



American Contemporary Art

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Curriculum Overview

WHO: This curriculum is designed for the 10th -12th grade.

WHAT: Students will have the opportunity to experience working with 2D and 3D materials through studio lessons. Students will expand their knowledge through aesthetics, culture, environment and art forms.

WHERE: Students will discover art and art form America between the years of 1950 to present day.

WHEN: The lessons extend over a 30 week period, meeting 5 days a week for 55mins per meeting.

WHY: Students will learn and use the elements and principles of art such as balance, composition, color, shading, proportion, shape, form, movement to deepen their understanding of art techniques and to explore their creativity.

Cost Key:

\$ Inexpensive

\$\$ Moderately Expensive

\$\$\$ Expensive



American Contemporary Art

At a Glance

- Weeks 1-2: Cy Twombly/ Material Exploration
- Weeks 3-4: Jackson Pollock/ Painting
- Weeks 5-6: John McLaughlin / Collage
- Weeks 7-8: Kara Walker/ Silhouettes
- Weeks 9-12: Chuck Close/ Fingerprint Portraits
- Weeks 13-14: Barbara Kruger/ Digital Media
- Weeks 15-17: Andy Warhol/ Multi Media
- Weeks 18-20: Alexander Calder/ Mobile
- Weeks 21-24: Jeff Koons/Sculpture
- Weeks 25-27 : Keith Haring / Painting
- Weeks 28-32: Shepard Fairey/ Mural



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Pennsylvania Academic Standards for the Arts and Humanities

- 9.1.12.A:** Know and use the elements and principles of each art form to create works
- 9.1.12.B:** Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts
- 9.1.12.C:** Integrate and apply advanced vocabulary to the arts forms
- 9.1.12.D:** Demonstrate specific styles in combination through the production or performance of a unique work of art
- 9.1.12.E:** Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques
- 9.1.12.F:** Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition
- 9.1.12.G:** Analyze the effect of rehearsal and practice sessions
- 9.1.12.H:** Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces
- 9.1.12.I:** Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission
- 9.1.12.J:** Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others
- 9.1.12.K:** Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities
- 9.2.12.A:** Explain the historical, cultural and social context of an individual work in arts
- 9.2.12.B:** Relate works in the arts chronologically to historical events
- 9.2.12.C:** Relate works in the arts to varying styles and genre and to the periods
- 9.2.12.D:** Analyze a work of art from its historical and cultural perspective
- 9.2.12.E:** Analyze how historical events and culture impact forms, techniques & purposes of art
- 9.2.12.F:** Know and apply appropriate vocabulary used between social studies and the arts
- 9.2.12.G:** Relate works in the arts to geographic regions
- 9.2.12.H:** Identify, describe and analyze the work of PA artists in dance, music, visual arts
- 9.2.12.I:** Identify, explain and analyze philosophical benefits as they relate to the arts
- 9.2.12.J:** Identify, explain and analyze historical and cultural differences as they relate to the works in the arts
- 9.2.12.K:** Identify, explain and analyze traditions as they relate to works in the arts
- 9.2.12.L:** Identify, explain and analyze common themes, forms and techniques from works in the arts
- 9.3.12.A:** Explain and apply the critical examination processes of works in the arts and humanities
- 9.3.12.B:** Determine and apply criteria to a person's work and works of others in the arts
- 9.3.12.C:** Apply systems of classification for interpreting works in the arts and forming a critical response
- 9.3.12.D:** Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response
- 9.3.12.E:** Examine and evaluate various types of critical analysis of works in the arts and humanities
- 9.3.12.F:** Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time
- 9.3.12.G:** Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique

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Habits of Mind

1. **Persisting:** Sticking to task at hand; Follow through to completion.
2. **Managing Impulsivity:** Take time to consider options; Think before speaking or acting.
3. **Listening with Understanding and Empathy:** Pay attention to and do not dismiss another person's thoughts, feeling and ideas..
4. **Thinking Flexibly:** Able to change perspective; Consider the input of others; Generate alternatives; Weigh options.
5. **Thinking about Thinking (Metacognition):** Being aware of own thoughts, feelings, intentions and actions.
6. **Striving for Accuracy:** Check for errors; Measure at least twice.
7. **Questioning and Posing Problems:** Ask myself, "How do I know?"; develop a questioning attitude; Consider what information is needed, choose strategies to get that information.
8. **Applying Past Knowledge to New Situations:** Use what is learned.
9. **Thinking and Communicating with Clarity and Precision:** Strive to be clear when speaking and writing; Strive be accurate to when speaking and writing.
10. **Gathering Data through All Senses:** Stop to observe what I see; Listen to what I hear; Take note of what I smell; Taste what I am eating; Feel what I am touching.
11. **Creating, Imagining, Innovating:** Think about how something might be done differently from the "norm"; Propose new ideas; Strive for originality.
12. **Responding with Wonderment and Awe:** Intrigued by the world's beauty.
13. **Taking Responsible Risks:** Willing to try something new and different; Consider doing things that are safe and sane even though new to me.
14. **Finding Humor:** Willing to laugh appropriately; Look for the whimsical, absurd, ironic and unexpected in life; Laugh at myself when I can.
15. **Thinking Interdependently:** Willing to work with others and welcome their input and perspective.
16. **Remaining Open to Continuous Learning:** Open to new experiences to learn from.

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Classroom Behavior Rubric

	4 Excellent	3 Good	2 Satisfactory	1 Poor
Behavior	The Student follows all classroom instructions without being asked or reminded and is always respectful of their peers	The Student follows most classroom instructions without being asked or reminded and is respectful of their peers	The Student follows some classroom instructions without being asked or reminded and is usually respectful of their peers	The Student follows few classroom instructions without being asked or reminded and is sometimes respectful of their peers
Arrival and departure	The student always arrives to class on time and is ready to start working. They also are always cleaned up and ready to leave the classroom when class ends.	The student arrives to class on time and is ready to start working. They also are cleaned up and ready to leave the classroom when class ends.	The student usually arrives to class on time and is ready to start working. They sometimes are cleaned up and ready to leave the classroom when class ends.	The student rarely arrives to class on time and is ready to start working. They are slow to clean up and leave the classroom when class ends.
Time management	Student is always conscious of class time, works efficiently during class time and always meets classroom deadlines	Student is conscious of class time, works efficiently during class time and meets classroom deadlines	Student is usually conscious of class time, works during class time and sometimes meets classroom deadlines	Student is not conscious of class time, sometimes works during class time and rarely meets classroom deadlines
Safe use of materials	Student always practices safety and respectful use of materials and	Student practices safety and respectful use of materials and	Student usually practices safety and respectful use of materials and	Student sometimes practices safety and respectful use of materials and

Lesson One: Cy Twombly

Material Exploration (weeks 1-2)

Goal: Create a composed composition using at least 3 different materials that uses mark making

Objectives:

Discuss mark making and how it can tell a story and has been used in history to do so

Identify contemporary artist who use mark making in their art

Explore materials and mediums within your own art

Create a compositional piece that uses multiple materials and mark making to tell a story

Essential Questions: What do you know about mark making? What can we learn from mark making?
Do you know of ancient civilizations that used mark making? Do you know of any contemporary artist
That explore mark making in their art? Have you heard of Cy Twombly?

Materials: Bristol Board, Drawing Paper, Crayon, Markers, Acrylic Paint, Paint Brushes

Resources/Visual Aids:

PowerPoint on early civilization mark making and mark making in art including Cy Twombly

<https://www.google.com/culturalinstitute/beta/u/0/search?q=cy%20twombly>

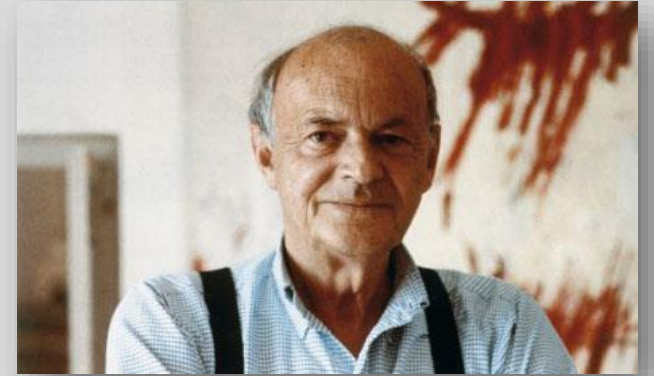
Assessment: Rubric, Class critique, self reflection

Elements and Principles: Shape, Line, Composition, Rhythm, Movement, Color

PA Standards: 9.1.12.A,B,D, 9.2.12.C, 9.3.12.A

Habits of Mind: 2, 4, 11,12, 13,15,16

Cost: \$



Lesson Two: Jackson Pollock

Splatter Painting (weeks 3-4)

Goal: Create an action painting

Objectives:

- Observe the lines and shapes that make up an "action" painting
- Discuss Abstract Expressionism and Jackson Pollock
- Demonstrate the understanding of composition, color, and movement
- Create an action painting inspired by Jackson Pollock

Essential Questions: What is action painting? Do you know any artist that use this method to create their artwork? What do you know about Jackson Pollock?

Materials: Canvas, Acrylic Paint, Paint Brushes, Squeeze Bottles, Marbles, Butcher Paper, Cardboard box lids

Resources/Visual Aids:

PowerPoint on Abstract Expressionism, Jackson Pollock, and action painting

<https://www.sfmoma.org/watch/jackson-pollock-paintings-have-a-life-of-their-own/> (video)

Assessment: Rubric, Did student effectively use color, movement, and color in their artwork, Class critique

Elements and Principles: Line, Color, Movement, Balance, Rhythm

PA Standards: 9.1.12. A,B,C,D,E, 9.3.12.A,C

Habits of Mind: 2,4,7,10,11,16

Cost: \$\$



Lesson Four: John McLaughlin

Collage (weeks 5-6)

Goal: Create a series of balanced collages using geometric shapes

Objectives:

- Demonstrate the understanding of color, balance, composition, and line
- Create a series of 3 collages using line and shape
- Identify John McLaughlin and his work

Essential Questions: What is a series? How do artist use series? How can a series tell a story?

Materials: Sketch Paper, Colored Pencils, Colored paper, Scissors, Glue, Card Stock

Resources/Visual Aids:

PowerPoint on artist series, collage and John McLaughlin

<https://www.google.com/culturalinstitute/beta/u/0/search?q=collage>

<http://www.lacma.org/art/exhibition/john-mclaughlin-paintings-total-abstraction>

Assessment: Completion of 3 collages, Artist statement, Rubric, Use of color, balance, composition

Elements and Principles: Shape, Color, Composition, Line, Space

PA Standards: 9.1.12.A,B,C,D,H, 9.2.12.C,L

Habits of Mind: 2,4,6,11,16

Cost: \$



Lesson Seven: Kara Walker

Silhouettes (weeks 7-8)

Goal: Create a silhouette of a significant life event

Objectives:

- Discuss the significance of silhouettes in American Art
- Discuss Kara Walker and how she uses silhouettes in her art
- Discuss how positive and negative space are used effectively in Kara Walker's work
- Create a silhouette of a significant experience from your life
- Demonstrate the understanding of what a silhouette is

Essential Questions: What is a silhouette? How were silhouettes used throughout history? What materials could you use to make a silhouette?

Materials: Sketch Paper, Bristol Board, Ink, Brushes, Brush Pens, Pencils

Resources/Visual Aids: PowerPoint on Silhouettes in history, and Kara Walker
<https://www.google.com/culturalinstitute/beta/u/0/search?q=silhouette>
<https://www.artsy.net/artist/kara-walker>

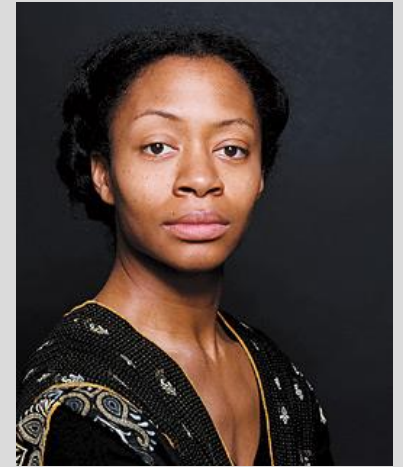
Assessment: Rubric, 1:1 peer critique, artist statement

Elements and Principles: Line, Shape, Composition, Space

PA Standards: 9.1.12 A,B,D,F,H, 9.2.12 A,D,E

Habits of Mind: 3,5,8,13

Cost: \$\$



Lesson Eight: Chuck Close

Photo Realistic Portraits (weeks 9-12)

Goal: Create a photorealistic style self portrait using fingerprints

Objectives:

- Demonstrate the proper use of proportion
- Demonstrate the understanding of tints and shades
- Discuss what the photorealism art movement is
- Discuss Chuck Close
- Create a photoreal self portrait

Essential Questions: What is photorealism? How might you be able to tell the difference between a photo and a photorealistic painting or drawing? What are key elements in making something look photographic? Have you ever seen art made out of finger prints? Do you think you could still use tints and shades effectively in artwork only using fingerprints to create the art?

Materials: Canvas Board, Paint, Paint Brushes, Pencil, Tracing Paper, Rulers

Resources/Visual Aids:

PowerPoint on Photorealism, Chuck Close, and portraits

<https://www.google.com/culturalinstitute/beta/u/0/entity/m02cywx>

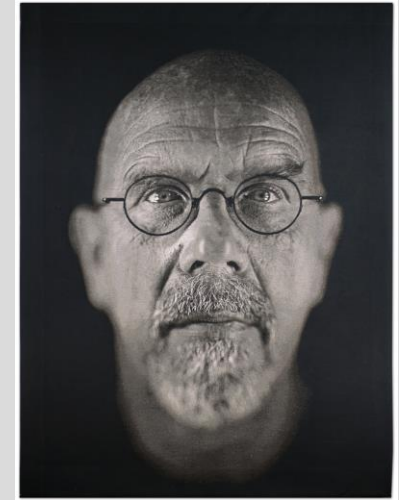
Assessment: Rubric, Class critique, self assessment, Use of color, shading, proportion

Elements and Principles: Line, Shape, Color, Texture, Shape, Proportion, Emphasis, Value

PA Standards: 9.1.12. A,B,C,D,K, 9.2.12.C, 9.3.12.E

Habits of Mind: 1,6,8,15

Cost: \$



Lesson Six: Barbara Kruger

Digital Media (weeks 13-14)

Goal: Create a digital image that includes text to convey its meaning

Objectives:

- Demonstrate the understanding of Photoshop
- Effectively use composition and color
- Create a work of art using text and image
- Discuss how words with images in art can make an impact on the viewer

Essential Questions: Have you ever seen text used in art? Do you think that text has a different impact on the viewer then if artwork doesn't have text? How can text assist the viewer in seeing the artist vision?

Materials: Computer, Photoshop, Phones (alternatively this studio can be done with magazines, Construction Paper, scissors, and glue)

Resources/Visual Aids:

PowerPoint on art with text and Barbara Kruger
Photoshop Demo

Assessment: Rubric, Class Critique, Self reflection on using photoshop

Elements and Principles: Composition, Space, Color, Balance

PA Standards: 9.1.12.A,B,C,D,E,F,K, 9.2.12.C,D,L, 9.3.12.A **Habits of Mind:** 1,2,4,5,7,11,13 **Cost:** \$



Lesson Five: Andy Warhol

Multi Media (weeks 15-17)

Goal: Create a series of 4 Pop Art inspired Linoleum Print that layer color

Objectives:

- Discuss Pop Art and Andy Warhol
- Demonstrate understanding of printmaking and linoleum cutting
- Demonstrate successful use of color

Essential Questions: What is Pop Art? What types of images do Pop Art usually contain? What are Images or products today that we might use in Pop Art? Has anyone heard of Andy Warhol? What do you know about him? What is most famous for? What is one way you might create the types of prints he made?

Materials: Pencils, Carbon Paper, Linoleum, Carving tools, Ink, Brayers, Paper

Resources/Visual Aids:

PowerPoint on Pop Art, Andy Warhol, and Print making techniques

<https://www.google.com/culturalinstitute/beta/u/0/search?q=andy%20warhol>

<https://www.google.com/culturalinstitute/beta/u/0/entity/m0q4mn>

Assessment: Rubric, Completion of 4 prints, Self assessment and self reflection on printing process

Elements and Principles: Line, Color, Composition, Shade, Texture

PA Standards: 9.1.12. A,B,C,D,F,H, 9.2.12.A,F, 9.3.12.A

Habits of Mind: 1,3,4,6,11,13,15,16

Cost: \$\$\$



Lesson Nine: Alexander Calder

Mobile (weeks 18-20)

Goal: Create a mobile

Objectives:

- Discuss how Physics is used in mobile making
- Demonstrate safe use of new tools and materials (metal, saw, drill, pliers)
- Create a balanced mobile that can be suspended
- Identify how proportion affects the balance of a mobile
- Discuss Alexander Calder

Essential Questions: What is a mobile? How does a mobile suspend in the air? Do you think proportion matters when creating a mobile?

Materials: Cardboard, Exacto Knives, Metal, Metal Saws, Drill, Wire, Acrylic Paint, Paint Brushes, Pliers

Resources/Visual Aids:

PowerPoint on Alexander Calder, Mobiles, and Physics

<https://www.google.com/culturalinstitute/beta/u/0/search?q=Alexander%20Calder>

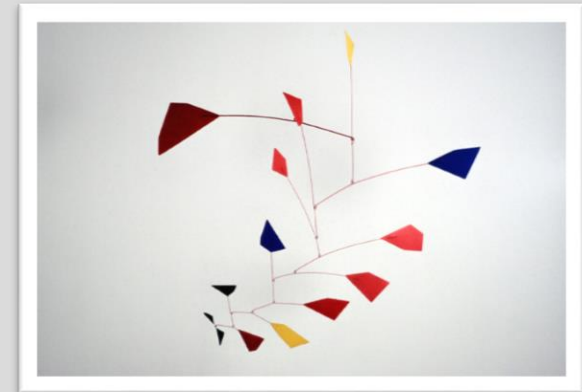
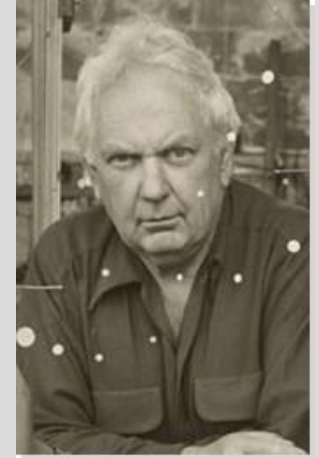
Assessment: Rubric, Self assessment, Assessed on if mobile hangs and if they properly used balance, Proportion, Shape, and color

Elements and Principles: Shape, Form, Balance, Color, Movement, Proportion

PA Standards: 9.1.12. A,B,H, 9.3.12. F

Habits of Mind: 1,4,6,7,8,13,15,16

Cost: \$\$\$



Lesson Ten: Jeff Koons

Sculpture (weeks 21-24)

Goal: Create a sculpture that references pop culture/visual culture

Objectives:

- Discuss how pop culture/visual culture affect how we perceive brands and items
- Create a 3D sculpture of an item from pop culture reimagined
- Demonstrate understanding of balance and proportion when creating 3D sculpture
- Critique peers sculptures constructively
- Discuss and identify Jeff Koons and his art

Essential Questions: What is visual culture? How does it affect us in our day to day lives? When you look at these sculptures what do they make you think of? (show images of Jeff Koons work)

Materials: Sketch Paper, Pencils, Newspaper, Cardboard, Plaster Strips, Paper towels, Balloons, Masking Tape, Student found Objects, Paint, Paint Brushes

Resources/Visual Aids:

PowerPoint on images form pop culture and visual culture and Jeff Koons and Marcel Duchamp

<https://www.google.com/culturalinstitute/beta/u/0/search?q=Jeff%20Koons>

<https://www.google.com/culturalinstitute/beta/u/0/search?q=marcel%20duchamp>

Assessment: Rubric, Self assessment, Class critique

Elements and Principles: Balance, Proportion, Form, Color, Texture

PA Standards: 9.1.12. A,B,C,D,F,H, 9.2.12.A,D,F, 9.3.12.A

Habits of Mind: 5,6,7,8,10,11,13,15

Cost: \$\$



Lesson Three: Keith Haring

Movement and Energy in painting (weeks 25-27)

Goal: Create a painting that conveys energy, movement, and emotion

Objectives:

- Demonstrate the understanding of how to use line and color to convey energy, movement and emotion
- Identify how art can convey emotion
- Discuss Keith Haring and Jean-Michel Basquait and their artwork
- Critique Peers work

Essential Questions: What is street art? How is it different than fine art? Can street art convey emotion and energy? How? Have you ever heard of Keith Haring? What do you know about him?

Materials: Poster Board, Pencils, Paint, Paint Brushes, Sharpies

Resources/Visual Aids:

PowerPoint on street art, Keith Haring and Jean-Michel Basquait

<https://www.google.com/culturalinstitute/beta/u/0/search?q=keith%20haring>

Assessment: Rubric, Self assessment, Class critique

Elements and Principles: Line, Color, Rhythm, Movement, Shape, Harmony

PA Standards: 9.1.12.A,B,C,D,E,H, 9.2.12.A,B,C,D,E, 9.3.12.D **Habits of Mind:** 3,4,5,6,9,11,13,15 **Cost:** \$



Lesson Eleven: Shepard Fairey

Mural (weeks 28-32)

Goal: Create a collaborative mural for the school

Objectives:

- Collaborate to create a class mural
- Discuss Shepard Fairey and his art
- Identify a meaningful subject for the school mural
- Demonstrate appropriate use of proportion and color

Essential Questions: What is a mural? Do you know any artist who are famous for making murals? Where do you see most murals? Do you think most murals are created by one person or many people?

Materials: Pencils, Roll of Paper, Paint, Paint Brushes

Resources/Visual Aids:

PowerPoint on Murals and Shepard Fairey

<https://www.google.com/culturalinstitute/beta/u/0/search?q=murals>

Assessment: Rubric, Presentation to the faculty as a group, self reflection of collaborative process

Elements and Principles: Line, Color, Composition, Shape

PA Standards: 9.1.12.A,B,C,H 9.2.12.A

Habits of Mind: 2,3,8,12,16

Cost: \$

