

Art Lesson Plan

Lesson Plan: Flag Painting (Jasper Johns)

Grade: Third

Curriculum content: Immigration and citizenship

Elements: color, shape, pattern, texture

Technique: Painting, collage

Art EALRs: 1.1.1. Uses texture in 2 and 3 dimensional work.

Objective: Students will explore creating texture with paint and collage in an artwork.



Discussion/Questions

Art Element(s): Color, Pattern, Shape, Texture

- Tell me what you know about “symbols.”
- What symbols are important to you? (*Have students think about their school mascot, a group they belong to, like boy scouts/girl scouts, sports teams, etc.*) What about to our country?
- What is a symbol that we talked about last time? (If appropriate.)
- A flag is commonly used to symbolize a country. Did you know that some people consider the colors of the flag symbolic? Some write that George Washington wanted stripes and a field of blue where the stars(from the heavens) were to represent a new constellation (new country), the red(on the stripes) was the Mother country (England) and it would be separated by white stripes which would represent liberty. There would

be 13 stripes to represent the original colonies and a star for every state. Our first American Flag had 13 stars. The flag has changed over the years as new states were added to our country after it was founded. Some other people suggest the colors have symbolic meaning, but there is no legal symbolic meaning to the colors, however, there is important tradition and protocol when displaying the American Flag. Some people believe that the colors mean: Red: hardiness, courage, White: purity, innocence, Blue; vigilance, perseverance, and justice. (Philosophical values: Red: blood, war, and courage. Blue: justice and Freedom. White: purity)

During slides or showing of painting ask/discuss about art elements and principles if design:

- How is color used in the painting?
- Tell me what you know about texture. There are two types visual and tactile. Visual texture you can see with your eyes, and tactile textures you can see and feel by touching. Johns created texture in his Flag painting by adding wax, newspaper, and fabric.
- What types of shapes do you see? (*geometric shapes, shapes you would find in math*) Does anyone know the opposite types of shapes from these? (*organic, shapes you would find in nature*)
- How is it arranged? (using repetition, pattern and shapes) What is pattern? How or where do you find pattern in the painting? Are the regular patterns or irregular (random)?
- How does this artwork make you feel? Do you like or dislike it?

Title of Artwork: *Flag*



Jasper Johns

Flag (1954-55)

Encaustic, oil and collage on fabric mounted on plywood

Artist Biography and information:

Jasper Johns was born in Georgia. He knew from an early age that he wanted to be an artist. He eventually moved to New York to study art. His early works were composed using simple schema such as flags, maps, targets, letters and numbers. He painted his first Flag painting in 1954. Johns' treatment of the surface is often lush and painterly; he is famous for incorporating such media as encaustic (wax) and plaster relief in his paintings. Johns played with and presented opposites, contradictions, paradoxes, and ironies, much like Marcel Duchamp (who was associated with the Dada movement: art politics, and culture, anti-war, international, began about the time of WWI, anarchistic). Considered a Dadaist painter by most historians, Johns'

breakthrough move would inform much later work by others (Pop artists), was to appropriate popular iconography for painting, thus allowing a set of familiar associations to answer the need for subject. He was seeking to create meaning solely through the use of conventional symbols. Johns has been given special recognition as an artist. (Still considered living as of end of 2009).

Materials:

- Tag board (precut to 16 $\frac{3}{4}$ x 11 inches)
- Red, white, and blue tempera paint
- Gloss medium
- Templates
 - Stripes $\frac{7}{8}$ x 16 $\frac{3}{4}$ inches (one per student)
 - Rectangle 6x7 inches (one per student)
- Precut newsprint stripes (precut to size of stripe, have at least six per student, but have extras cut, too)
- Precut stars (punched with a star punch)
- Brushes
- Painting knives
- Painting palette
- Water bowls
- Paper towels
- Butcher paper to protect desks

Preparation:

- Precut all newsprint
- Pre-punch out newsprint stars with a star punch
- Cut out background paper to size 16 $\frac{3}{4}$ x 11 inches

Directions:

1. Get materials to students.
2. Discussion: include questions on symbols, and art elements. Show and discuss Flag painting of Jasper Johns' Flag painting.
3. Have students put names on back.
4. Have students trace the rectangle template in the proper place for the American Flag on the paper.
5. Trace the stripes template. Align the stripe template up with the rectangle so that the lines will be drawn in the proper spot. Then, have students draw the stripes above and below that point (this just helps to make sure that the stripes are aligned in the proper place on the flag). 7 stripes should be above and 6 strips below the rectangle shape. There should be a total of 13 stripes, so students will draw 12 lines to divide the space into 13 stripes. If there is not enough room to make 13 stripes, adjust the rectangle shape so that it lines up properly. Have students count and check for accuracy the proper number of stripes. Adjust if necessary.
6. Have students lightly label with pencil every other stripe to collage with newsprint.
7. Using gloss medium, have students collage the newspaper stripes onto their drawing.

- Begin with the second stripe down. (Note: top and bottom stripes are red.)
8. Paint the blue rectangle. While the paint is wet, have students texture the paint with a palette knife, back of brush, or pencil.
 9. Paint the alternate stripes red. (Note: top and bottom stripes are red.) While the paint is wet, have students texture the paint with palette knife, back of brush, or pencil.
Important: have students paint and texture one stripe at a time because the paint dries quickly and if they paint all the stripes first, some will become dry and they will not be able to texture the paint.
 10. Have students sign their name on the bottom red stripe while paint is wet.
 11. Collage the precut stars onto the blue rectangle.
 12. Have students paint just a bit of white paint over the newspaper stripes to blend, BUT make sure to leave some newspaper text showing, also making sure not to touch wet red paint with white creating pink.
 13. If students would like to add citizenship words to painting, have them cut out words from list and collage.
 14. Lay flat to dry. Have students make sure their painting is not stuck to the butcher paper.
 15. If displaying, mat with another sheet of paper.

Adapted from a Cascade Ridge lesson plan.

See Citizenship word list below:

citizen

citizen

belong

belong

part of a whole

part of a whole

patriot

patriot

country

country

loyal

loyal

nation

nation

reliable

reliable

allegiance

allegiance

devoted

devoted

government

government