art and elements of design allow artists to convey meaning and messages in their art. This lesson aims to help students to understand the significance of their immediate environment and their role within it. It encourages critical thinking; having them to reflect on how their homes and communities support them, and how they can support their communities in return. Additionally every students’ home and community is different in terms of culture, religion, and values. This lesson provides an opportunity to celebrate diversity and raise cultural awareness. It will provide the opportunity for students to learn about their peers and accept diversity as a strength. This lesson expands the students’ artmaking process. Giving them the chance to arrange their own composition while using the illusion of space to convey their message of community.

The artist references will include black contemporary artist Kara Walker and American Modern artist Georgia O’Keefe. These artists are relevant to the female and black demographic of students, offering a diverse perspective, stimulating creativity, and a hope for success. Kara Walker’s various use of mediums helps expand the student’s understanding of the range of art. Her art addresses racial historical narratives providing integration between social studies/politics and visual arts. The black silhouettes she depicts serve as a clear example of a subject that tells a story and declares a meaning. Additionally, Georgia O’Keefe’s demonstrates an amazing use of color theory and depictions of landscapes. Her art will inspire the students to convey their message through color. Being the first female painter to be recognized in New York’s art world, this artist references allows the integration of social studies.

Process: Students will capture an image of a subject that they would like to include in their painting as a silhouette that reminds them of their home/community. The background will be made with acrylic paint and must include a use of a horizon line and color theory.

Artists:

Kara Walker: Born in 1969 Kara Walker is a contemporary black artist who is known for her beautiful use of capturing silhouettes that depict past racial historical narratives. She's used various methods to express this such as shadow puppetry, film, drawing, painting, and sculpture.

Short video on her work: <https://youtu.be/yjyktAKlt-8?si=4m5Hfi-q4WdoVhCo>



8 Possible Beginnings or: The

Creation of African-America, a Moving Picture by Kara E. Walker

DATE

2005

Georgia O'Keeffe: Born in 1887, Georgia O'Keeffe was an American artist who painted nature in a way that showed how it made her feel. She is best known for her paintings of flowers and desert landscapes. She played an important part in the development of modern art in America, becoming the first female painter to gain respect in New York's art world in the 1920s. Her unique and new way of painting nature, simplifying its shapes and forms meant that she was called a pioneer.

[Who is Georgia O'Keeffe? | Tate Kids.](#)

Digital O'Keeffe Gallery - <https://www.artnet.com/artists/georgia-okeeffe/>

Big Idea: Home/Community

Learner Objectives:

- 1) Students will capture an image of a subject that reminds them of their home and/or community.
- 2) Students will design a background image using acrylic paint that includes a horizon line and exhibits the use of color mixing and color gradients.
- 3) Students will combine their printed image and background.

3 National Standards:

- 1) **Creating**: Anchor Standard 1: Generate and conceptualize artistic ideas and work.
 - a) **VA:Cr1.1.6a**: Combine concepts collaboratively to generate innovative ideas for creating art.
- 2) **Creating**: Anchor Standard 1: **VA:Cr1.2.6a**: Formulate an artistic investigation of personally relevant content for creating art.
- 3) **Connecting**: Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
 - a) **VA:Cn10.1.6a**: Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.

3 VA State Standards:

- 1) Creative Process 1: Demonstrate creative thinking by employing originality, flexibility, fluency, and imagination in the development of artwork.
 - a) 6.1 The student will apply creative thinking to communicate personal ideas, experiences, and narratives in works of art.
- 2) Technique and Application 13: Understand the components of and how to arrange a composition.
 - a) 6.13 The student will use a variety of perspective techniques to create the illusion of space in works of art.
- 3) Technique and Application 17: Work with various subjects and themes.
 - a) 6.17 The student will create artworks from a variety of subject matter.
- 4) History, Culture, and Citizenship 7: Understand visual arts as a form of community engagement.
 - a) 6.7 The student will describe ways artists contribute to their communities and society through their work.

Materials Needed:

- Mixed Media Paper 11x14 (30 count)
- Chromacryl Acrylic Essentials 12 pint set
- Fine White Bristle Brush Classroom Assortment
- Colorations® Washable Premium White Glue Sticks and School Glue Kit - Set of 42
- School provided camera or phone
- Colorations Blunt Tip Scissors, 5"L- set of 24 (x2)
- Water cups- 30 count
- Paper plates/ palettes- 30 count
- Paper towels

Additional Materials:

<https://walkerart.org/collections/artists/kara-walker>

▶ Kara Walker on the dark side of imagination

[Who is Georgia O'Keeffe? | Tate Kids.](#)

<https://www.artnet.com/artists/georgia-okeeffe/>

Vocab/Definitions

Horizon Line: Is the line where the sky and land or water appear to meet. It's also known as the eye level, and it's the height of the viewer's eyes when looking at something.

Complimentary colors: Two colors on opposite sides of the color wheel.

Elements of art/Principles of Design: The visual components of color, form, line, shape, space, texture, and value.

Silhouette: The image of a person, animal, object or scene represented as a solid shape of a single color, usually black, with its edges matching the outline of the subject.

Motivation/Personal Relevance: This lesson encourages students to participate by relating their own personal connections. Allowing students to pick their subject motivates students to complete the work and have a sense of accomplishment and ownership over their original work.

Lesson Procedures:

Teacher/Classroom Prep:

-Inform students during the previous class period that for the next class they must photograph at least one subject they would like to use as a silhouette and email it to me by the beginning of the next class period. Explain that it must be a subject that reminds them of their home or community.

-Once the emails from students are received, use procreate to black out each silhouette and print them out. Pass out the mixed media paper and silhouettes to each respective student.

Teacher Actions

10:30-10:33: greets students and instructs them to take a seat.

10:33-10:55: Introduce class to O'Keefe and Walker and their artwork. Lead a

Expected Learner Actions

10:30-10:33 enter the classroom and take seats.

discussion based on Walker's use of silhouettes and O'Keefe's use of color. "How does the use of color express meaning?" "What do we think the silhouettes represent? How do they convey meaning?"

10:55-11:05: Show them the teaching example and mention that this is what the completed project looks like. Explain that they will begin with painting a background for their silhouette with acrylic paint. Emphasize that they must include a horizon line and use of color gradient and mixing. Once their backgrounds are dry, inform them to cut and paste their silhouettes onto their work. The cutting and pasting can also be completed the following class period.

11:05-11:55: Have students retrieve acrylic paint, water cups, and brushes, complete this table by table. Instruct them to begin working, they can listen to music and converse with their peers (only with good behavior.)

11:55: Remind them of their time remaining. Have them find a stopping point and finish up

11:55-12:09: Initiate clean up, have students return materials to their original spots, place their paintings on the drying racks, and put their silhouettes in their portfolios.

12:10: Dismissal

10:33-10:55: Participate in discussion respectfully and quietly listen to the teacher.

10:55-11:05: Quietly listen to instructions.

11:05-11:55: Work on their projects following the rules given to them prior

11:55-12:00: Find a stopping point to their projects

12:00-12:07 - Follow classroom cleanup procedures and put away projects

12:07-12:10 - Line up for dismissal

Accommodations:

- Teacher will provide pre cut silhouettes to students who cannot use scissors
- Teacher will provide multiple mediums to complete the background color gradient for any sensory needs
- Extended Workdays
- Extended Brainstorm

Assessments: peer critiques, completed project in portfolio, refer to rubric.

Page 1 of 1 Rubric					
Rubric Components	Point Scale				Student's Score
	4	3	2	1	
Creativity	Work has an exceptional use of different medias, ideas, and creative risks	Work has a general use of different medias, ideas, and creative risks	Work has occasional use of different medias, ideas, and creative risks	Work has minimal/no use of different medias, ideas, and creative risks	
Use of elements and principles	Work Demonstrates Exceptional understanding and application of elements and principles of design	Work demonstrates good understanding and application of elements and principles of design	Work demonstrates basic understanding and application of elements and principles of design	Work demonstrates minimal understanding of elements and principles of design	
Craftsmanship	Work demonstrates exceptional care, attention to detail, and neatness	Work demonstrates general care, attention to detail, and neatness	Work demonstrates occasional care, attention to detail, and neatness	Work demonstrates minimal/no care, attention to detail, and neatness	
Effort and participation	Work demonstrates exceptional planning, pride and participation	Work demonstrates good planning, pride and participation	Work demonstrates basic planning, pride and participation	Work demonstrates minimal/no planning, pride and participation	

Process Photos:



(I chose to add a bench)

