

Collage and Romare Bearden

Object: Romare Bearden, *Tidings*, 1973. Screen print, 22 3/32 x 29 1/4 inches, Ulrich Museum of Art, gift of Argosy Partners and Bond Street Partners



Ulrich Museum of Art



Description:

Students will learn about the artist Romare Bearden and collage art. They will create their own collage to illuminate an issue of their choice.

Grade Level: 6-8

Subject: Art, History

Length of Lesson: Two 50-minute class sessions

Standards:

VA: Cr1.2.6 Formulate an artistic investigation of personally relevant content for creating art.

VA:Cr2.1.6 Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

VA: Re7.2.6 Analyze ways that visual components and cultural associations suggested by images influence ideas, emotion, and actions.

VA: Cr2.3.7 Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

VA: Re7.2.7 Analyze multiple ways that images influence specific audiences.

VA:Cr2.1.8 Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.

VA:Re7.1.8 Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

Materials:

Way to project artwork like projector or SMART Board

Paper

Magazines, newspapers, and/or printed images

Scissors

Glue

Optional: drawing supplies like markers or colored pencils

Lesson One:

Activate Prior Knowledge: Ask the students if they know what collage is and if they have ever made one before.

Teacher Input: give a definition of collage art and give a brief summation of Romare Bearden's life and what he strove for in his artworks. Emphasize that he was active in Civil Rights and his work reflects the Black experience at the time.

Art Looking: Ask the students to look closely at *Tidings* and have them analyze the work using Visual Thinking Strategies (VTS). If this doesn't come up during VTS discussion, ask them how the disjointedness makes them feel looking at the work.

Teacher input: explain how collage is a good way to point out injustices or biases in media for public consumption. Collage can be a tool for exploring many issues, it's all about what images you use and how you assemble them.

Art Planning: Have the students think about what issues they think are important today. It can be a social issue or a personal issue they might be struggling with.

Art Making: Once they have decided what issue they want to address in their own collage, pass out the materials then have them start!

Lesson two:

Completion: If they did not finish their collages during the previous lesson, give them a chance to do so now

Presentation: Have each student present their collage to the class, explaining what issue they chose to focus on and how the images they chose reflect that.

Presentation alternative: If finishing the collages takes too long or you do not want them to present to such a large group, instead have the students pair up in 2 or 3 and present their collage to the small group instead.

Resources:

Ulrich Museum of Art object portal information on the artwork: <https://de1.zetcom-group.de/MpWeb-mpWichitaUlrich/v?mode=online#!m/Object/9579/form/ObjCatalogViewFrm>

More information on Romare Bearden: <https://beardenfoundation.org/romare-bearden/>

Visual Thinking Strategies:

https://www.educationworld.com/a_lesson/teaching_visual_thinking_strategies.shtml

More on collage art: <https://www.widewalls.ch/magazine/collage-artists/kara-walker-1>
<https://www.tate.org.uk/art/art-terms/c/collage>