
Art Masterpiece: Parade by Jacob Lawrence

Keywords: repetition, movement, rhythm, line

Grade: 2nd – 4th

Activity: Shape collage



Meet the Artist:

- Born in 1917 in Atlantic City, New Jersey and died in 2000.
- Although born in Atlantic City, Lawrence was raised in Harlem.
- He was introduced to art in his early teens; his mother enrolled him in Utopia Children's Center, which provided an after school art program in Harlem. It's colorful street sounds and sights opened his eyes and stirred his imagination.
- He painted bright colored patterns on wrapping paper and made papier-mâché masks.
- He would walk 60 blocks to the Metropolitan Museum of Art where he studied the old masters carefully, trying to figure out how they painted such things as a white cloth.
- He was a careful observer of the everyday lives of African Americans.
- Many of his paintings are strong visual comments on how he felt about racial problems.
- He generally painted what he saw around him. A hospital stay became the subject for 11 paintings.
- He designed the poster for the 1972 Olympics, and several of his murals can be found on public buildings.

Definitions:

Repetition: a design that has parts that are used over and over again in a pleasing way.

Rhythm – regular repetition of lines, shapes, colors, patterns. The arrangements of various parts of the artwork that make it seem to have a special beat or repeated movement.

Movement – the arrangement of parts of a design to create a sense of motion using lines that cause the eye to move over the work.

Discussion Questions:

Review Definitions

- What event is happening in this painting? (A parade) How did the artist show you that this is a parade? (find details such as rows of marching people, bright colors, fancy costumes)
- How many different groups of people are in this painting? (four different groups of marchers; many different spectators)
- Did the artist include many details? (No – he has painted mostly areas of flat color)
- What details has the artist chosen to leave out of the painting? (Details in faces and clothes, buildings, the ground) Why might he have wanted to paint this way? (Perhaps to focus on the color and motion of the scene)
- Can you find shapes the artist has repeated again and again in this work? Repeated colors? (**REPETITION**)
- Try to find some diagonal (slanted) lines in Parade. Remember that lines can be implied by the artist's use of shapes and colors. (Diagonals are formed by marching groups and the angle of the legs) How do these diagonal lines affect the painting? (They give it the appearance of **MOVEMENT** and action)
- How might the artist have painted the figures if he wanted us to believe they were NOT in movement? (straight lines for rows and vertical lines for the legs)
- Imagine the sound you would experience if you were standing in this scene. What do you hear? The artist desires you to feel the cadence of the drums and blaring of the horns the cheers of the people. He does not have audio but he does have color and shape to influence you. How he used them in this piece of art gives the artwork **RHYTHM**.

Activity: Shape Collage showing Movement and Rhythm

Materials needed: White cardstock, shape die-cuts, colored pencils, individual pencil sharpeners, regular pencils

In advance: Die-cuts of approx. 2" sized circles, triangles and rectangles will need to be cut out of tag-board or heavy card stock. Each child will choose ONE shape. Have enough of each shape so they can take their pick. These are to be recollected and reused.

Make one copy of the line drawing "Parade" found at the end of this lesson. Use doc-camera to show and discuss in class.

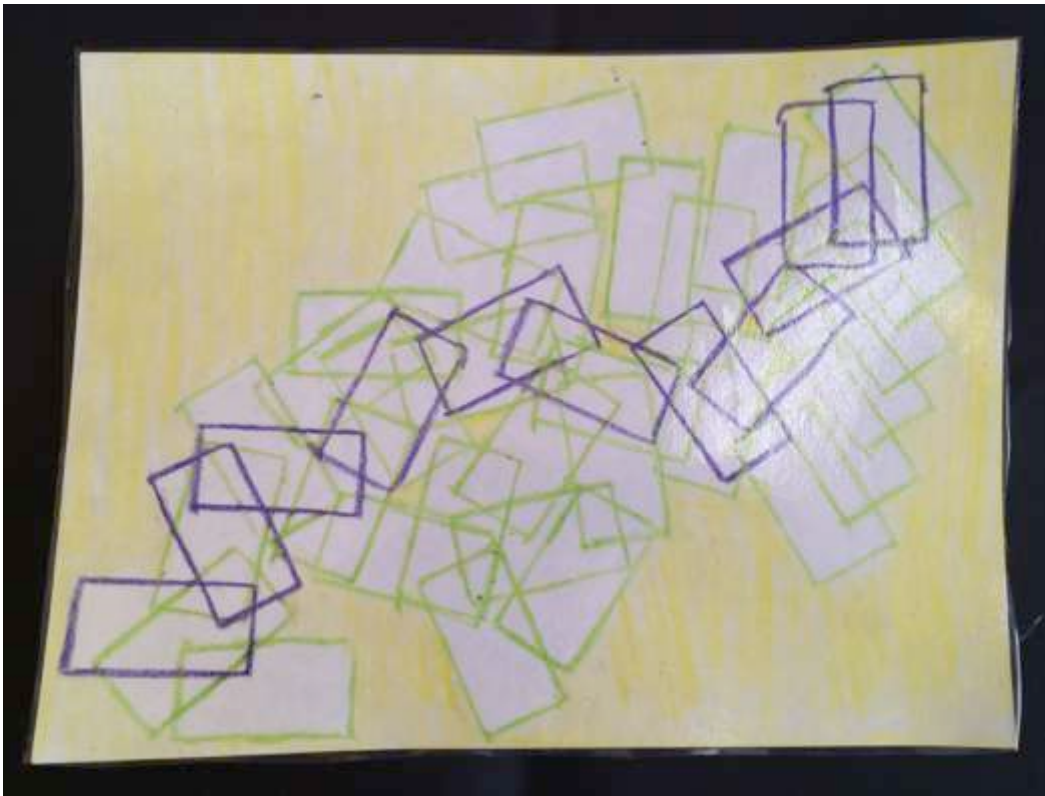
Process:

1. Students will receive one piece of white cardstock and choose the shape of their choice.
2. Write name on back of artwork.
3. Instruct the students that they will be creating a shape collage that shows movement and rhythm by the repeating and overlapping of their chosen shape. Music will be their inspiration.
4. Ask if there are any students in the classroom that play a musical instrument. Encourage them to share what the term "beat" of music means.
5. All students should try to imagine a style of music. With that music in mind they will begin in pencil to trace their chosen shape onto the paper to depict that style of music.
6. Using the doc-camera show the line drawing of the artwork "Parade". See image below. Remind them that spacing and overlapping will help them create their music. Consider music that sounds booming, pulsing, flowing, etc.
7. Students should continue to look back to the artwork by Lawrence. How did he achieve movement? Groups of like shapes that are applied in diagonal lines and over-lapping.
8. Designs should be orderly but may not be uniform across the page.
9. Once they are content with the design they can begin to add color. Color is another way to create a certain message of movement and sound. Repetition of color, soft colors vs bold colors; pops of color, etc. Encourage students to think about how they use color.
10. They should work to fill most of the page with color but leaving some areas of white is also fine.

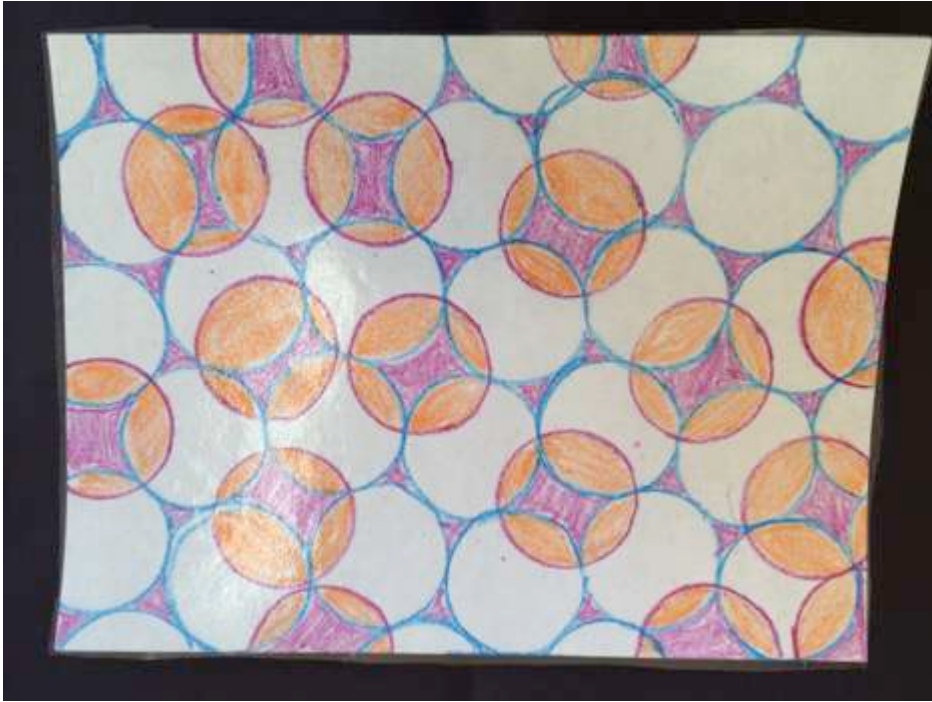


Line Drawing of the artwork "Parade". Use in discussion to illustrate the repetition of shape to create a sense of movement.

Art Project Samples:



Chandler Unified School District Art Masterpiece



Chandler Unified School District Art Masterpiece

Parent Letter

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Picture of artwork



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