



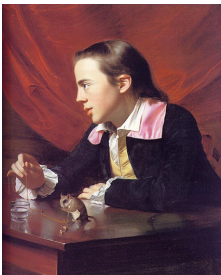
## 1. Winslow Homer, *Snap the Whip*, 1872

Students analyze Winslow Homer's *Snap the Whip* and learn what his paintings tell us about American life in the 1800s. They describe how highlights and shadows give form and how complementary colors and diagonal lines create a feeling of action. They draw detailed apples in four stages of being eaten. They color realistic apples, blending oil pastels and showing highlights, shadows, and cast shadows.



## 2. Faith Ringgold, *Dancing at the Louvre*, 1991

Students analyze the double story in Ringgold's quilt *Dancing at the Louvre* and learn about the significance of quilts in American history and how they were used as codes for the Underground Railroad. They identify diagonal lines and geometric patterns and describe the use of flip, slide, and turn patterns. They draw quilt patterns and create paper quilts, using symmetrical and balanced patterns.



## 3. John Singleton Copley, *Boy with a Squirrel*, 1765

Students analyze Copley's *Boy with a Squirrel* and Stuart's *George Washington* and discuss how they captured the personalities of their subjects. They identify textures, attributes, and expressions, compare the style and techniques of the two artists, and describe the shading used to create form. They draw facial features and create portraits, using charcoal.



## 4. William Harnett, *My Gems*, 1888

Students analyze Harnett's *My Gems*, identifying the elements of trompe l'oeil painting and how it appeals to our senses. They identify the textures and clues that tell when this painting was made, describe how this painting tells us about life in 19th-century America, and draw and transform 2-D objects into 3-D objects, using charcoal. They paint trompe l'oeil still lifes, using highlights, shadows, and cast shadows to show form.



## 5. Andy Warhol, *100 Cans*, 1968

Students analyze Warhol's *100 Cans* and learn why he painted a series of objects. They identify elements of Pop Art style and how they reflect consumerism and describe the way the elements of art and principles of design are used in Warhol's art. They sketch graphic images and icons and print and mount a series of objects representing popular culture.



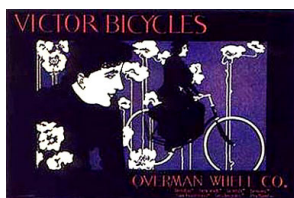
## 6. Claes Oldenburg, *Two Cheeseburgers, with Everything*, 1962

Students analyze Oldenburg's *Two Cheeseburgers, with Everything* and learn about Oldenburg's Pop Art sculptures. They identify how color adds to the realistic interpretation of an everyday object, describe how Oldenburg conveys humor through his art and sketch food. They create sculptures of food and present sculpture in mixed media place settings.



### 7. Limner Artist, *Young Boy with a Dog*, ca. 1850

Students analyze *Young Boy with a Dog* and learn about portraits painted by Limner artists. They describe attributes that tell about the boy and the historical period in which he lived, identify the characteristics of the stylized figure painted with muted colors, and sketch figures in proportion. They draw figures in a period setting, using one-point perspective, and paint figures with 1700's attributes, using muted colors.



### 8. Will Bradley, *Victor Bicycles*, 1897

Students analyze Bradley's *Victor Bicycles* poster and discuss how art can be used to influence buyers. They identify how Bradley used the principles of design to create an appealing composition, describe how the image uses contrast and repetition to send a message and design posters advertising vehicles. They create balanced compositions using design principles.



### 9. Frederic Remington, *The Apache*, 1891

Students analyze Remington's *The Apache* and learn about his iconic depictions of the American West. They identify how line creates a feeling of movement, describe how Remington arranged his composition to convey an attitude, or point of view, about the subject, and draw horses in proportion, showing movement. They paint landscapes with horses in perspective, using watercolor techniques.



### 10. Jacob Lawrence, *The Studio*, 1977

Students analyze Lawrence's *The Studio* and learn about his Expressionistic style, which shows the lifestyle of his African-American community. They identify the vanishing point and converging lines, describe Lawrence's use of color, line, and perspective, and draw interiors of rooms, using one-point perspective with a vanishing point. They create and color rooms with realistic objects in a one-point perspective drawing.



### 11. John James Audubon, *Wild Turkey*, 1822

Students analyze Audubon's *Wild Turkey* and learn about how he observed and painted birds in their natural habitat. They identify the techniques he used to make birds appear realistic, describe the use of patterns to create texture, and sketch birds, using basic geometric shapes. They color realistic birds, using chalk pastels, blending in highlights and shadows to show form.



### 12. Helen Frankenthaler, *Blue Atmosphere*, 1963

Students analyze Frankenthaler's *Blue Atmosphere* and learn about Color Field painting. They identify how colors create mood, describe the balance and flow of the painting, and experiment with different techniques for adding paint to wet paper. They create non-objective watercolor compositions by bleeding colors on wet surfaces.