

Theme

The Individual

Story Title**Writing Lesson**

Research/Interview

National Writing Standards

3 Evaluation Strategies; 4 Communication Skills; 5 communication Strategies; 7 Evaluating Data; 8 Developing Research Skills; 12 Applying Language Skills

6+1 Trait®

Word Choice, Ideas, Organization, Conventions

Art Making and Meaning Question

Art Influence

What earlier visual work influenced the maker?

Objectives

Students will:

Identify ways in which an artist is influenced by another artist.

Select an artist whose work they admire.

Research an artist's life including cultural and artworld contexts.

Cite works in a reference list.

Create questions to ask an artist to learn more about the artist and the artist's work.

Participate in a presentation of their research.

Preparation

Prepare copies, transparencies, or use images from ArtsConnectEd Supplement, or from other sources, that show images of 20th Century Art. Select images of artwork by both the artist and the artist they were influenced by. For example: Jacob Lawrence (2) and Juan Gris (30), Helen Frankenthaler (11) and Rufino Tamayo (32), Roy Lichtenstein (12) and Reginald Marsh (33), Edward Hopper (13) and John Singer Sargent (34), Aaron Siskind (4) Franz Kline (35). Provide a model of the type of research paper you want your students to do and an overhead that shows the method you want the students to use to cite their references.

Activities

1.) Tell the students to imagine that they have won a \$1000 shopping spree. They have to spend the entire amount only on clothes, and to make a list of what clothes they would buy. After they finish their list, ask the students to share what items they included on their lists. When they mention a particular brand or specific type of clothing ask them why those clothes are important. Ask the students to think of what influences contribute to their clothing decisions. Tell the

students to think of a particular person whom they think dresses well. What type of questions would they ask this person about their clothes? (Who makes them? where did they buy them? etc?)

2.) Explain to the students that artists are sometimes influenced by other artists. The influence can be through subject matter, style, medium, technique, etc. It is not unusual for an artist to study another artist's work in depth; they will seek out an artist as a teacher or maybe they will correspond with an artist and ask for answers to their questions. Sometimes the artist they want to learn from is no longer alive, so they will go to museums to view that artist's work and they will research the life of the particular artist.

3.) Show the students the examples of artistic influence provide on artconnected.org (see preparation). Save the Aaron Siskind (4) Franz Kline (35) example for last.

4.) Have the student study the artworks and see if they can see how one artist was influenced by the other. Do this with each pair of artworks and make a list of the influences.

5.) Show the students Aaron Siskind's *Jalapa 35 (Homage to Franz Kline)*. Ask the students what they think the artist meant by this title. Display an example of Franz Kline's *The Chair*. Ask the students to analyze how Siskind may have been influenced by Franz Kline.

6.) Direct the students to imagine that they are an aspiring young artist. Tell the students to select an artist whose work they admire. Instruct the students to conduct research on this artist. Have them research the artist's life and gather information about cultural and artworld context pertaining to the artist as well as technical and visual features, subject matter style, theme and intention. Give the students guidelines to the research paper in terms of length and style.

7.) Demonstrate to the students how to make a reference list using the format of your choice.

8.) From their research, have the students write a list of questions they would like to ask the artist in an interview. Have the students act out the interviews for the class. One student is the interviewer and the other is the artist.

Resources

Erickson, M. (2005). *Art making and meaning: Understanding through questions*. Tucson, AZ: CRIZMAC.

Sebranek, P. Kemper D. & Meyer, V. (2005). *Write source: A book for writing, thinking, and learning*. Wilmington, MA: Houghton Mifflin.