

**2019-20 Emerging Visions Program Lesson Guide**  
**Grade: 7-8<sup>th</sup>**

Lesson Title	Suggested Medium	Grade Level
<p><i>Centroid Towns: Like a Passing Shadow</i></p> <p>Artist: Nate Larson</p>	<p>Tunnel books  Collage (digital or analog)  Monoprints  Maps  Silhouettes  Shadow puppets  Comic books  Assemblage  Basket-weaving  Tintype photography  Furniture/tools  Pottery/clay  Sculpture  Installation  Video game design  Printmaking  Wearable art  Lenticular photographs  Stop motion animation  Altered books  Environmental art  Quilt-making</p>	<p>7-8<sup>th</sup></p>
Artist Themes	FCPS Themes	
<p>Community  Culture  Traditions  Storytelling  Self-discovery  Belonging</p>	<p>Art Foundations- <i>Transformation</i>  Computers in Art- <i>Roles</i>  3D Art Explorations- <i>Boundaries</i>  Art Extensions- <i>Relationships</i></p>	

## Lessons

Students create artwork that reflects upon Nate Larson's work through his themes, craft, portraits, photographs, etc.

Lessons can be open-ended and can be used with any medium. A list of suggested lessons includes:

- **Your Roots:** Create an artwork that shows your history, your roots.
- **What if you were someone else?:** Create an artwork inspired by a person from the 1810 Census.
- **Back in Time:** Create an artwork that adds a modern twist to an antique craft.
- **Overlooked Lives:** Create an artwork inspired by the lives overlooked by the census, currently or historically.
- **How Far We've Come:** Create an artwork that changes over time.
- **We are HERE:** Create a collaborative artwork based on community.

## Discussion Questions

- Where did you come from? How did you get here?
- What is your family's history?
- How have time and place affected you?
- What is the census? What is a centroid?
- What was life like in 1810?
- What do you imagine small-town life to be like?
- What would life be like without technology?
- Compare high art with craft.
- How can we change the meaning of an object?
- Why do we conduct a census? Who gets left out?
- How do centroid towns represent our country?
- How accurate is the census?
- Why does the past matter?
- Why are documentary projects important?
- Why do we preserve the past?
- What connections can you make with Larson's project?
- How do you think the people of Waterford feel about the project?
- How can we represent ourselves?
- How do we learn about the past?

## FCPS Assessment Standards

### Art Foundations (Grade 7):

#### **COMMUNICATE**

##### **1.b. Creative Process**

The student will employ multiple strategies to research, investigate, and document ideas when planning artworks.

#### **CREATE**

##### **2.b. Methods of Representation**

The student will explore and refine representational, abstract, and nonrepresentational approaches in artworks.

#### **RESPOND**

##### **4.a.2 Aesthetic Preferences**

Describe and explain personal responses to visual qualities in artworks. (7.19)

#### **CONNECT**

##### **5.a.5 Art References**

Compile examples of contemporary and historical artists who have approached the same concept.

### **Computers in Art**

#### **COMMUNICATE**

##### **1.c.1 Ethics**

Recognize the implications, significance of, and difference between plagiarism and appropriation.

#### **CREATE**

##### **2.a Art Works**

The student will examine and refine art forms that combine the use of traditional and digital art media to create digital artworks.

#### **RESPOND**

##### **4.b.1 Subject and Formal Qualities**

Examine how the choices in subject matter and formal qualities affect the meaning in artworks. (8.15)

#### **CONNECT**

##### **5.a.5 Art References**

Identify, research, and document artworks that communicate ideas about roles.

### **3D Art Exploration**

#### **COMMUNICATE**

##### **1.d Presentation**

The student will understand the context in which artworks are selected for a portfolio, presentation, and exhibition.

#### **CREATE**

##### **2.a. Art Forms**

The student will examine and refine the use of traditional and non-traditional three-dimensional art forms to create original artworks.

#### **RESPOND**

##### **4.b. Criticism**

The student will analyze and interpret the effectiveness of an artwork to convey meaning. (8.20)

#### **CONNECT**

##### **5.a Art History & Cultural Context**

The student will analyze and make connections between art, history, and culture as related to the theme of boundaries.

### **Art Extensions (Grade 8)**

#### **COMMUNICATE**

##### **1.b.2 Generate Ideas**

Demonstrate fluency by generating multiple solutions, and explain reasons for selecting one.

#### **CREATE**

##### **2.b.5 Proportion & Size**

Vary size, scale, and proportional relationships to represent subject matter in artworks.

#### **RESPOND**

##### **4.a.2 Aesthetic Preferences**

Analyze, interpret, and evaluate works of art based on personal and contextual criteria. (8.17)

#### **CONNECT**

5.a.5 Identify and research artworks that communicate ideas about relationships.

## Images and Resources

**Nate Larson:**

[www.natelarson.com](http://www.natelarson.com)

**Centroid Towns Project:**

[www.centroidtowns.com](http://www.centroidtowns.com)

**Waterford Foundation:**

[www.waterfordfoundation.org](http://www.waterfordfoundation.org)

**Second Street School Living History Program:**

[www.waterfordhistory.org/history/second-street-school](http://www.waterfordhistory.org/history/second-street-school)

**President Lincoln's Cottage:**

[www.lincolncottage.org](http://www.lincolncottage.org)

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

[www.loc.gov/pictures/collection/lilj](http://www.loc.gov/pictures/collection/lilj)

**Loudoun Museum:** [www.loudounmuseum.org](http://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](http://www.nga.gov/exhibitions/2019/eye-sun-nineteenth-century-photos.html)

### **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](http://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](http://lenscratch.com/2017/04/nate-larson-the-states-project-maryland)

**Bmore:** [www.bmoreart.com/2018/07/sondheim-shrinkage.html](http://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](http://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](http://www.baltimoresun.com/citypaper/bcpnews-contact-sheet-after-the-flood-20160804-photogallery.html)

**Photo Emphasis:** [www.photo-emphasis.com/artists/nate-larson-2018](http://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 photographs that inspired his work:  
[www.npr.org/sections/pictureshow/2009/11/rockwell.html](http://www.npr.org/sections/pictureshow/2009/11/rockwell.html)
- Jacob Lawrence
- Faith Ringgold
- Dawoud Bey
- Rafael Lozano-Hemmer’s *Pulse* series
- Victoria Will (tintypes)
- Caitlin Teal Price