



# Experience Art

**FIRST EDITION** By Marilyn G. Stewart

Give your students meaningful artmaking experiences that illustrate the significance of art and visual culture in their lives. Designed specifically to help all students express their ideas and feelings through art and see themselves as part of the learning and artistic process, *Experience Art* is the most relatable and relevant resource available for contemporary art rooms! Available in both print and digital formats, this program provides:

## Theme-Based Learning

Reveal the relevance of art in students' lives and the important role it plays in cultures around the world. Unit themes built on Big Ideas such as Messages and Identity foster active inquiry and create natural connections across the curriculum. Elements and principles, skills and techniques, forms and media are learned as tools to help students express their own ideas through art.

## Essential Questions

Engage students deeply with lessons organized around Essential Questions and help them connect learning directly to their lives. These questions encourage students to explore big ideas that unite all people around the world and across time while providing opportunities to connect what they learn to the real world.

## Process Based Studios

Provide hands-on learning with a wide range of dynamic studio activities that focus on issues and ideas important to middle school students. By learning a process that emphasizes the importance of thinking, planning, and reflection in creating original artworks students move beyond isolated learning activities and develop a personal connection to their art.

## Choice

Empower students to take ownership in their learning and become active participants in the creative process. Critical thinking skills strengthen as students choose what they create using contemporary and traditional approaches to artmaking.



Visit [DavisArt.com/Sample](https://www.davisart.com/sample) to sample the eBooks.

1.4 STUDIO INVESTIGATIONS

## Exploring Background Messages

### Studio Objective

Investigate the symbolic power of color and pattern.

#### You have learned:

- Artists can use artworks from the past to send messages.
- Portraits can express ideas and emotions.

Now, to grow as an artist, you can explore the ways color and pattern can be used to suggest ideas.

### Investigate and Document

Textile patterns give life and meaning to Kehinde Wiley's portraits. He finds textile patterns from history and in places he visits.



1-54 In this painting, artist Kehinde Wiley filled the background with colorful flowers over a field of bright green. What messages do these flowers send to the viewer? Do you think the colors he chose have an important meaning? Why do you say this?  
Kehinde Wiley, *Naomi and Her Daughters*, 2013. Credit.

Unit 1 Messages

Notice the brightly colored, patterned backgrounds in Wiley's paintings (Fig. 1-47). Wiley keeps the original floral design but adds bold colors to suggest the subjects' strength and resilience.

**Consider:** Your gender, race, religion, age, the neighborhood you live in, hobbies you enjoy, and holidays you celebrate are important layers of who you are. How can you use these histories, experiences, likes, dislikes, hopes, and dreams to send messages in your artworks?



1-55, George Dawe

Student Book, Unit 1: Messages, Studio Explorations: Exploring Background Messages.

## Student Book

Engage middle-school students with:

- Lessons based on themes that matter to students lives and support meaningful exploration of skills and techniques
- 64 studio experiences designed to promote artistic behaviors and thinking to provide meaningful engagement with the big ideas of each unit
- Culturally diverse fine art and artists that help students connect to lessons
- Career Profiles that illustrate the many art careers available
- Choice based methods that allow for student centered learning while reinforcing and extending lesson content and learning
- Art Criticism features to hone their skills in analyzing and encourage response and presentation
- Contemporary art and artists that will inspire them on deeper levels
- Process journal activities to promote investigation and reflection
- A Student Handbook for reference and review of basic skills, techniques, and concepts

### 1.4 STUDIO INVESTIGATIONS Exploring Background Messages

#### Prepare

##### PACING

One 45-minute class

**STUDIO OBJECTIVE** Students will investigate the symbolic power of color and pattern.

##### MATERIALS/SUPPLIES

- Markers, pens, pencils
- Process journal or drawing paper
- Online resources or art history books and reproductions

#### Teach through Inquiry

**ENGAGE** If possible, distribute images of artworks by Kehinde Wiley to groups of students. Have students examine the background in each and discuss why he used bright colors and intricate patterns. Ask if they think these colors and patterns have meaning and help to tell a story about the subject in the image. Explain that students will be investigating layers of their own history by writing a short poem. They will also investigate how colors and pattern can be used symbolically to represent parts of their own story.

**LOOK AHEAD TO THE STUDIO EXPERIENCE** Explain that their investigations into color and pattern will be useful to them as artists when they create artworks in the future. The Studio Experience that follows provides students the opportunity to create a portrait in which pattern and color play important roles.

Unit 1 Messages Teacher Edition

### 1.4 STUDIO INVESTIGATIONS Exploring Background Messages

#### Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document

Investigate and Document



Visit [DavisArt.com/Sample](https://www.davisart.com/sample) to sample the eBooks.

Committed to Art Educators Since 1901 | DavisArt.com | 800.533.2847 | ContactUs@DavisArt.com.