ANCHORED IN ARCHITECTURE

Inspired by Thomas Moran’s *The Pearl of Venice* and John Sloan’s *Sunset, West Twenty-third Street*

Created by Kristi Schmidt-Herrera, art teacher at Brownell Talbot

Grade Level 3rd-12th (adaptable for any grade)

OVERVIEW

In this lesson we will explore immigrants who have an interesting story and/or have contributed to the fabric of American culture. We will create a beautiful landscape/seascape using either watercolor or chalk pastel. We will also chose a famous city skyline and use mixed a variety of paper to incorporate it into the composition. We will study quotes by immigrants and other inspirational sayings, chose one, and add it to our mixed media project. We will finish our artworks with gloss medium.

ANTICIPATORY SET

Discuss famous immigrants who have made contributions to our history. Recite some inspirational quotes. Look at artwork by Thomas Moran and John Sloan.

STUDENT LEARNING OBJECTIVES:

- Students will learn about immigration and immigrants
- Students will learn warm and cool colors and different color combinations.
- Students will learn how to use mixed media to communicate.

VOCABULARY:

- concentric, immigrant, immigration, shading, warms, cools, mixed media

RESOURCES: Thomas Moran and John Sloan teaching posters

MATERIALS:

- Bristol board
- watercolor paper
- pencils
- Sharpies
- newspapers/magazines
- acrylic gloss medium
- scrapbook paper (different colors/prints/and or textures)
- chalk pastel
- watercolors
- paint brushes.
- city skyline/Statue of Liberty templates

LESSON OUTLINE

- Discuss some famous immigrants, their stories, and their contributions to society. Students will choose a quote from an immigrant (read a few and have some other inspirational quotes as well).
• Each student will choose a skyline from New York, Venice, etc.
  o Example: the Statue of Liberty cutout in the middle of the water and the New York horizon line. Provide templates of city skylines available for students to trace onto mixed media paper (scrapbook paper, newspaper, textured paper, colored paper).

• For the background, students may use either chalk pastel or watercolor.

• Students will choose if they want warm or cool colors for the land/water and then do the opposite colors for the sky.

• Have students put a sun or moon in their sky. Then make concentric circles alternating colors with each "ring." For the land/water, have students create geometric lines or waves and use alternating colors while creating these bands.

• Then students will write or create their quote in the bands of color or sections using Sharpies or cut out letters/words from magazines/newspapers.

• For the final step, students will paint over their artwork with an acrylic gloss medium.

EXTENSIONS
This lesson originated from my Cubist Poetry lesson plan (pg. 8) about the Harlem Renaissance and the Great Migration with poems and quotes from African Americans who were a part of the Harlem Renaissance.

CONTENT STANDARDS
NEBRASKA CONTENT AREA STANDARDS
FA 5.2.1 Students will use the creative process to make works of art exploring subjects and themes with a variety of materials

FA 5.2.1.a Develop ideas using a variety of materials

FA 5.2.2 Students will develop presentation skills to communicate meaning.

FA 5.2.3.a Identify and describe use of media (e.g., paint, clay, collage) and techniques to create subject matter, visual elements and mood.

FA 5.2.3 Students will use the critical process to examine works of art, learning about themselves and cultures.

FA 5.2.4 Students will examine contemporary, historical, and cultural context in art and life.

FA 5.2.4.a Identify ways that artists influence lives and communities.

FA 5.2.4.d Explore how images and objects are used to convey a story, familiar experience, or connection to the world.

IOWA CORE STANDARDS