

Lesson Three: Family Layers

Objectives

1. Students will be able to use rhythm to unify diverse images and symbols within a composition.
2. Students will be able to use analogous colors to unify diverse images and symbols within a composition.
3. Students will be able to explain how juxtaposing (combining) images or symbols can create new or layered meanings.

Arizona Visual Arts Standards

- CREATE: Creative Process: PO 001, 102 & 202: Contribute to a discussion about ideas for his or her own artwork.
- CREATE: Elements & Principles: PO 101: Identify and use elements and principles in his or her own artwork.
- CREATE: Elements & Principles: PO 201: Identify, select and use elements and principles to organize the composition in his or her own artwork.
- EVALUATE: Meanings & Purposes: PO 201. Discuss how an artist uses subject matter, symbols and/or themes to communicate meaning and/or purpose in an artwork.

Preparation

Preview [Family Layers PowerPoint](#)

GRADE LEVEL ADAPTIONS

This lesson is designed for secondary students. The *Family Layers* PowerPoint includes brief introductions to rhythm and analogous colors as well as a variety of mixed media techniques. You may want to adapt your focus based on your students' prior knowledge of rhythm, color theory or various media techniques.

You can simplify this lesson for elementary students by asking them to find images in magazines that remind them of their family members or activities they do together, etc., glue them onto the paper, paint over the photos and paper with watercolors (so you can still see the photos), then draw pictures of their family members on top of the paint.

Resources and Supplies

- *Family Layers* PowerPoint
- poster board or paper heavy enough to paint on.
- paint - whatever you have available (acrylics, watercolors, tempera, etc.)
- pencil
- magazines
- scissors
- glue sticks
- paint brushes
- markers or colored pencils for drawing and adding definition
- newspaper to cover work surface and to collage with.

OPTIONAL

- tissue paper
- starch for collaging tissue paper
- wire
- foam core
- small pieces of linoleum and linoleum cutters
- acetone, brayer, cotton balls for magazine image transfers
- old credit cards to use as palette knives
- templates and stencils
- sponges or toothbrushes for applying paint
- crayons for younger students
- Karen Michel's *The Complete Guide to Altered Imagery: Mixed Media Techniques for Collage, Altered Book, Artist Journals and More* (published 2005 by Quarry Books)
- Traci Bunkers Creates a Visual Journal on [YouTube](#)

Activities

Review: Review the theme in life: “We are all influenced by our families” and the theme in art: “Artworks can reveal complex and simple truths about families.” Also review the unit’s three key questions: 1) How do artists use rhythm to unify a complex composition? 2) How do artists use analogous (harmonious) colors to unify a complex composition? 3) How do artists express layers of meaning by juxtaposing (combining) images and symbols?

Assignment: Explain to students that they are to demonstrate what they have learned by creating a Family Layers artwork. It should:

1. be inspired by the students’ own families (or perhaps their families as they would like them to be).
2. include at least three layers of paint or paper.
3. use rhythm to create unity.
4. use analogous colors to create unity.

Review and Idea Generation: Display the first eight slides of “Family Layers” PowerPoint to stimulate students to think of images and or symbols they might use to represent their own families (or perhaps their families as they would like them to be). Secondary students can make thumbnails. You can ask elementary student to cut out images and/or symbols from magazines and try arranging them several ways on a background sheet of paper.

Feedback: Consult with each student to discuss and assess thumbnails. With younger students you might ask students to show you several ways they could arrange their images and symbols on a background.

Definitions and Examples: Display slides 9-19 to introduce rhythm and analogous colors.

Techniques: Display slides 20 through 26 to introduce a variety of techniques students might use in their work.

Student Sample: Display slides 27 through 29 as an example of one high school student’s reflection on her Family Layers artwork.

Reflection Assignment: Ask each student to reflect on his/her artwork addressing the following questions.

ARTISTIC PROCESS

1. What materials and techniques did you use to make your artwork?
2. How did these materials and techniques help you to communicate your ideas about your family?
3. What challenges did you face while creating the artwork?
4. What did you do to overcome those challenges?
5. What do you think is the most successful thing about your design? Why?

ARTIST INTENTION

1. Discuss the symbols and words that you used and what the artwork means.
2. How did you use rhythm to help unify your artwork?
3. What analogous color scheme did you use and how do those colors help to communicate the story of your family?

Presentation: Display completed Family Layers artworks. Ask each student, in turn, to share his or her artistic process and intention. Follow each student's presentation with open discussion by the entire class.

Vocabulary

- analogous colors
- collage
- composition
- juxtaposition, juxtapose
- rhythm
- symbol
- typography
- unity

Assessment Guides

OBJECTIVE 1: Students will be able to use rhythm to unify diverse images and symbols within a composition.

Exceeds Expectations: The rhythmic repetition of one or more visual elements creates a strong sense of unity in the artwork.

Meets Expectations: At least one visual element is repeated in a way that helps unify the artwork.

Approaches Expectations: At least one visual element is repeated several times in the artwork.

Fails to Meet Expectations: No visual elements are repeated in the artwork.

OBJECTIVE 2: Students will be able to use analogous colors to unify diverse images and symbols within a composition.

Exceeds Expectations: The effective use of analogous colors creates a strong sense of unity in the artwork.

Meets Expectations: Analogous colors are repeated throughout the artwork in a way that helps unify it.

Approaches Expectations: Analogous colors appear several times in the artwork.

Fails to Meet Expectations: The artwork includes several colors.

OBJECTIVE 3: Students will be able to explain how juxtaposing (combining) images, or symbols can create new or layered meanings.

Exceeds Expectations: The student persuasively explained how the combination of images and/or symbols in his or her artwork suggested new or layered meanings.

Meets Expectations: The student explained how s/he used images and/or symbols to create meaning in his or her artwork.

Approaches Expectations: The student mentioned images or objects s/he chose to include in his or her artwork.

Fails to Meet Expectations: The students made comments about his/her artwork.