

Lesson Plan: Keith Haring Figures

Plan ID: 6962



by Erica North (submitted Sep 18, 2015)
Della Lamb Charter School - MO, United States
for grade level » **Elementary (3-5)**
duration » **5 sessions (about 40 minutes per session)**
media type » **Drawing**
subject integration » **Art History**

Students will become familiar with how figure and ground and pattern are used when discussing different artworks. Students will recite information about the artist Keith Haring after looking at a poster. Students will sketch classmates in an action pose following a teacher demonstration. Students will create an action drawing based on a teacher example. Students will use warm/cool and primary/secondary colors after reviewing previous knowledge as a whole group.

Sample Artwork:



Materials (what you need)

White copy paper
Pencils and erasers
Rulers
12 x 12 white construction paper
Pencils and erasers
Black Sharpie markers
Markers

Procedure (what you need)

1. The students will break into pairs to work together to practice drawing each other in an action pose.
 - a. One student poses while the other draws.
 - b. They switch, and the first student draws while the second student poses.
2. To start the project, the teacher will show the students how to fold their papers into $\frac{1}{4}$.
3. Then they will trace the crease lines using a ruler and a sharpie.
4. Next, the teacher will demonstrate how to draw a figure in an action pose.
 - a. Draw a stick figure that looks like he's moving
 - b. Trace around the stick figure leaving some room
 - c. Erase the stick figure on the inside
 - d. Trace the figure with a sharpie
5. Next, the teacher will demonstrate how to use different color schemes and markers to fill in each square differently.
6. The students will work independently.

Assessment

PP3A3.a - figure in an action pose
EP1E3 - warm and cool colors
Primary and secondary colors

PP3A3.c - use line and color (background)

Discussion Questions

1. What is an action pose?
2. What was Keith Haring known for?
3. What are the cool and warm colors?
4. What are the primary and secondary colors?

Content Keywords

Action, action pose, action poses, color, color scheme, color schemes, Colors, cool, Cool Color, cool colors, draw, drawing, figure, figures, Haring, Keith Haring, marker, markers, movement, movements, people, person, poses, Primary, Primary Color, primary colors, secondary, secondary color, secondary colors, warm, Warm Color, warm colors

Curriculum Standards

1-A (PK - 4) Students know the differences between materials, techniques, and processes

1-B (PK - 4) Students describe how different materials, techniques, and processes cause different responses

1-C (PK - 4) Students use different media, techniques, and processes to communicate ideas, experiences, and stories

2-B (PK - 4) Students describe how different expressive features and organizational principles cause different responses

3-A (PK - 4) Students explore and understand prospective content for works of art

3-B (PK - 4) Students select and use subject matter, symbols, and ideas to communicate meaning

4-B (PK - 4) Students identify specific works of art as belonging to particular cultures, times, and places

4-C (PK - 4) Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art

5-A (PK - 4) Students understand there are various purposes for creating works of visual art

5-C (PK - 4) Students understand there are different responses to specific artworks