

2019-20 Emerging Visions Program Lesson Guide

Grade: K-6th

Lesson Title	Suggested Medium	Grade Level
<p><i>Centroid Towns: Like a Passing Shadow</i> Artist: Nate Larson</p>	<p>Textile Photography Portraiture Painting Drawing 3-D sculpture</p>	<p>K-6th</p>
Artist Themes		FCPS Themes
<p>Community Culture Traditions Storytelling Self-discovery Belonging</p>	<p>K- <i>Self</i> 1st- <i>Family</i> 2nd- <i>Community</i> 3rd- <i>Culture</i> 4th- <i>Time</i> 5th- <i>Globalization</i> 6th- <i>Identity</i></p>	
Lessons		
<p>Students create artwork that reflects upon Nate Larson’s work through his themes, craft, portraits, photographs, etc.</p>		
<p>Lessons can be open-ended and be used with any medium. Here is a list of suggested lessons:</p> <ul style="list-style-type: none"> - Picture Perfect Portrait: Create a self-portrait painting that showcases your cultural traditions - Bird’s Eye View: Create a bird’s eye view drawing of an aerial map - Monochrome Magic: Create a monochromatic portrait drawing that is influenced by Nate’s tintype photographs - A Stitch in Time: Create a textile weaving or stitching of an historic craft - A Thing of the Past: Create a 3-D sculpture of a traditional or cultural item that tells a story - Who we are, where we are: Drawing or painting of the student’s community 		
Discussion Questions		
<ul style="list-style-type: none"> - How do your culture or traditions influence you and make you who you are? - Where did you come from? - How do you think people lived 100 years ago? 200 years ago? How do you think people made arts and crafts? - What does culture mean to you? - How can living in a specific area shape the person you are? 		

- How did Nate Larson preserve history in these pictures?
- Why does the past matter?

FCPS Assessment Standards

Kindergarten:

COMMUNICATE 1.b.2 Communicate ideas and narratives related to self by depicting people, places, and objects.

CREATE 1.b.5 Make choices and create original artworks that communicate meaning.

RESPOND 4.b.2 Recognize size and space in artworks.

CONNECT 4.b.3 Use the five senses to describe the ideas expressed in artworks.

1st grade:

COMMUNICATE 1.b.5 Share and discuss plans for artworks with the class or a partner.

CREATE 2.b.1 Identify appropriate shapes to represent parts of people and objects.

RESPOND 4.b.4 Identify and describe examples of good craftsmanship in artworks.

CONNECT 5.a.3 Describe how family experiences and traditions influence artists.

2nd grade:

COMMUNICATE 1.a.3 Use personal experiences, knowledge, memories, and observations to generate ideas for artworks.

CREATE 5.a.5 Create artworks that explore the activities, interests, roles, responsibilities, and status of diverse community groups.

RESPOND 7.a.4 Examine artworks for clues about artists, places, and events.

CONNECT 8.b.4 Develop and describe personal reasons for valuing artworks.

3rd grade

COMMUNICATE 1.b.3 Choose from a selection of provided resources to develop ideas and plans for art making.

CREATE 2.b.4 Use proportion and placement to represent subject matter in artworks.

2.c.6 Identify and use light, dark, and shadow to create value and contrast when representing subject matter.

RESPOND 4.b.3 Analyze how mood and emotions are expressed in artworks.

CONNECT 5.a.1 Describe cultural characteristics based on clues represented in artworks from different times and places.

4th Grade:

COMMUNICATE 1.a.1 Apply imaginative and expressive approaches to represent and explore concepts related to time.

CREATE 4.b.1 Describe the formal qualities and subject matter that an artist uses

to express an idea.

2.c.4 Refine use of organic and geometric shapes and forms to represent subject matter.

RESPOND 4.b.4 Reflect on and evaluate craftsmanship in personal artworks.

CONNECT 4.b.5 Use self-assessment to evaluate personal artworks and inform future art making.

5th Grade:

COMMUNICATE 2.a.1 Explore characteristics of expressive artworks and art forms.

CREATE 3.i.1 Use digital media to capture images of personal artworks.

RESPOND 4.b.3 Defend an opinion regarding the intent of an artist in an artwork.

CONNECT 5.a.3 Identify and examine how globalization influences artistic decisions.

6th Grade:

COMMUNICATE 1.a.2 Depict a variety of subject matter through representational and abstract methods to communicate ideas about identity.

CREATE 2.c.4 Identify and use texture to embellish a surface in an artwork.

RESPOND 4.b.3 Defend an opinion regarding the intent of an artist in an artwork.

CONNECT 5.a.1 investigate how artists have explored identity in artworks.

Images and Resources

Nate Larson:

www.natelarson.com

Centroid Towns Project:

www.centroidtowns.com

Waterford Foundation:

www.waterfordfoundation.org

Second Street School Living History Program:

www.waterfordhistory.org/history/second-street-school

President Lincoln's Cottage:

www.lincolncottage.org

Liljenquist Family Collection of Civil War Photographs at Library of Congress:

www.loc.gov/pictures/collection/lilj

Loudoun Museum: www.loudounmuseum.org

The Eye of the Sun: Nineteenth Century Photographs from the National Gallery of Art:

www.nga.gov/exhibitions/2019/eye-sun-nineteenth-century-photos.html

America Counts: Stories Behind the Numbers: www.census.gov/AmericaCounts

BackStory Radio, Beyond Numbers: A History of the US Census:
www.backstoryradio.org/shows/the-meaning-of-numbers-a-history-of-the-u-s-census

U.S. Census Bureau video: What is the Center of Population of the United States?:
www.youtube.com/watch?v=NWNBITyk88o

Center for Spatial Research, Columbia University: c4sr.columbia.edu

Nate Larson Articles & Interviews:

American Society of Media Photographers: www.asmp.org/strictly-business-blog/questions-with-an-educator-2/questions-with-an-educator-nate-larson

Lenscratch: lenscratch.com/2017/04/nate-larson-the-states-project-maryland

Bmore: www.bmoreart.com/2018/07/sondheim-shrinkage.html

Saint Louis Public Radio: www.kbia.org/post/monday-photographer-nate-larson-discusses-centroid-towns-residency-north-st-louis-county#stream/0

Baltimore Sun: www.baltimoresun.com/citypaper/bcpnews-contact-sheet-after-the-flood-20160804-photogallery.html

Photo Emphasis: www.photo-emphasis.com/artists/nate-larson-2018

Artists to Consider and Reference

- Eadweard Muybridge
- Marian “Clover” Hooper Adams
- Marion Post Wolcott
- Dorothea Lange
- Grant Wood
- Edward Hopper
- Norman Rockwell and the photographs that inspired his work:
www.npr.org/sections/pictureshow/2009/11/rockwell.html
- Jacob Lawrence
- Faith Ringgold
- Dawoud Bey
- Rafael Lozano-Hemmer’s *Pulse* series
- Caitlin Teal Price