

# Street art for change

Exploring Homelessness  
Through the Artist's Hands



the  
**homeless**  
[www.homelesshub.com](http://www.homelesshub.com) hub

# Street Art for Change

## Exploring Homelessness Through the Artist's Hands

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## Street Art for Change Exploring Homelessness Through the Artist's Hands

This unit explores homelessness by taking art back to the street. Some of the most influential and progressive artists have emerged from this form of art. Students will explore graffiti art, as well as sculpture, and will learn to reflect on the society around them through artistic means. Students will learn to be activists and to provoke thought and action through their pieces.



Image provided by Photography and Story (<http://anagraphia.blogspot.com/>).

The unit will take students on a journey that will introduce them to iconic artist “Jean-Michel Basquiat”. This artist was homeless at different points in his life, and had many struggles which were often represented in his work. Students will have the opportunity to study works with deep meanings and then create their own representations of homelessness through similar pieces.

It is important for us to demystify and bring light to this issue. What better way to do this than through an iconic and important figure such as Jean-Michel Basquiat.

-Cameron Ferguson-

## Getting Ready to Teach Homelessness

This curriculum unit has been designed for high school Visual Arts teachers, but the exercises can easily be modified for use in middle schools.

### **Preparing to Teach**

In order to effectively engage students in learning about homelessness, it is important for teachers to prepare. The Homeless Hub provides a number of resources that educators can use to learn more about the subject matter. These resources include special plain language summaries of key issues and questions, an extensive resource library, videos and arts-based research. It is recommended that all teachers explore these resources, and familiarize themselves with the site. The key resources for teachers include:

- **Resources for Teachers** - On the Homeless Hub's Education ([www.homelesshub.ca/Education](http://www.homelesshub.ca/Education)) page there is a tab that reads **Resources for Teachers**. This tab takes you to a page with a large number of short, plain language reports that highlight key information about homelessness.
- **Topics** – The Homeless Hub's Topics section ([www.homelesshub.ca/Topics](http://www.homelesshub.ca/Topics)) breaks down homelessness issues into key topics and subtopics. Each of these includes a non-technical description and list of related articles that will enhance the descriptive text provided. One can easily learn a lot about homelessness by simply browsing through the topics.
- **Experiences** - The Experiences section of the Hub (found on the Homeless Hub's Experiences page [www.homelesshub.ca/Experiences](http://www.homelesshub.ca/Experiences)) contains a number of first hand stories and accounts from people who have experienced homelessness. These are useful resources for educators, students and learners who want to go directly 'to the source'.
- **Research Library** - The Homeless Hub has the most extensive research library on homelessness in the world, with over 25,000 resources and counting. Search for articles, reports, videos and other resources ([www.homelesshub.ca/Library](http://www.homelesshub.ca/Library)).

### **Resources for Students**

Many of these resources found in the **For Students** section of the Hub ([www.homelesshub.ca/Education/For\\_Students](http://www.homelesshub.ca/Education/For_Students)) can also be used in as handouts and teaching resources. This section provides a lot of easy to understand information on homelessness, including short reports, Q and As, etc. Teachers are encouraged to direct students who wish to learn more about homelessness to the Homeless Hub and use the research library.

**Lesson Plan Title:** *Homelessness through the eyes of Art - Lesson 1*

**Theme and General Goals:**

In this unit, students will explore the issue of homelessness through art. Students will create several projects that will lead up to their culminating task. Students will be introduced to the life and work of world famous *Jean-Michel Basquiat*, an artist popular in the nineteen eighties, who at various points in his own life, was homeless. Through this unit, students will gain insight, empathy, and knowledge about an issue that affects Canadians on a broad level.

This first lesson serves as an introduction to this unit.

**Step By Step Procedures:**

**Intro**

Students should be asked to bring to class a picture or sketch of what home means to them. They can find this in a magazine, computer, or any print source available to them. Does not have to be a picture of a house, could be a picture of a dog, a fridge, a sunset, anything that may represent home to them in some way. They should paste this picture in their sketchbook. If they choose to draw their image, they should do so in their sketchbook as well. Under this image, they should write a few sentences about their choice, and what it means to them. Inform students that they will need to share this information with others in class. Students will need a sketchbook for unit.

15 mins

- Students will place their opened sketchbook on their desk
- Teacher should ask students if anyone would be willing to share their image and read their statement aloud
- Following this, have students clear everything on their desk except their opened sketchbooks
- Have students walk around the class and observe the interpretations others have come up with

20 mins

- Have students form groups of 3-4
- Hand each group a piece of chart paper and several markers
- Tell students that they have 15 minutes to brainstorm everything they know about homelessness
- Have them create a mind map on chart paper with all their thoughts
- Tell students that they may write, draw, chart, they may brainstorm in any form they choose to
- Walk around classroom in order to give any assistance necessary
- If students are having a hard time, they may be prompted with questions such as: Who is homeless? Where do people who are homeless sleep at night? How do they survive? Do they have jobs? What do they look like? Who may be homeless? Where might we see people who are homeless? Why are some people homeless?

- Students must now choose one student representative to present their findings
- One at a time, groups should present their ideas to the rest of the class
- Have a discussion around groups' ideas at the end of presentations
- When finished, have students tape their chart papers on the wall
- Save chart papers in order to revisit them at the end of the unit- It will be a nice opportunity to see what has been learned and what stereotypes have been cleared up by the end of the unit

30 minutes

- Inform students that they must now choose two words from any of the chart papers (does not necessarily have to be their groups paper)
- In their sketchbooks they will write these two words in a creative manner
- They must represent them using different types of lines (straight, curvy, dotted, horizontal, vertical, thick, thin, contour, and so on)
- Give them the word “Scared” as an example and show how this word might be drawn with a curvy line to represent a shaky feeling, and drawn in contour to represent the feeling of emptiness that someone who is homeless might feel
- Tell students to try and choose the lines that would best express their words
- If students finish early, they may begin their journal entry

10 mins

- Clean up

#### **Accommodations:**

Prompt questions, for brainstorm, may be posted on the wall for those who need a structure

Journal Prompt may be point form rather than paragraph style

For those students who are more advanced, have them also research who “Jean-Michel Basquiat” is, and report back to class next day

#### **Required Materials:**

- sketch book
- chart paper
- markers
- tape
- pencils
- charcoal
- erasers

#### **Homework:**

Journal/Sketch prompts- Who are some famous artists? List a few. Where do you think most artists fit on the social class scale? Do they have a lot of money? What type of dwellings do you think they live in? What makes someone a successful artist? Describe.

**Lesson Plan Title:** *The Look and Feel of Homelessness Through Collage - Lesson 2*
**Theme and General Goals:**

In introduction activity, students will be guided towards the understanding of abstraction, symbolism and interpretation. This will help them create collages with meaning behind them rather than representing only the literal. Students will then create two collages. In one collage, they will explore what homelessness looks like. The second collage will be more abstract, and it will depict what homelessness feels like.

**Step By Step Procedures:**
**Intro**

30 mins

- Copy images (see **Appendix 1**) so that each group has same 6 images
- Put students into groups of 3
- Distribute handouts and read together as a class
- Discuss realistic versus abstract art
- Discuss the meaning of the word symbolism
- Students must now look at the 6 images they were given and choose the word they think best suits each image, they will place word under image
- When students are finished, have a person from each group present their choices and give reason behind each choice example: image of door = “isolation” because opportunities are always being closed on the person who is homeless

**Step 2- Collage**

35 mins

- Have all materials in a central location, and have students come get their supplies (magazines, glue, scissors and so on)
- Write on board the two following statements  
Home looks like...                              And                              Homelessness feels like...
- Tell students that they must create two collages representing the two statements
- Remind students they need to focus on symbolism rather than the literal, they should not try and find a picture of a house, but rather elements that make home what it is
- An example may be a zoom in of someone laughing, to represent joy
- Give students at least two periods to complete collages
- Tell students they must title their two pieces
- Cleanup- 10 mins

**Accommodations:**

It would be important to create an exemplar of collages so that students would have it as a reference point, and to describe why you made the choices you did in selecting different images.

**Required Materials:**

Scissors, glue, magazines, photocopied images from books, computer printed images, paper, teacher exemplars

**Homework:**

Have students bring in any additional images they can find to use in their piece.

**RESOURCE - *The Look and Feel of Homelessness Through Collage - Lesson 2***

**Intuitive Responses to Art**

An intuitive response is your first feeling about something. Some artists create very literal pieces of art. Some artists use a lot of symbolism. The artist that we will be studying in this unit is Jean-Michel Basquiat. He was an artist who began his artistic career in the streets of New York. Before he became known for his work, he was homeless. Basquiat was often sleeping on friends' couches and even spent cold nights sleeping in cardboard boxes in Central Park. There were many reasons contributing to Basquiat's homelessness. His mother was living in a facility for people with mental illnesses, he had little means of supporting himself, and he was a racial minority trying to make it in a world that catered to the upper class. Jean-Michel Basquiat used symbolism to convey strong messages through his art. He used writing, symbols, and drawings to make political statements about the world he was living in.

The beauty about art is that different people can pull multiple meanings from each art piece. The important thing is not necessarily that we all figure out what the artist meant to say, but that the piece makes us think, thus pulling our own meaning from it.

In groups of 3 you will look at the following 6 images. Cut out the words at the bottom of the page. You will choose one word for each image. Place the word you have chosen underneath the image. Remember, your choice does not need to have a literal meaning. You may choose an image for the word "isolation" purely because the colors in it make you feel sad and alone. There is no right or wrong answer, so long as you are able to articulate why your group has chosen what they have. Be prepared to present your choices to the class.

**Word Bank**

ISOLATION	EMPTINESS	HOME	SAFETY
FEAR	WINTER	HOPE	SECURITY

**RESOURCE - *The Look and Feel of Homelessness Through Collage - Lesson 2***

**Representing Homelessness Through Collage**

Using images and words found in magazines, printouts, and newspapers, you will create two collages that represent the following ideas.

Home looks like...  
And  
Homelessness feels like...

You will create these collages on two pieces of 8"x11" paper. Remember to use your intuitive feelings towards the topic, rather than looking for a literal meaning. For that reason you should try to avoid representing the first topic with images of houses, but rather think about what houses contain or create. You will also submit a typed paragraph describing your collages and the choices you made. I will be looking for the following criteria in your two pieces.

Student:

Look-fors:	mark
Collages communicate topics with clarity	
Collages use symbolism and intuition rather than literal images	
All words and images can be justified by the artist	
Collages are visually interesting, images are well cropped, sizes and shapes create a nice balance	
Collages are attractive in terms of design, creativity and neatness	
Paragraph contains thoughtful reflections on choices made by the artist, and there is depth to discussion of ideas and subject matter	

Comments and next steps:

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**Lesson Plan Title:** *A virtual tour through the mind and art of Jean-Michel Basquiat - Lesson 3*

**Theme and General Goals:**

Students will explore the life and work of Jean-Michel Basquiat. This will familiarize students with an important figure who lived through periods of homelessness, as well as critiquing the society which created that same issue. This lesson is also an opportunity to connect technology to the classroom.

**Step By Step Procedures:**

75 mins

- Distribute handouts to students
- Read through handout as a class
- Students may need 2 periods in order to complete this task
- It is important to tell students that all the work they do throughout the unit will be collected in order to see their entire process
- Students will begin by answering questions on the life of Basquiat
- They will then look at some of his work and the meanings behind his paintings
- Following this, students will create their own piece online- stress to students that they should use symbols in their online piece
- If a printer is available, have them print out their task 3 artwork and stick in their sketchbook
- Finally students will choose an e-card on the website and describe the reasons they like it
- If you have a work email, that students can email it to, then ask them to do so

**Answers to task 1:**

At what age did Jean-Michel become famous?

**23**

Where and in what year was Jean-Michel born?

**1960 Brooklyn New York**

How many years did his career last and how did he die?

**8 years, drug overdose**

In what year did Basquiat create his famous character SAMO and what was its purpose?

**1977- to make a commentary on politics, religion and philosophy**

What were the first items he began selling?

**hand painted postcards and t-shirts**

What was another artistic form Basquiat took part in?

**he had a music band**

From what two sources did Basquiat draw his inspiration in his artwork?

**African diaspora and his own symbology**

In what year did Basquiat have his first show and who was involved?

**1980-1981 with other young artists**

Name several items Basquiat used as a “canvas”.

**canvas, paper, and found objects like refrigerators, books, and other things**

In 1983 Basquiat became friends with which world famous artist?

**Andy Warhol**

What event affects Basquiat deeply?

**Warhol's death**

When and where does Basquiat die?

**Maui in July 1988**

What do we learn about Basquiat through this page? What kind of person do you think he was?

**Open to interpretation**

**\*These questions could be used in a end of unit test**

Ensure that students do not begin task three near the end of the period, as it cannot be saved

#### **Accommodations:**

Depending on what resources are available to you, this lesson can be altered. If there is only one computer available to the classroom, students could do this project in small groups. Each group could have access to the computer on a different day over the course of the unit. Perhaps you could also organize a field trip to the local library and have them use computers there. This would be an excellent opportunity to connect to the community.

Any students with language barriers could be partnered

#### **Required Materials:**

Worksheet, computers, sketchbooks, glue, scissors, pencils or pens

#### **Homework:**

Have students finish as homework if not completed by the end of the period. Inform students that you will be collecting sketchbooks at the end of the unit with their summative assignment.

**RESOURCE – Virtual tour through the mind & art of Jean-Michel Basquiat – Lesson 3**

Jean-Michel Basquiat

Go to the following website:

<http://www.brooklynmuseum.org/exhibitions/basquiat/street-to-studio/>

1. Click on the “begin” icon
2. Click on “about the artist”
3. Read the information on page and answer the following questions in your sketchbook

**Task 1**

At what age did Jean-Michel become famous?

Where and in what year was Jean-Michel born?

How many years did his career last and how did he die?

In what year did Basquiat create his famous character SAMO and what was its purpose?

What were the first items he began selling?

What was another artistic form Basquiat took part in?

From what two sources did Basquiat draw his inspiration in his artwork?

In what year did Basquiat have his first show and who was involved?

Name several items Basquiat used as a “canvas”.

In 1983 Basquiat became friends with which world famous artist?

What event affects Basquiat deeply?

When and where does Basquiat die?

What do we learn about Basquiat through this page? What kind of person do you think he was?

**Task 2**

Now click on the icon “**explore the paintings**” and click on one of the categories. One painting will come up, but if you scroll to the bottom, you can click on “**see more paintings like this**” and you will have more selection.

Choose your favorite painting from each category, draw a small thumbnail, and now write the title, at least two symbols and their meaning for each painting in your sketchbook.

**Task 3**

Click on “**create an artwork**” and try your hand at creating your very own piece inspired by Basquiat.

If possible, print and glue into your sketchbook.

**Task 4**

Click on “**Send an Ecard**”. Choose your favorite ecard. In the message, describe what you like about it, and email it to me at:

**Lesson Plan Title:** Postcard Art – Lesson 4

**Theme and General Goals:**

In this lesson students will explore a social issue through the form of a very commonly used means of communication, postcards. Students will be asked to use the elements of design and incorporate one element per postcard. This assignment will not only teach the students to use the elements of design and express a social issue through art, but they will also be reflecting on the value of someone's personal expression and the cost of living on small means.

**Step By Step Procedures:**

Intro

10 mins

- Distribute handouts to students and read through as a class
- Ask students whether or not they have ever been anywhere where they have seen anyone selling art outdoors- Discuss as a class

55 mins

- Hand out card stock
- Have students cut out 6 postcards (3x5)
- Put all materials in central location and have students collect pastels or coloured pencils
- Tell students to begin by writing an element and a topic on the back of each postcard
- When they have done so, they may begin
- Students will probably need several periods to complete this assignment

10 mins

- Cleanup

**Accommodations:**

Students may be given topics for each postcard: hunger, sleep deprivation, job interview, loneliness, shame, and hope.

**Required Materials:**

Card stock (3x5) 6 per student, pastels (oil or dry), pencil crayons, napkins to smudge with, handouts, scissors

**Homework:**

Journal/Sketchbook prompt: Reflect on street art. Has anyone ever come up to you trying to sell you something? How did you react? How would you feel about selling your art/postcards to passerby?

## RESOURCE – Postcard Art – Lesson 4

In the early days of his career, Jean-Michel Basquiat sold postcards and t-shirts in order to survive. In fact, this is something that many people do all over the world, in order to make a living. If you've ever been to another country, you may have come across locals who were selling their art in the street. Many important artists have started their careers in this manner, and many others do it as a means of survival.

Using the elements of design listed below, you will create a series of postcards that depict issue of homelessness. Each postcard should explore a different element of design. Your postcards should be 3x5 in size. Once you have completed them, give each one a title (either incorporated in image or written on the back). You will also include a price for each one. Think about how much you would charge if this were your sole means of income. Your need for a decent wage would need to be balanced with a price that you feel people would actually pay.

There are 6 elements, and therefore you should have 6 postcards. You can use words, colors, lines, symbols, characters, and anything else you might think of on your postcards.

For this assignment you will be using pastels and/or colored pencils.

### **ELEMENTS OF DESIGN:**

#### **LINE**

Line can be considered in two ways. The linear marks made with a pen or brush or the edge created when two shapes meet. Lines can be thick, thin, dotted, squiggly, jagged and straight.

#### **SHAPE**

A shape is a self-contained defined area of geometric or organic form. A positive shape in a painting automatically creates a negative shape. Shapes are enclosed by lines and forms.

#### **DIRECTION**

All lines have direction - Horizontal, Vertical or Oblique. Horizontal suggests calmness, stability and tranquillity. Vertical gives a feeling of balance, formality and alertness. Diagonal suggests movement and action.

#### **TEXTURE**

Texture is the surface quality of a shape – it can be rough, smooth, soft, hard, glossy and many others. Texture can be physical (tactile) or visual.

#### **COLOUR**

Is also referred to as Hue. It is also the way the light reflects off a surface.

#### **VALUE**

Value is also referred to as tone. Value is the lightness or darkness of a colour.

**RESOURCE – Postcard Art – Lesson 4**

Student:

**Postcard Art**

I will be looking for the following:

- Your use of the 6 elements
- Your use of theme
- The overall look of your postcards
- The unity between the 6 postcards
- Your composition
- Your title and price
- Your creativity
- Your technique

Comments and next steps:

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<b>Lesson Plan Title:</b> <i>Graffiti Street Art - Lesson 5</i>
<b>Theme and General Goals:</b> In this lesson, students will create Basquiat-inspired Graffiti Art. This piece will be a form of expression, while making a statement about homelessness.
<b>Step By Step Procedures:</b>
<p>Intro 40 mins</p> <ul style="list-style-type: none"> <li>• Distribute handouts to students</li> <li>• Read over handout</li> <li>• Explain to students that they are to create a piece of Graffiti Art using at least three different mediums</li> <li>• The piece must make a statement about homelessness in some way</li> <li>• Have students refer back to Basquiat website in order to see examples of Graffiti Art and the meanings behind different pieces</li> <li>• Students now need to go to the <b>Homeless Hub</b> website (<a href="http://www.homelesshub.ca">www.homelesshub.ca</a>) in order to find an idea to represent in the piece</li> <li>• They must first create three different ideas using the thumbnails provided on handout</li> <li>• When finished, have them share their ideas with one peer in class</li> <li>• Their peer must write at least one comment on the bottom of their sheet (an idea they liked or some form of feedback on ideas presented)</li> <li>• Tell students that they are to then conference with you in order to choose the strongest idea for the final product</li> </ul> <p>25 mins</p> <ul style="list-style-type: none"> <li>• Place all materials in a central location</li> <li>• Once an idea has been chosen, have students begin their Graffiti Art</li> <li>• Students will need at least two to three periods to complete this piece</li> <li>• Inform students that they will also need to write a short paragraph describing piece and significance behind it</li> <li>• Have them type and print this paragraph in order that it may be displayed with their piece at the end of unit</li> </ul> <p>10 mins</p> <ul style="list-style-type: none"> <li>• Clean up</li> </ul>
<b>Accommodations:</b> For more advanced students, the thumbnails and conferencing may be skipped. For students with special needs, have an example displayed on board.
<b>Required Materials:</b> Paper, pencils, charcoal, paint, paint brushes, pastels, containers, water, handouts, computer lab (if possible) if this is not possible, assign this research for ideas as homework. If there is only one computer in classroom, have them use it in groups of three.

**Homework:**

Journal/Sketchbook prompt: How did it feel to express yourself through Graffiti? How is it different from speaking or writing? Have you seen Graffiti anywhere? What were your thoughts on Graffiti before this? What are your thoughts about it now?

## RESOURCE – Basquiat Inspired Graffiti Street Art- Lesson 5

Basquiat's work originated in the streets of New York. His messages held heavy meaning and served as social commentary on the world that he was living in at the time. His use of graffiti, symbols, drawings, and words resulted in some very thought-provoking pieces. Basquiat's work reflected not only the world around him, but specifically his own experience and journey. Twenty years later, we live with many of the same problems that were affecting Basquiat's experience in the nineteen eighties. Basquiat faced many obstacles such as homelessness, a parent suffering from mental illness, and his own substance use issues. These same issues exist today and affect countless lives.

Using the **Homeless Hub** website ([www.homelesshub.ca](http://www.homelesshub.ca)) as your main resource, you will research the issue of homelessness in Canada. Using this information, you will create a piece of Graffiti Art that has a specific purpose and statement behind it. What is it that you want to say about the world you are living in today? How does homelessness affect Canadians today? Who is responsible? How can change happen? These may be some questions that you might want to think about. Some examples of topics that you may want to explore are: isolation, stigmatization, status, stereotypes, causes of homelessness and effects.

You may also want to refer back to Basquiat's work at:

[www.brooklynmuseum.org/exhibitions/basquiat/street-to-studio](http://www.brooklynmuseum.org/exhibitions/basquiat/street-to-studio)

<http://www.brooklynmuseum.org/exhibitions/basquiat/street-to-studio/english/home.php>

Using some of the following mediums: manila paper, pastels, charcoal, and colored pencils, you will create a piece of Graffiti Art. You need to use at least three different mediums. With this piece, you will submit a short paragraph describing the meaning behind it.

Using the boxes below, create three different thumbnails of ideas for your piece. Sketch them out roughly and indicate the mediums you would be using. You will then conference with me and we will choose one of your three ideas for you to move forward with.

Mediums:

Mediums:

Mediums:

**Lesson Plan Title:** *Recycled Object Art Takes On Homelessness - Lesson 6*
**Theme and General Goals:**

In this lesson, students will create an art piece that will make a statement on Homelessness. In the spirit of Basquiat, students will use a recycled object as their canvas. Students will incorporate ideas and information gathered throughout unit. The goal of this project is for student to use art as a political form of expression, all the while using artistic techniques.

**Step By Step Procedures:**

Do the following the day before this culminating task begins:

- Distribute handouts to students
- If possible, it would be a great idea to go on a scavenger hunt as a class in order to find the recycled object
- Depending on what setting your school is in, you could look in nature to find objects, or if in a city, look outside, or even looking within the school itself, teachers may have things lying around that they would be willing to part with
- Students could also bring something in from home

**Day of Lesson**

- Put all materials available to students in a central location
- Have students place their object on their desk
- Have students draw a sketch of their concept in their sketchbook
- When they have completed their sketch, have them consult with you one at a time
- If you are satisfied with their plan, have them move forward on their project
- Students best source for inspiration and information would be the work they have done in their sketchbooks throughout the unit

**Accommodations:**

Students may use examples that are on their handouts.

Additional guidance when conferencing with students with special needs.

**Required Materials:**

Paint, containers, markers, pastels, charcoal, water, paintbrushes, pencils, sketchbooks, handouts

**Homework:**

Have students jot down main ideas that they will be exploring in this piece.

**RESOURCE – Recycled Object Art Takes on Homelessness- lesson 6**

Jean-Michel Basquiat used many different objects as his canvas. The objects that he chose often reflected his environment. He painted on canvas, refrigerators, toasters, and just about anything else he could get his hands on. In this task, you will be asked to create an art piece in which you will make a statement about homelessness. What is it that you want to say about it? Maybe you want to make several statements. Use some of the ideas that you've collected in your sketchbook throughout this unit. Here are some possible ideas that you may want to explore:

- whether or not people who are homeless are treated with equality and respect
- what the causes of homelessness might be
- what homelessness looks like
- what homelessness feels like

You will need to find an object that may be recycled and used as your canvas. Look around your environment and find something that would be interesting to use as your base. Here are some possible ideas that you may be able to find.

- A bottle
- Egg carton
- Shoe box
- An old shoe
- A broken toaster or any small appliance
- A jug
- A paint can
- Or anything else you might find!

Once you have chosen your object, make sure to clear it with me before proceeding. Try and attach a meaning behind the object that you have chosen.

You will first need to draw a plan of your piece in your sketchbook. Do not worry too much that it will be 2 dimensional in your sketchbook. It will just be a general outline of your artwork.

You will now paint/draw on your selected canvas. Be sure to use symbols, words, and characters.

You will need to justify all of your decisions.

You may use any medium that is available to you, some will be easier than others to use depending on the object that you have chosen. You may want to use: paint, markers, charcoal, pastel, ink, chalk, or spray paint.

## **RESOURCE – Recycled Object Art Takes on Homelessness- lesson 6**

## Look Fors- Recycled Object Art

## Checklist

Student has expressed the theme of homelessness in a deep, insightful and respectful way
The choice of medium fits well with the object and theme
Piece is visually interesting and creative
Integrates the elements and principles of design in an effective way
Has justified their choices with clarity and purpose
Student has used medium with skill and effectiveness
Piece is in the spirit of Jean-Michel Basquiat's art

**Student:**

### Title of Piece:

## Comments/ next steps:

**Lesson Plan Title:** *Artist's Statement, Art Exhibit, and Critique- Lesson 7- Culminating Task*

**Theme and General Goals:**

In this lesson, the unit will culminate in a showing of the work the students have created throughout the unit. Students will learn to create an artist's statement, thus reflecting on the unit as a whole. Students will also learn to critique and evaluate other's work.

**Step By Step Procedures:**

Intro- Day 1- students can be given a couple of periods to do this, or it may be given as homework

75 mins

- Ask students if they know what an “Artist’s Statement” is
- Distribute the Handouts
- Read over assignment
- Students will now need to create their own artist’s statements
- They will create a long one for the piece of their choice, and short ones for the other pieces
- Ideally, their long piece should be for their last piece (recycled object art)
- Give students the remainder of the period to work on this

Day 2- Class exhibit and Critique

75 mins

- Have students help set up the classroom, such that it becomes a “museum”
- Each student should have their own small space to display their work
- Desks and tables should be cleared of all work
- Hand each student a piece of lined paper
- Have students write on the front of lined paper “I liked.....”
- Have students write on the back of lined paper “ I suggest that you might....”
- This piece of paper should be placed next to their work along with a pen or pencil
- Have students set up their work
- Now begin the class exhibit
- Inform students that they will now circulate throughout the class and view all work
- Tell students that they must critique/comment on at least 4 pieces
- They will need to write the title of the piece they are critiquing and then their name
- They will need to write on each side of the lined paper so that they are saying both something positive, and something constructive
- Discuss first with students what constructive criticism is, and how might it be said in a tactful and respectful way
- Give an example
- Tell students they also need to read the artist’s statements
- When finished, have students pair up and present their work in detail to their

<p>peers</p> <ul style="list-style-type: none"> <li>• Circulate to ensure students are on the right track</li> <li>• At the end of the period, have students hand in all work, including sketchbooks</li> </ul> <p>Conclusion- Ideas for Extension</p> <ul style="list-style-type: none"> <li>• It would be great to open the exhibit to the rest of the school</li> <li>• This would be a great way to raise awareness around homelessness</li> <li>• If students are willing, it would also be great to auction off their work, the proceeds to go to a local shelter</li> <li>• This might be done on a parent night as well</li> <li>• Their postcards could be sold to students and sent to one another in classes by a messenger</li> </ul>
<p><b>Accommodations:</b> Students with special needs may write short statements for all pieces.</p>
<p><b>Required Materials:</b> Artwork, sketchbooks, statements, cue cards, pens</p>
<p><b>Homework:</b> Journal Prompt: Reflect on this unit. What was your favorite piece that you created in this unit? Why? What was the most challenging? Why?</p>

**RESOURCE – Artist’s Statement, Art Critique, Exhibit- lesson 6 Culminating Task****Writing an Artist’s Statement**

Congratulations! You have now created several important works of art. Not only have you developed as an artist, but you have also learned to create art that has meaning and purpose. You will soon be able to exhibit your work. Before you do that however, you will need to write an artist’s statement.

An artist’s statement is a piece of writing that is written by the artist in order to explain, justify, and describe their piece of work. Artists will generally have two statements, a short one which consists of 50-100 words approximately, and a more detailed one which is approximately 500-1000 words in length.

You will need to write up a long artist’s statement for one of the pieces that you have created in this unit. The other pieces will need short artist’s statements. These will need to be typed and printed in order that they may be displayed with your artwork.

The following should be included in your artist’s statement:

Title of Piece- Date Created- Artist’s Name

Paragraph 1: Describe the reason that you chose to represent what you did. Discuss your cause; why it is important to represent homelessness through Art? Discuss what meaning this project held for you.

Paragraph 2: In this paragraph, you are to describe your work. What mediums and materials did you use? Why did you make those choices? What themes did you tackle? What techniques were used?

Paragraph 3: Talk about your development throughout this process. Discuss your initial idea and how it may have transformed along this process. Were you originally going to use pastels but discovered along the way that charcoal was giving you the desired effect? Now talk about what you are trying to accomplish through this piece. Are you trying to raise awareness on the number of kids who have no permanent home? Are you trying to make people think about the economic disparity between two groups of people living within the very same neighborhood? Discuss.

**APPENDIX 1 – The Look and Feel of Homelessness Through Collage - Lesson 2**

Image provided by Photography and Story (<http://anagraphia.blogspot.com/>).



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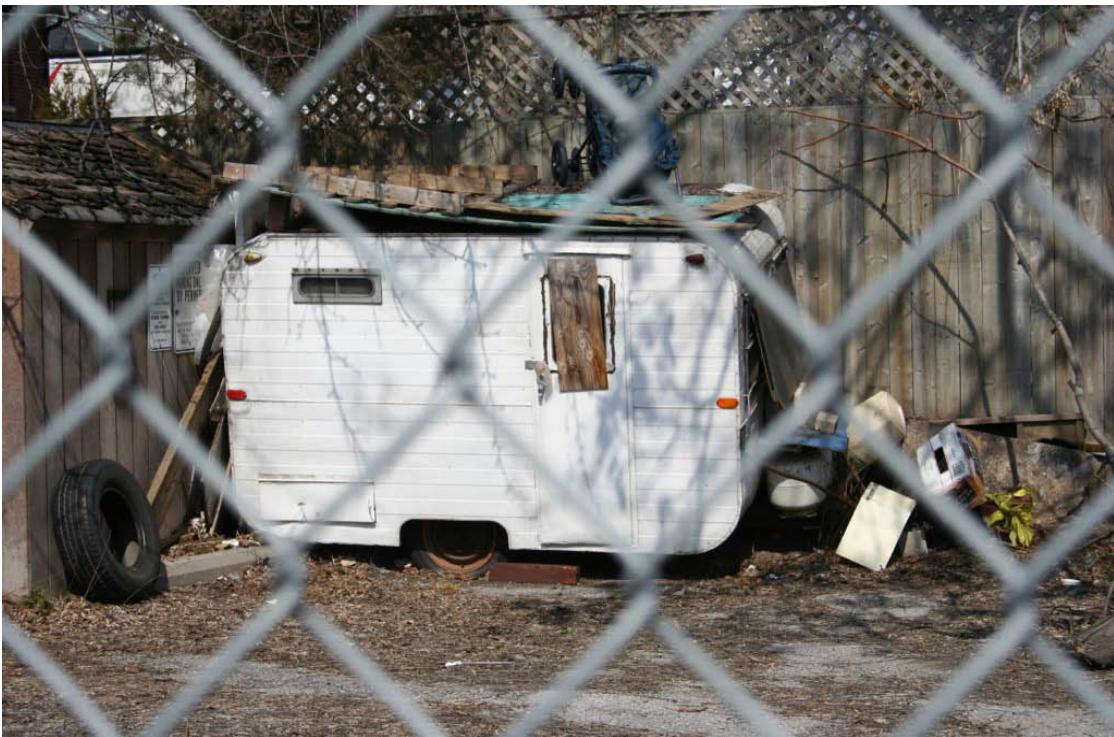
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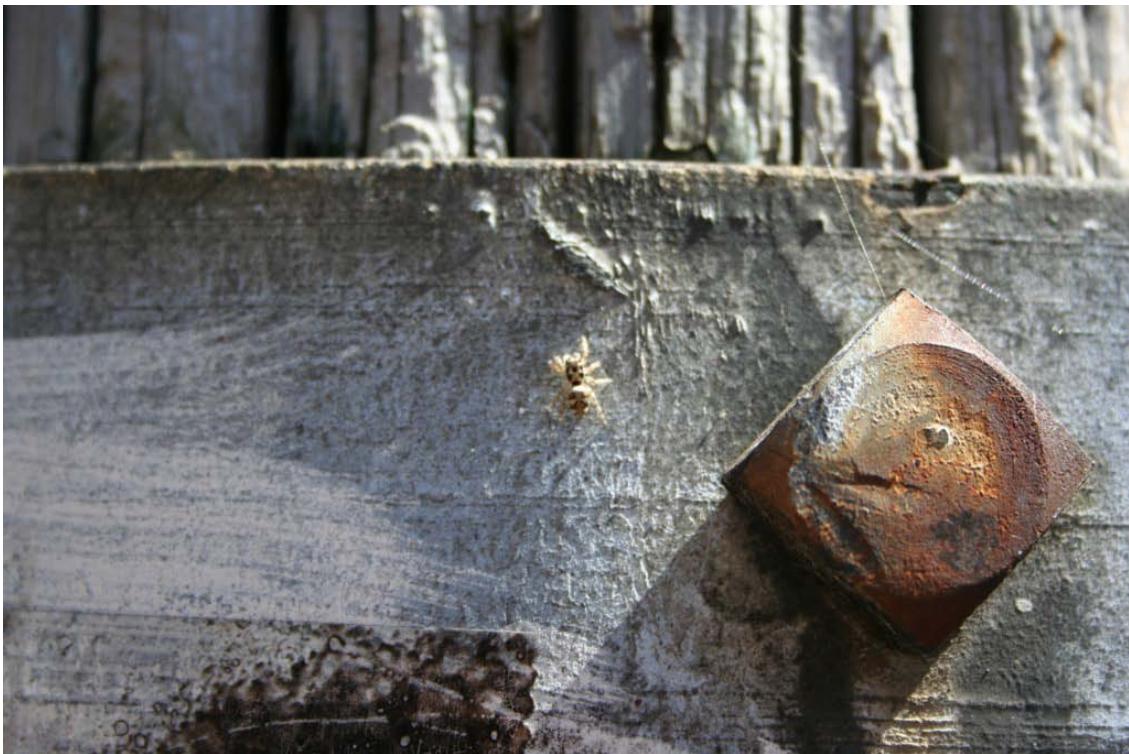


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**APPENDIX 1 – *The Look and Feel of Homelessness Through Collage - Lesson 2***

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### Note on the Author

Cameron Ferguson currently teaches dramatic arts and English in the senior division of education, in Markham Ontario. She also has a background in visual arts and has had some of her illustrations appear in a communications textbook published by Oxford Press. She has written and designed theatrical shows that raise awareness around issues of poverty, classism, homophobia, and racism. Cameron shares two passions in education; the arts and equity. She has been a member on the York District School Board's anti-bullying committee, where she has participated in organizing large scale conferences. She has run workshops around issues of equity and awareness, and believes that the arts provide a wonderful vehicle for students to develop awareness and empathy.