Lesson Plan Starter: Romare Bearden Collage

by Joy Schultz (submitted Dec 17, 2008)
Episcopal Collegiate School - AR, United States
for grade level » High (9-12)
duration » 5 sessions (about 50 minutes per session)
media type » Mixed Media
subject integration » Multicultural

Romare Bearden- 1911-1988 Lesson: Collage Acrylic Painting Focus: Depict a social custom as it relates to you the artist and create the human images in a multi-cultural “global” appearance. Objectives: Learn about Romare Bearden and create a collage painting while developing a more global view into his body of work.

Sample Artwork:

Materials (what you need)
Railroad board
Gesso
Acrylic paint
Magazines, scrap fabric, and tissue paper
Elmer's glue
Tempera vanish -optional
Scissors
Drawing pencils

Procedure (what you need)
• You will learn how to depict a family social custom in a composition.
• You will incorporate an intricate pattern into the composition based on multi-cultural designs.
• The composition will unify the figures and background with bold bands of color. (bands of color may represent doorways, windows, etc.)
• The social custom and the figures will be the main emphasis in the composition.

Romare Beardon – 1911-1988
He is an African American artist who gained stature as an artist and received America’s greatest collagist distinction. Romare received the National Medal of Arts in 1987 from President Reagan for his visual and emotionally stimulating works of art. His work is collected by many prestigious museums.

His art work depicted the customs and rituals of 20th century rural Black America. Images range from baptisms, industrial hardships, musicians, performing artists, history, and literature.

Where/when style originated: Charlotte, North Carolina

Characteristics of style: Ceremonial themes/ rituals of the 20th century of rural black America. (Social customs)

Design motif: Bold colors in the background are divided into large bands of color, small areas filled with intricate patterns.

Lines: Hard edges with the exception of his watercolors.
Shapes: Organic and geometric
Patterns: Intricate- pointillism, hatching, cross-hatching, horizontal and vertical lines in small areas of composition.
Brainstorm:
Select a photo from your family album about a happy tradition. Examples: birthdays, holidays, religious celebrations, first day of school, first sleep-over, sports championship, etc.

Create a sketch simplifying the figures and background images. Gather magazine and painted paper pieces to collage into specific areas. Finish areas with acrylic paint including patterns from around the world.

Assessment
• Demonstrates the ability to sketch out and stylized figures in modified contour line.
• Depicts a social custom or a family tradition.
• Utilizing a variety of lines and patterns to show the fabric and details of the environment.
• Demonstrates collage using magazine pages, newspaper, painted paper and fabric.
• Creates a global appearance utilizing color and patterns.
• Utilizes variety of textures to describe surfaces.
• Uses the application of pattern and texture to create time, place, them

Discussion Questions

Customs
Shared family experiences

Resources
Romare Bearden website

Follow-up Activities
Written critique about the finished work.

Content Keywords
collage, Romare Bearden, Social Customs

Curriculum Standards
1-G (9 - 12) Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks
1-H (9 - 12) Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use
2-G (9 - 12) Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art
3-G (9 - 12) Students describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others
4-I (9 - 12) Students analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making
5-I (9 - 12) Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art
6-F (9 - 12) Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences
