Joslyn Art Museum
Comprehensive Study Lesson Plan

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1st Semester – Illustrators

Focus: Frederic Remington and Bronco Buster

Objectives – Students will:

• Discover about how the horse has been depicted through time as well as how to draw one.
• Create a beginning and end of a story when students are given an image representing the middle.
• Use critical thinking to compare and contrast an illustrator vs. an artist and two seemingly similar sculpture subjects.

Common Core Standards available on online version at www.joslyn.org/education/teachers/thursdays-for-teachers
(login: teacher / TT4T)

Resources: Check out the Teacher Support Materials online, and http://www.joslyn.org/education/teachers for additional resources

Suggested Materials: Remington teaching poster, OWH Bronco Buster articles, Sioux Warrior images, Remington images, drawing materials, journals, Muybridge image

Vocabulary: aroma, geometric, illustrator / illustrations, monochromatic, Old West, streamlined

Procedure:

• Engage: Aroma of the Era. Have students think about the smells of the Old West. Show some of Remington's illustrations and paintings to see how their descriptions may change. For older students, read the Omaha World Herald article “Everything There, Including Aroma.”

• Art Talk: Illustrator vs. Fine Artist. Hold a discussion about whether or not an illustrator is an artist. Are they the same? How are they different? Have students search for examples and defend their positions.

• History: Who was Frederic Remington, and what is his story? Refer to the teaching poster and additional information in Teacher Support Materials.

• Aesthetics: Compare and contrast Remington’s Bronco Buster and John David Brnin's Sioux Warrior (both at Joslyn). Talk about how Brnin's is more streamlined and geometric whereas Remington's rugged details. Omaha artist Matthew Placzek realized Brnin's sculpture in bronze.

• Production 1: He Knew the Horse. Have students try some simple monochromatic illustrations. Refer to Jeremy Caniglia's workshop and Teacher Support Materials for additional information.

• Production 2: Art Journaling or writing with imagery. Come to Joslyn or find a place at your school for students can imagine an environment to be in with their journal. Students may have the option to take a photograph and write around it rather than sketch. Students should take the journal home to illustrate them doing something they love.
• **Other:** What if the “Bronco Buster” and the “Sioux Warrior” met each other while on their horses. Have students illustrate the conversation.

• **Close:** What is the aroma of the area formerly known as the “Old West?” Have students find current images and share with classmates during this discussion.

Extensions:

• **Cultural Connections:** From the Caves of Lascaux to Remington and Russell, students should research how artists have portrayed the horse throughout history. Create a visual timeline around the room. Who really knew the horse?

• **Fine Arts:** Study the photographs of Eweard Muybridge in “Animals in Motion” (published in 1881). Compare this concept to flipbooks. Try cutting up the image to create a flipbook or create one using a simple action (i.e. stick figure tossing a ball).

• **Language Arts 1:** Remington sent letters to his wife sharing his adventures. Have students write letters to a loved one as if on the road earning a living. They should vividly describe their day(s). This idea of letters or love letters parallels nicely with the story in F. Scott Fitzgerald’s *The Great Gatsby*.

• **Language Arts 2:** Students should look at various illustrations and then turn them into advertisements or they may create a quote about the image – a sort of “caption this.” Also try the reverse of this concept.

• **Language Arts 3:** Remington’s works are thought to be a moment in a story. Have students use one of his illustrations as inspiration for a graphic novel. Students should create the illustrations that go before and after the selected Remington image.

• **Math 1:** Remington is said to have been a very successful illustrator with some sources writing that he made $25,000 per year. In 2012 dollars, what would his salary be? Discuss money & inflation.

• **Math 2:** Using Remington as an inspiration, create story problems where students have to determine how many pieces he would need to sell to make a profit of $1000. Also, if an artist works ‘x’ hours, what is his hourly rate if he charges ‘x’ amount. Can also introduce the theory of supply and demand – why are some paintings $1000 and some are $100? Many, many possibilities.

• **Science:** Sand cast vs. lost wax method. Have students study the two methods Remington used to cast his bronze sculptures. Start with this information on the teaching poster and expand the lesson as appropriate for your students’ age level.