

Art work influenced by artists from the Harlem Renaissance (Louis Mailou Jones, Jacob Lawrence and Romare Beardon)

Objective: Students will create a work of art influenced by artists from the Harlem Renaissance.

Great migration

The Great Migration was the movement of **some six million African Americans from rural areas of the Southern states of the United States to urban areas in the Northern states between 1916 and 1970**. ... At the beginning of the 20th century, 90 percent of black Americans lived in the South.

Harlem Renaissance

The Harlem Renaissance was an intellectual and cultural revival of African American music, dance, art, fashion, literature, theater, politics and scholarship centered in Harlem, Manhattan, New York City, spanning the 1920s and 1930s.

Visual Arts

Louis Mailou Jones born November 3, 1905 - died June 1998

Jones was influenced by the Harlem Renaissance movement and her countless international trips. Lois Mailou Jones' career was enduring and complex. Her work in **designs, paintings, illustrations, and academia** made her an exceptional artist who continues to receive national attention and research.

Jacob Lawrence September 7th - June 9th 2000

Jacob Lawrence was one of the most important artists of the 20th century, widely renowned for his **modernist depictions of everyday life as well as epic narratives of African American history and historical figures**. ... Lawrence was drafted into the Coast Guard during World War II and was assigned duty as a combat artist.

Jacob Lawrence witnessed **the innovative and improvised lifestyles created by the**

convergence of the Great Migration, the Depression, the Jazz Age, and the Harlem Renaissance. Inspired by the Harlem community's interest in the stories of its heritage, Lawrence became the storyteller or visual griot of the neighborhood.

Romare Bearden September 2, 1911- March 12, 1988

Is considered one of the most important American artists of the 20th century, Romare Bearden's artwork depicted the African American culture and experience in creative and thought-provoking ways. Born in North Carolina in 1911, Bearden spent much of his career in New York City. Virtually self-taught, his early works were realistic images, often with religious themes. He later transitioned to abstract and Cubist style paintings in oil and watercolor. He is best known for his photomontage compositions made from torn images of popular magazines and assembled into visually powerful statements on African American life.

Objective:

I.CX.1.2

Understand the role of visual art in documenting history

I.CX.1.3

Classify art by artist, movement, and style

I.CR.1.1

Critique art based on personal and formal criteria.

I.CR.1.2 Critique personal art using personal or teacher- generated criteria.

Standards

1. CX.1. Understand the global, historical, societal, and cultural contexts of the visual arts.
- 1.CR.1 Use critical analysis to generate responses to a variety of prompts

Teacher process:

1. Teacher will discuss with students about the Great Migration and the Harlem Renaissance and the visual artists from the Harlem Renaissance. The teacher will also show the students a video on the Great Migration, the Harlem Renaissance and the visual artists.
2. Once the teacher has finished show the students the video the teacher will explain to the students that they will create a work of art influenced by one of the artist.
3. The teacher will tell the students that the class will draw together three different sketches influenced by each artist.
4. The teacher will tell the students that the drawing will be done using step by step guided by the teacher.
5. The teacher will tell the students once they have draw all three sketches in class. The teacher will tell the students they must color all three sketches and then pick the sketch they would like to use for their final.
6. The teacher will tell the students once they have chosen the sketch they will use for their final they will redraw the final on to bigger paper.
7. The teacher will tell the student once they have completed their final. The students will have to complete a rubric.
8. The teacher will tell the student once the rubric is complete hand in the three sketches, final and rubric to the teacher.

Student process

1. The students will listen to the teacher discuss the Harlem Renaissance.
2. The students will began working on their sketches with the teacher after watching the video.
3. Once the students have finished drawing the three sketches with teacher the students will began coloring the sketches.
4. When the students finish coloring the sketches the students will chose the best sketch and redraw it onto a larger sheet of paper.
5. After redrawing the sketch the students will color or paint the final drawing.
6. The student will hand in the sketches, final and rubric to teacher.