

Lesson Four: The West: Black, White and In Between

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

Objectives

1. Students will be able to use use different values in their artworks.
2. Students will be able to explain how their presentation of artworks displays different ways to show the same idea.

Preparation

Preview *Western POP Exhibition Preview* and *The West: Black, White and In Between* PowerPoints. You may wish to assemble images or objects with a western theme, old issues of *Arizona Highways*, or photos or printouts of images of the western US. If smart phones or tablets are available, decide whether you will encourage students to search for images on the Internet. Plan when you will show the *Western POP Exhibition Preview*. In the activity sequence proposed in this plan, you would 1) display slides 1-5 in the *The West: Black, White and In Between* PowerPoint as an introduction, 2) switch to the *Western POP Exhibition Preview* Powerpoint to broaden students' thinking about art with a western theme, and then 3) return to slide 6 in the *The West: Black, White and In Between* PowerPoint as students decide what western images they will show in their drawings. Or you may prefer to start or end your lesson with the preview.

Resources and Supplies

[Western POP Exhibition Preview PowerPoint](#)

[The West: Black, White and In Between PowerPoint](#)

drawing paper

graphite pencils

white erasers

OPTIONAL: sample sheets of black, white and gray paper

OPTIONAL: Photographs or printouts with subject matter associated with the west (perhaps from old issues of *Arizona Highways*) such as cowboys, Native Americans, *vaqueroes* (hispanic cowboys) cattle, sheep, horses, ranches, rodeos, mines, hogans, Native American jewelry, weavings, baskets, mountain, deserts, plains, cactus, sequoia tree, yucca, pronghorn antelope, bear, deer, elk, coyotes, jackrabbits, gila monsters, roadrunners, etc.

OPTIONAL: popular culture items with a western theme (such as a fringed vest, vintage *Lone Ranger* comic book, *Magnificent Seven* movie advertisement, *Toy Story* products showing Sheriff Woody, Jessie, or Bullseye, toy figurine horses, cattle, deer, etc.).

Activities

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, such as hot vs cold with warm and cool in between. Explain that in this lesson students will be focusing on a pair of opposites: black and white, and then all the grays in between. Consider displaying sample sheets of black, white, and gray construction paper to illustrate.

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, in this lesson, students will see examples of artworks from an art exhibition with work made by artists inspired by the west. (western United States) and will make their own artwork inspired by the west.

Introduction: Display slides 1-4 of *The West: Black, White and In Between* PowerPoint to:

- illustrate opposites and something in between with images of cowboy hats inspired by old movies, TV shows and comic books.

- 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.

Guided Practice: Display slides 5 of *The West: Black, White and In Between* PowerPoint to:

- guide students in identifying values (black, white and shades of gray) in an artwork.

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

- making a series of three drawings inspired by the west: one which is mostly white, another which uses a lot of black, and the third which combines black and whites.

Exhibition: Switch to *Western Pop Exhibition Preview* and display reproductions of selected artworks from the *Western POP exhibition at the Tempe Center for the Arts* to:

- show a diverse range of artworks from an art exhibition with the theme of the west.
- ask students to identify specific details in the artworks that are related to the theme of the west.

Step-By-Step Instructions: Display slides 6-11 of *The West: Black, White and In Between* PowerPoint to:

- stimulate students' thinking about western people, places, and things they might use as subject matter in their drawings.
- show a sample drawing that is mostly white (slide 8).
- show a sample drawing that uses a lot of black (slide 9).
- show several ways that black, white and gray can be combined (slide 10).
- ask students to find black and white and several shades of gray in between in a sample drawing (slide 11).

Presentation: Display slides 12-14 of *The West: Black, White and In Between* PowerPoint to:

- Show three students' series of Black, White, and in Between drawings inspired by the theme of the west.
- Ask half the class to work in threes to hold their classmates' series of drawing for the remaining students to view as an in-class exhibition. Next ask student viewers to identify western subject matter and analyze different ways their classmates combined black and white. Rotate display assistants so that each student has an opportunity to see his/her series displayed, as well as an opportunity to view and comment of the evolving exhibition. OPTIONAL: You may wish to strengthen your assessment of objectives by using an exit ticket focused on western subject matter and/or contrasting values in their classmates' series.

Vocabulary

heroes

villains

Art Vocabulary

shade

value

series

theme

exhibition

subject matter

Extension Idea

SOCIAL STUDIES: Consider consulting with classroom teachers about social studies curriculum focused on westward expansion, Native American culture, or US geography.

ENGLISH: Consider consulting with classroom teachers about the possibility of students reading a story with a western

theme.

Secondary Assessment Guide

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

Exceeds Expectations: Drawing series includes one dominated by pure white, another with dominated by strong black/s and a third with three or more shades of gray.

Meets Expectations: Drawing series includes one dominated by white, another dominated by black/s and a third with at least two shades of gray.

Approaches Expectations: Drawing series includes black, white and one shade of gray.

Fails to Meet Expectations: The drawing series is incomplete or no grays are used.

OBJECTIVE 2: Students will be able to explain how their presentation of artworks shows different ways to show the same idea.

Exceeds Expectations: Student identifies western subject matter **and** use of value in **several** classmates' drawing series. Student also assists in presenting classmates' drawing series.

Meets Expectations: Student identifies western subject matter **and** use of value in **one** classmate's drawing series. Student also assists in presenting classmates' drawing series.

Approaches Expectations: Student identifies western subject matter **or** use of value in a classmate's drawing. Student also assists in presenting classmates' drawing series.

Fails to Meet Expectations: Student assists in presenting classmates' drawing series.