

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: 9-12

Subject: Art, US History

Length of Lesson: Two 50-minute class sessions

Standards:

VA: Cr1.2.I Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.

VA: Cr2.3.II Redesign an object, system, place, or design in response to contemporary issues.

VA:Cr1.1.III Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

VA: Cr2.3.III Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

VA: Re7.2.I Analyze how one's understanding of the world is affected by experiencing visual imagery.

VA:Cn10.1.II Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

Materials:

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 have ever made a collage before. Did they choose a theme for that collage? What colors or shapes did they select to communicate their theme?

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 social injustice 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 groupings of 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>