

Lesson Three: Old West Vs New West

Old West Vs New West is appropriate for secondary students. Lesson Four, *The West: Black, White and In Between*, is appropriate for elementary students.

Objectives

OBJECTIVES:

1. Students will be able to use different values in their artworks.
2. Students will be able to group artworks for presentation based on similar characteristics.

Preparation

Preview *Old West Vs New West* and *Western POP Exhibition Preview* PowerPoints. You may wish to assemble images or objects with a western theme, old issues of *Arizona Highways* or photos or printouts of images with a western theme. If smart phones, tablets or computers are available, decide whether you will encourage students to search for images of the west.

Resources and Supplies

[Old West Vs New West PowerPoint](#)

[Western POP Exhibition Preview PowerPoint](#)

[Value Scales; Shading using an Eraser worksheet \(PDF\)](#)

sketch paper

drawing paper

graphite pencils

colored pencils

white erasers

OPTIONAL" popular culture images and items with a western theme (such as a vintage *Lone Ranger* comic book, *Magnificent Seven* or *Lone Ranger* movie advertisement or DVD cover).

Activities

DAY ONE

Review: Review the theme in life that "Things are not always black and white," and the theme in art that "Art can explore how opposites mix." Ask students to recall some pairs of opposites and then think of things in between those opposites, such as hot vs cold with warm and cool in between. Explain that, in this lesson, students will be focusing on two pairs of opposites: 1) the contrast between old west and the new west and 2) contrasting values (black and white).

Also review the unit's three key questions:

1. How can I use different values (black, white and gray) in my artwork?
2. How are artists inspired by their culture?
3. How can an art exhibition focus on a theme or idea?

Explain that students will see examples of artworks from an art exhibition with work made by artists inspired by the west and will make their own artwork inspired by contrasting and overlapping ideas about the old west and the new west.

Introduction: Display slides 1-4 of *Old West Vs New West* PowerPoint to:

- introduce students to artworks that include subject matter with western subject matter. Ask students to identify the painting by Rita Consing in which she shows subject matter she took from the old west and the painting in which she shows subject matter from the new west. (slide 1)
- stimulate students' thinking about the west. Ask them to brainstorm things they associate with the west, such as people, places, animals, plants, landscapes, clothing and transportation. (slide 2)
- illustrate how one artist from the West (Luis Jimenez, who grew up in Texas and lived on a ranch in New Mexico) was inspired by the west. His artwork shows a mustang. The Spanish were the first to bring horses to the west.

Some of their horses escaped and made up wild mustang herds. When Native Americans traded or caught these horses their way of life was changed. They used mustangs to hunt buffalo and to move about on the Great Plains. Ask students to identify subject matter in Jimenez' work that shows a new way that some people use to move about today. (slide 3)

- Return to Rita Conring's *Lone Ranger 2*, this time asking students to identify ways she overlapped subject matter from the old and new west within one painting. (slide 4) OPTIONAL: You may wish to share popular culture images and objects with a western theme. (Caution students about cultural stereotypes they might find in popular culture.) Additionally, you may want to display the *Western Pop Exhibition Preview* PowerPoint to show other artworks that include western imagery and lead an analysis of whether the old or the new west dominates particular artworks in the online Western Pop exhibition or whether the artist combined old and new west.

Assignment: Explain to students that they will be demonstrating what they've learned by:

- Creating a colored pencil drawing that combines the old and new west.
- Using values (black, white and grays) to make two-dimensional shapes appear to be solid forms.

Idea Generation: Display slides 5-7 of *Old West Vs New West* PowerPoint to show three seventh graders' sketches of western ideas as they were in the past vs how they are today. Distribute sketch paper and direct students to draw a person, place, object or activity from the old west and then in the new west.

DAY TWO

Definitions with Examples: Display slides 8-10 of *Old West Vs New West* PowerPoint to introduce value terms by:

- asking students to notice variation in value in an artwork. (slide 8)
- defining and illustrating shading. (slide 9)
- reminding students that they will be using values in their drawings to make flat, two-dimensional shapes seem more three-dimensional. (slide 10)

Guided Practice: Distribute *Value Scales; Shading using an Eraser* worksheet and display slide 11 -15 of *Old West Vs New West* PowerPoint:

- Read or ask students to read definitions of value terms. (slide 11)
- Use the student-completed sample as you instruct students on how to complete their own value worksheets. (slide 11)
- Guide students in locating various values as they appear on or near lit objects. (slides 12-15)

DAYS 3-5

Review of Assignment: Display slide 16-18 of *Old West Vs New West* PowerPoint to:

- review the expectations of their final drawing,
- show examples of students' finished drawings,
- distribute drawing paper and colored pencils and direct students to begin their final drawings.

DAY 6

Finished Drawings: Display slides 19-21 of *Old West Vs New West* PowerPoint

Presentation: Display slide of *Old West Vs New West* PowerPoint PowerPoint to:

- guide students' collaborative reflection on how to present their finished drawings. (slide 19)
- ask students to analyze and select artworks for two presentations: 1) *Let's Duel it Out* focused on contrast between the old and new west and 2) *Mixing It Up* focused on mixing, combining or overlapping images from the old and new west. (slides 20 and 21)

Culminating Presentation: Divide the student with their artworks into small groups. Ask each group to identify among its members a note taker, display assistants, label makers and speakers.

Direct each small group to plan a presentation of their artworks showcasing either the *Let's Duel it Out* focus or the *Let's Mix it Up* focus. Groups take turns making their *Let's Duel it Out* or the *Let's Mix it Up* presentation with display assistants

holding artworks and labels and speakers explaining how the artworks were grouped and pointing out features in artworks. A speaker or another member of the group should invite remaining students to comment on strengths of particular artworks in the presentation.

Art Vocabulary

subject matter
value
shape
form
two-dimensional
three-dimensional
contrast

Other Vocabulary

Great Plains
indentation

Extension Ideas

ART: Consider whether you might want to supplement your instruction using the Western Pop Exhibition Preview PowerPoint to display contemporary artists' work inspired by the west accompanied by their artist statements.

SOCIAL STUDIES: Consider collaborating with a social studies teacher about complementary curriculum content related to US western expansion, Native American cultures, US geography or cultural stereotypes.

Secondary Assessment Guides

OBJECTIVE 1: Students will be able to use use different values in their artworks.

Exceeds Expectations: Drawing includes effective shading and appropriately placed and shadow/s.

Meets Expectations: Drawing includes some shading and/or shadow/s.

Approaches Expectations: Drawing includes darker and lighter gray areas in addition to black and white (paper).

Fails to Meet Expectations: Drawing includes only lines.

OBJECTIVE 2: Students will be able to group artworks for presentation based on similar characteristics.

Exceeds Expectations: Group displays artworks for entire class accompanied by insightful, accurate comments and labels.

Meets Expectations: Group displays artworks accompanied for entire class by relevant comments **and** labels.

Approaches Expectations: Group displays artworks for entire class accompanied by comments **or** labels.

Fails to Meet Expectations: Group displays artworks for the entire class.