

# Inspired by Basquiat

Grade: 3rd

## Unit Overview

**Concept Statement:** Jean-Michel Basquiat was an artist who sold his work on the street, and whose paintings were inspired by jazz music and the world around him.

**Objectives/Overview:** Students will view the artwork of Jean-Michel Basquiat, students will create postcard paintings inspired by jazz music, students will use oil pastel to incorporate the things they are learning into their artworks, and students will distribute their artwork to the “public” in their school.

### **Standards of Education:**

#### **National SOLs:**

- 1.c:** Students use different media, techniques, and processes to communicate ideas, experiences, and stories.
- 1.d:** Students use art materials and tools in a safe and responsible manner.
- 2.b:** Describe how different expressive features and organizational principles cause different responses
- 3.a:** Students explore and understand prospective content for works of art.
- 3.b:** Students select and use subject matter, symbols, and ideas to communicate meaning.
- 5.a:** Students understand there are various purposes for creating works of visual art.
- 5.b:** Students describe how people’s experiences influence the development of specific artworks.

#### **Virginia SOLs:**

**3.4** - The student will use imaginative and expressive strategies to create works of art.

**3.6** - The student will create works of art that communicate ideas, themes, and feelings.

**3.11** - The student will identify how works of art and craft reflect times, places, and cultures.

**3.23** - The student will develop and describe personal reasons for valuing works of art.

**Time Required:** Three 45 minute lessons

**Key Concepts & Vocabulary:** Art inspired by music; rhythm; incorporating your surroundings or new knowledge into work; giving your artwork away to the public.

**Essential Questions:** Who is Jean-Michel Basquiat? What are Basquiat’s paintings inspired by? What is rhythm? How can you show rhythm visually? How do artists incorporate the world around them in their work? Why is it important to get your artwork out into the world?

#### **Specific Unit Objectives:**

**Lesson 1-** Jazz-Inspired Rhythmic Painting  
**Objective:** Students will learn about and view the work of Jean-Michel Basquiat; students will learn about visual rhythm; students will create rhythmic paintings while listening to jazz music.

**Lesson 2-** Incorporating What We Know - Mind Maps

**Objective:** Students will learn more about the work of Jean-Michel Basquiat - particularly the way he incorporated input from the world around him into his paintings; students will create a collective mind map of the topics they are learning about in their homeroom class; students will add their details inspired by this mind

map to their rhythmic paintings in oil pastel.

**Lesson 3-** Distribute

**Objective:** Students will have a group critique and distribute their works to children and staff members in the building. We will then discuss what it feels like to give artwork away to others.

## Lesson 1 – Jazz-Inspired Rhythm Paintings

**Objective:** Students will learn about and view the work of Jean-Michel Basquiat; students will learn about visual rhythm; students will create rhythmic paintings while listening to jazz music.

**Hook:** Greeting, review rules and expectations. Today we are going to learn about an artist named Jean-Michel Basquiat.

**Guided Practice:**

**Presentation:** Basquiat was a painter from the 1980's. He started as a graffiti artist who lived and sold artwork on the street and eventually crossed over to the "high-art" scene and became widely recognized and celebrated. His work was inspired by jazz music, his African-Caribbean heritage, and the stimulation of the world around him. Show images of Basquiat's paintings and videos of him selling his artwork.

**Defined vocabulary:**

**Rhythm:** A combination of repeated elements with variation. Compare to heartbeat, to music.

**Demo:** Demonstrate painting rhythmically. Emphasize pace, care of brushes and paint, and care taken to keeping colors unmuddied. Talk about using water. Do not add water to paint, getting water off brush (use white table paper board). Palette and cup don't move. Don't paint the palette. Be gentle with the brushes. No trips to the bathroom to wash hands.

**Independent practice:** Students will each have 4 postcard-sized pieces of paper and a palette with the primary colors. We will listen to jazz music and students will be encouraged to express the sounds they hear visually.

**Closure/Assessment:** Students will walk around the room and look at each other's rhythmic paintings. Group clean up.

**Materials:**

**Teacher materials:** Computer with Internet access, projector, jazz music, speaker.

**Student materials:** 4 small painting papers, small paintbrush, tempera paint in primary colors on palette, cups of water

## Lesson 2 – What Do We Know? Oil Pastel Mind Maps

**Objective:** Students will learn more about the work of Jean-Michel Basquiat - particularly the way he incorporated input from the world around him into his paintings; students will create a collective mind map of the topics they are learning about in their homeroom class; students will add their details inspired by this mind map to their rhythmic paintings in oil pastel.

**Hook:** (5 min) Greeting, review rules and expectations. Have students put together the Basquiat/Warhol puzzles.

### **Guided Practice:**

**Presentation:** (10 min) Basquiat was a painter from the 1980's. He started as a graffiti artist who lived and sold artwork on the street and eventually crossed over to the "high-art" scene and became widely recognized and celebrated. His work was inspired by jazz music, his African-Caribbean heritage, and the stimulation of the world around him. Show images of Basquiat's paintings and videos of him selling his artwork.

Talk in particular about the way Basquiat would write words or draw pictures of the

things he saw/heard in books, on the radio, in the news, or things he knew about from history.

### **Defined vocabulary:**

**Mind Map:** When you write out a map of the things going on in your mind or what you're currently learning about. It is a way to track the way things relate to one another.

**Demo:** (10 min) Collectively map a class mind map about what they're learning about in class.

**Independent practice:** (10 min) Students will use oil pastel to draw words or pictures inspired by our collective mind map.

**Closure/Assessment:** (5 min) Students will be asked to share the words/images they drew on their paintings with the class.

### **Materials:**

**Teacher materials:** Computer with Internet access, projector, puzzles of artwork by Basquiat (or collaborations with Warhol), presentation with images of Basquiat's work and videos of him working.

**Student materials:** Oil pastels, previously created rhythmic paintings.

## Lesson 3 – Art Market

**Objective:** Students will learn about how Jean-Michel Basquiat sold his work on the street, sign their work, learn about art markets, and "sell" their work at a school art market.

**Hook:** (5 min) Greeting, review rules and expectations.

### **Guided Practice:**

**Presentation:** (10 min) Watch video of Basquiat selling his work to Andy Warhol.

Tell students we're going to hold our own art market for other students in the school to come see and "buy" our work. Tell them they need to be prepared to answer the questions "How did you make this?" "What materials did you use?" "What was your inspiration?" and "Can you tell me about it?" Ask students what they might answer if someone asks them these questions.

Have students write their names on the back of each of their artworks and the words "Inspired by the artist Jean-Michel Basquiat"

Tell students they can keep 2 of their artworks if they would like to take them home or give them to someone who is not at school.

**Independent practice:** (20 min) We will go set up our artworks the cafeteria and wait for other students and staff to come join. At

the entrance of the cafeteria, there will be a sign about the art market and a bowl of papers that have the above questions on them. Each art market patron should take a strip of paper - this is their art market currency. To receive an artwork, they must hand their strip to the artist and ask the question. Once the artist answers the patron's question, they can exchange the artwork.

**Closure/Assessment:** (5 min) Students will be asked to share what they felt during the art market. What was that experience like?

**Materials:**

Teacher materials: Computer with Internet access, projector, space for art market, sign for the entrance of the market, slips of paper with art market questions, ask a few teachers to bring their classes down to the market.

Student materials: pencil, previously made artwork cut into quarters.

## DAILY ASSESSMENT RUBRIC

	Excellent	Acceptable	Needs Work
Classroom Contribution & Participation	Student had insightful participation in class discussions, and was exceedingly respectful towards self, peers, teacher, and materials.	Student participated in class discussions and was respectful to self, peers, teacher, and materials.	Student did not participate in class discussion, showed disrespect towards self, peers, teacher, and materials.
Independent Practice	Student used glue neatly and properly to collage colorful shapes onto paper.	Student used glue to collage colorful shapes onto paper.	Student was unable to use glue or collage shapes onto paper successfully.

## STUDENT WORK



Jazz-inspired rhythmic painting

After oil pastel mind maps, cut into quarters



Art Market



