

Name: Nicole Stabile

Enduring Idea: Art can use simplified forms to express movement

Lesson Title: Movement in Art – Inspired by Keith Haring

Grade: 4th

Time Allotment: 3 class periods, approximately 45 minutes each

Lesson Plan Overview

1. **Lesson Summary:** Students will study the artwork of Keith Haring and learn how he used bold lines, color, and simplified figures to show energy and motion. They will create their own artwork depicting human figures in motion using Haring's style
2. **Rationale (The Why):** Artists can express energy and life even in still images. Students will learn how line, color, and rhythm can communicate movement, emotion, and connection. Understanding this concept helps students develop visual communication skills, creativity, and appreciation for contemporary art and self-expression.
3. **Artworks, Artists, and/or Artifacts:**
 - Keith Haring, Untitled (Dancing Figures), 1981



- Keith Haring, Untitled (DJ Dog) (1998)



- Keith Haring, Pop Shop Quad II, 1988



4. Key Concepts:

1. Movement and rhythm can be shown visually through line and shape.
2. Simplified figures can communicate action and emotion.
3. Color and repetition create energy and unity in composition.

5. Essential Questions:

1. How can an artist make a still image look like it's moving?
2. Why might an artist choose to use simple shapes and lines to express complex ideas?
3. How does color affect the energy or feeling of an artwork?

6. Standards:

- VA:Cr1.1.4a – Brainstorm multiple approaches to a creative art or design problem.
- VA:Cr2.1.4a – Explore and invent art-making techniques and approaches.
- VA:Re7.1.4a – Compare responses to a work of art before and after studying it.
- VA:Pr6.1.4a – Analyze how art is displayed or experienced in different contexts.

7. Interdisciplinary Connections:

- Physical Education: Movement, dance, and body awareness.

Objectives

1. Students will identify key characteristics of Keith Haring's artistic style.
2. Students will create an artwork using simplified human figure that show movement
3. Students will demonstrate confidence and creativity in personal art choices.

Assessment

Pre-Assessment: Class will have a discussion and visually analyze Haring's art. Students will describe what they see in the art pieces and identify how movement is shown.

Formative Assessment: Students will practice drawing their figures on drawing paper and choose 3 of their favorites to move forward with

Summative Assessment: Students will complete their artwork and write a short reflection on "how does your figure show movement?"

Instructional Procedures

Day 1: Introduction/Work Period

Engagement: Students will begin class on the carpet. The teacher will show a video of Keith Haring's sister, Kay Haring, reading from her book, "Keith Haring: The Boy Who Just Kept Drawing."

Development: The teacher will show more of Haring's work, conducting a class discussion of what movement is seen in the art. The teacher will then introduce the project and show the examples. The teacher will give a demo on how to draw the figures in Keith Haring's style. Students will then go back to their seats and begin practicing their figures on drawing paper.

Culmination/Close: Students will choose 3 solid figures that they have created to move forward with, the teacher will give them pre-cut pieces of construction paper to begin creating their final figures in next class

Day 2: Work Period

Engagement: Students will begin class on the carpet. The teacher will show more of Keith Haring's artwork, refreshing the students' minds of their project.

Development: The teacher will go more in depth about details such as movement lines as well as scene backgrounds. Using the examples, the teacher will show students how to create the background floor and walls/sky for their art work. Students will head back to their seats and begin working on drawing out their final figures, outlining them in sharpie, and cutting them out. Once their figures are cut out, they will choose a full piece of construction paper for their walls/sky, and a cut piece of construction paper for their floor. They will glue the floor to the

background, then glue on their figures, then they will start drawing in pencil the details of the background.

Culmination/Close: Students will discuss with their table groups the scene they are creating with their figures as they are cleaning up.

Day 3: Final Work Period

Engagement: Students will begin class on the carpet. The teacher will show go over the examples again to refresh the students minds of what needs to be included.

Development: Students will go back to their tables and continue working on drawing out the details of their background in pencil. Once they are done in pencil, the teacher will check over the work and ensure there is enough detail and then the students will receive a black sharpie to outline their pencil drawings in. After the student has finished their art work, they can clean up their supplies, leave their piece at their seat and read a book on the carpet.

Culmination/Close: Students will walk around the room and look at their classmates working, identifying the movements that the students chose to show.

Preparation:

1. Teacher Research and Preparation:

- Haring, K. (Official Site): <https://www.haring.com/>
- https://www.youtube.com/watch?v=QLCHO4Vau_U

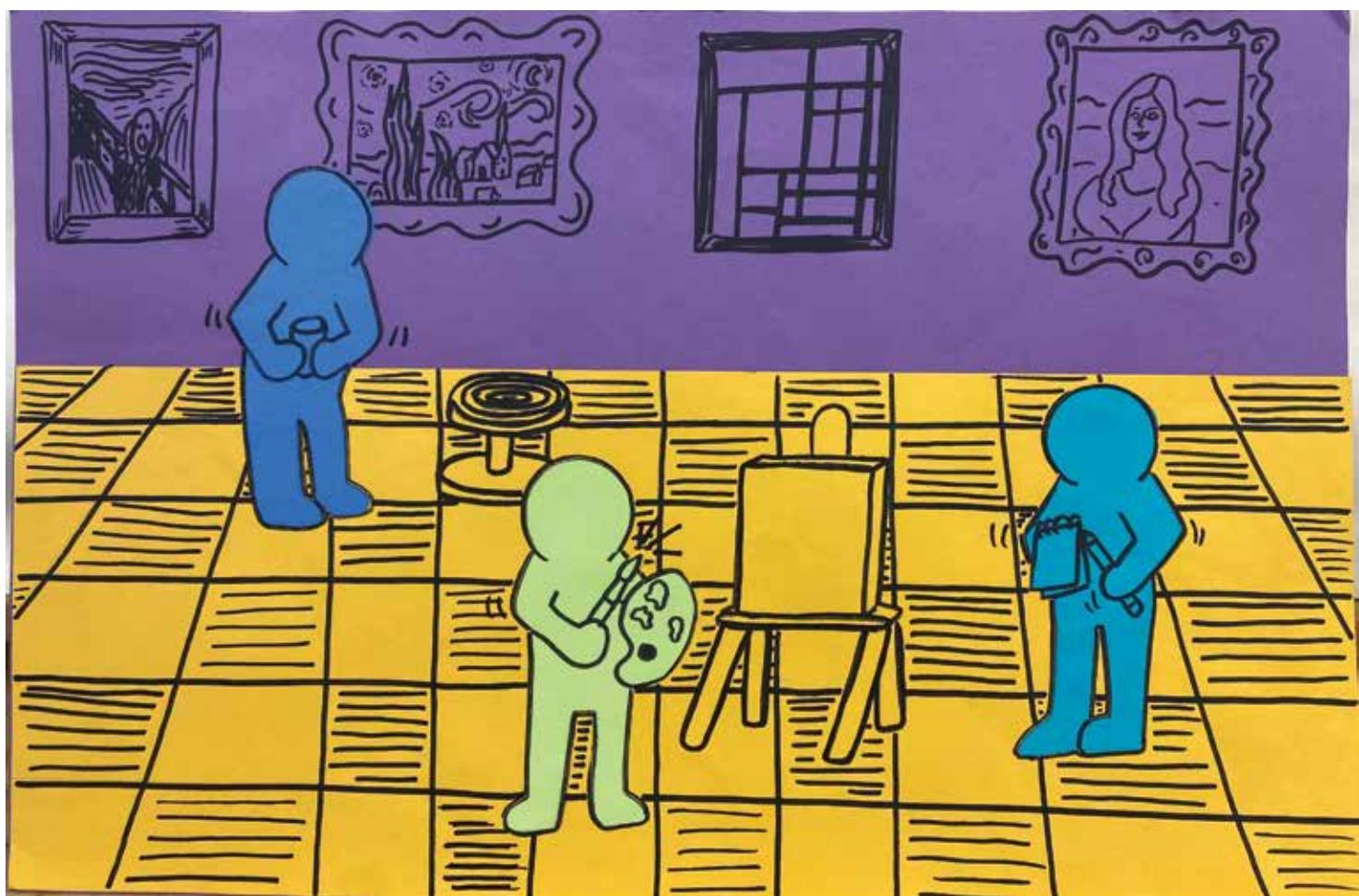
2. Supplementary Materials:

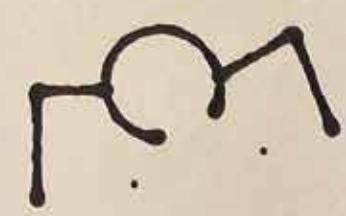
- PowerPoint of Haring's art
- How-to drawing sheet

3. Student Supplies:

- 9x11" white drawing paper
- Pencils, erasers
- 3x5" pre-cut construction paper
- Scissors
- Glue sticks
- 12x18 construction paper
- 6x18" pre-cut construction paper
- Black Sharpies

4. Exemplars:

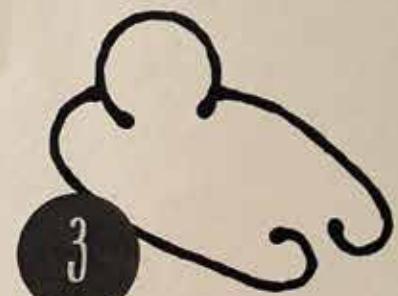
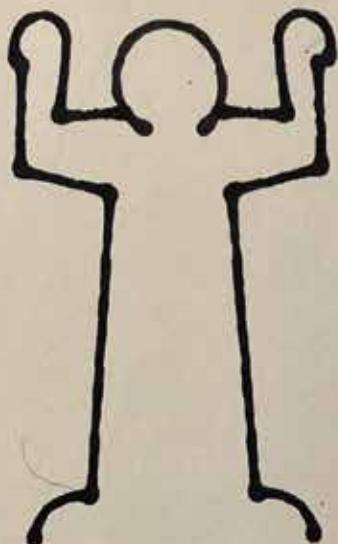




1



2



3



KEITH HARING
ACTION FIGURES

DEEP SPACE SPARKLE

HOW-TO: KEITH HARING ACTION FIGURES

