Symbolic Self-Portrait
OVERVIEW

FOCUS ARTWORK: “Silence = Death”, Keith Haring

BIG IDEAS / ENDURING UNDERSTANDINGS
By studying artwork through the lens of historical/cultural context, art criticism, art production and aesthetic valuing, students can utilize an inquiry-based approach to art and gain a deeper understanding of the artist’s intent and processes.

Inquiry learning and active discussion with peers can enhance the creative decisions of one’s own artwork.

The understanding and use of art, vocabulary, knowledge and skills can be applied in the creation of successful original artwork.

CONNECTIONS:
By examining Keith Haring’s Silence = Death video and engaging in the production of similar art process in creating personal meaningful artwork, students can gain added insights through connections with Social Science, Science, Language Arts and Art History.

SUMMARY OF UNIT:
Students will use the Art Criticism Inquiry process to sketch, describe, analyze and interpret Keith Haring’s use of graphic signs. Through the process of creating an image that reflects personal identity, students will demonstrate their understanding of creating art with a meaningful personal message.

CLASSROOM CONTEXT:
This lesson is designed for Art 1 Court, Community and Special Ed students with basic knowledge and understanding of visual art.
LINK TO STANDARDS:

Visual Art Content Standard(s) to be Addressed:
- Strand 1: **Artistic Perception:**
  Processing, analyzing and responding to sensory information through the language and skills unique to the visual arts.
- Strand 2: **Creative Expression:**
  Creating, performing and participating in the visual arts.
- Strand 3: **Historical and Cultural Context:**
  Understanding historical contributions and cultural dimensions of the visual arts.
- Strand 4: **Aesthetic Valuing:**
  Responding to, analyzing, and making judgments about the visual arts.
- Strand 5: **Connections, Relationships and Applications:**
  Connecting and applying what is learned in the visual arts to other art forms, subject areas, and careers.

California Standards for the Teaching Profession:
- Standard One: Engaging & Supporting All students in Learning
- Standard Two: Creating & Maintaining Effective Environment for Student Learning
- Standard Three: Understanding & Organizing Subject Matter for Student Learning
- Standard Four: Planning Instruction & Designing Learning Experiences for All Students
- Standard Five: Assessing Student Learning
- Standard Six: Developing as a Professional Educator

California CTE Foundation Standards:
- Foundation Standard 1: Academics
- Foundation Standard 2: Communications
- Foundation Standard 3: Career Planning and Management
- Foundation Standard 4: Technology
- Foundation Standard 5: Problem-Solving and Critical Thinking
- Foundation Standard 6: Health and Safety
- Foundation Standard 7: Responsibility and Flexibility
- Foundation Standard 8: Ethics and Legal Responsibilities

Additional **Life-Long Learning Skills** to develop in students and keep in mind during instruction:
- The capacity for adaptability, flexibility
- The capacity for questioning and skills in debate
- The ability to recognize and question assumptions (one’s one first and foremost)
- The ability to tolerant, respect and understand different points of view
- The ability to work as part of a group toward a common goal
- The capacity for empathy; the ability to see both similarities and differences in other people and ideas, and the ability to respect and tolerate those differences
- A sense of self-respect and respect of others
- An internalized sense of morals
- The ability to learn from experience, criticism, mistakes, and failures, as well as successes
- The acceptance of one’s own strengths and gifts as well as limitations and areas of weakness
- The ability to understand theoretical concepts in a such a way that they can be taken from one area of knowledge and applied to other areas
DOORWAYS THROUGH THE ARTS: Silence = Death

Lesson Materials:
- Keith Haring, video (29 min.)
- Scholastic ART, Keith Haring working with symbols, April/May 1998
- Vanity Fair, Kid Haring, Ingrid Sischy, July 1997
- San Francisco Museum of Modern Art, Keith Haring Retrospect
- Slides of Keith Haring’s work
- Student examples
- black illustration board
- drawing paper
- prismacolor pencils

Lesson Vocabulary:
- symbols
- graffiti
- conventional
- simplified
- visual language
- stylized
- pictograms
- universal themes

Possible Interdisciplinary Connections:
- Social Science
- Language Arts
- Art History
- Science

Sample of Original Composition

Monica Mosley, “Let’s Dance”
UNDERSTANDINGS / BIG IDEAS:
Describing, Analyzing and Interpreting artwork can assist students in their understanding of how the elements of art and principles of design support an artist’s effective use of imagery and symbolism in creating meaningful art that conveys a message.

ESSENTIAL QUESTIONS:
How do artists communicate ideas and events in their artwork through the use of symbolism and imagery? How do the elements of art and principles of design support effective and dynamic works of art?

OBJECTIVES:
Students will understand that artists who want to communicate powerful ideas in their artwork often use imagery and symbolism to convey their message.

Students will understand that thoughtful use of the elements of art organized through selected principles of design can enhance the power of a meaningful message and persuade people to believe important facts.

MATERIALS:
• “Silence =Death” Keith Haring video
• Art Criticism Worksheet
• Journals and Pencils

PRIOR KNOWLEDGE:
Students should be familiar with art criticism terminology and definitions, and be able to apply it appropriately in discussions.

Students should be able to use research skills to inform their artwork.

LESSON PROCEDURES: Applying context to works of art
1. Students will view the “Silence = Death” Keith Haring video, concepts and art terms.

2. Students will describe, analyze and interpret sample works of art using Art Criticism inquiry, students will answer the following questions:
   • What do you see? (describe)
   • What does it mean? (analyze, interpret)
   • How do you know? (evidence in painting)
SECOND UNIT STRAND  
CREATIVE EXPRESSION / ART PRODUCTION

UNDERSTANDINGS/ BIG IDEAS:

The understanding and use of art knowledge and skills can be applied in the creation of effective original artwork.

ESSENTIAL QUESTIONS: Prompts for further inquiry and guide learning

How do artists choose signs and symbols they include in their compositional designs to create a meaningful piece of personal art?

OBJECTIVES / OUTCOMES
• To create an original piece of artwork based on a vocabulary of graphic signs
• To create an image that reflects personal identity
• To use color to enhance the meaning of their symbols

PRIOR KNOWLEDGE: Instruction and practice on color schemes, gradation of values use of patterns and symbols.

BACKGROUND
Haring had always wanted to bring his art to the people. In the early 1980’s he did his first subway drawings. Most of the images he was to use later were invented here- the dancing figures, the flying saucers, the lines radiating from the figures. Soon, people started coming to his loft to buy his drawings, and Keith Haring’s career had begun.

In his drawings and early paintings, Haring invented a whole vocabulary of graphic signs. He repeated the same images over and over. Each object stands for a quality or an abstract idea. Lines radiating from figures mean the figure has been empowered. The “radiant” baby a symbol of threatened childhood, has the power to protect itself. Dolphins are symbols of peace and love; pyramids mean eternity. Holes in figures symbolize their souls. Three eyes in a smiling face stand for greed or joy. Computers, robots, TV’s symbolize technology.

Though the symbols he used seem simple, Keith Haring’s art deals with universal themes-love, war, birth, and death. Although his art work was always optimistic, many of his messages became more serious at the end of his life.

LESSON PROCEDURES: Applying the Disciplines in Looking for Meaning
• Students will view slide of Keith Haring’s “Silence = Death”
• Students will draw a 3” x 3” rough draft in ink of a simplified figure that depicts their personal identity
• Students will use simplified symbols, textures and patterns based on Keith Haring
• Rough draft will be transferred to black illustration board
• Students will use colored pencil to complete illustration
CULMINATING PROJECT:  
An original artwork incorporating a figure that depicts student’s personal identity using simplified symbols, textures and patterns.

ASSESSMENT OF STUDENT LEARNING: To what extent did students:  
• Written journal on how their artwork reflects individual interpretation of a visual message  
• Oral critique of personal artwork and that of peers, verbalize how it symbolizes an issue or message  
• Does composition reflect personal vision? Discuss images and symbols and how they relate to the meaning of the work.
ART CRITIQUE

Photo of Artwork By “Student Name”

HARING CRITIQUE

1. Briefly describe the theme or idea in your Keith Haring design. How did you represent yourself.

2. How did you move your eye across the composition?

3. Name 2 elements of art and 2 principles of design and how you used them in your design.
   Elements: Principles:

4. What is your favorite part of the drawing?

5. Which Haring design is your favorite for the symbols they used?
   Which for overall design? Why?
### Visual Arts Assessment Rubric

<table>
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<tr>
<th>Assignment</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>STUDENT SCORE</th>
<th>TEACHER SCORE</th>
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<tbody>
<tr>
<td>KEITH HARING</td>
<td>Outstanding Creativity, Thoughtful, Insightful</td>
<td>Very Good Creativity &amp; Craftsmanship</td>
<td>Good to Adequate Skills &amp; Some Creativity</td>
<td>Limited Craftsmanship Not Creative</td>
<td>No Creativity Incomplete</td>
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<td>Follows Directions</td>
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<td>Communicates knowledge of line, texture and value techniques through use of art elements and design principles</td>
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<td>Handles the media with a degree of craftsmanship</td>
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<td>Makes connections to art history: alternating pattern and balance design principles</td>
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<td>Demonstrates an element of risk taking and reflection</td>
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Multiply by 5 for 100 Pt scale  TOTAL SCORE   ____  ____

### Overall Assessment Planning:
How will students be assessed to determine if the objectives have been met?  How will students reflect upon and self-assess their learning?

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<tr>
<th>Assessment</th>
<th>Teacher</th>
<th>Student</th>
<th>Formative</th>
<th>Summative</th>
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<tbody>
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<td>Process Tasks:</td>
<td>Provides</td>
<td>Responds To Writes In</td>
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<td>Quiz</td>
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<td>Prompts</td>
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<td>Journal</td>
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<td>Research</td>
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<td>Homework</td>
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<td>Artist Statement</td>
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<td>Worksheets</td>
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<td>Sketches, Preliminary Drawings</td>
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<td>Critique - Oral or Written Discussion</td>
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<td>Exhibit/ Performance Task (End Product)</td>
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Provides

Guides

Guides

_Responds To_ Writes In

Completes unfinished work

Writes

Completes Designs

Participates In

Participates In

Completes

Completes

Completes