

BUFFALO AKG ART MUSEUM

Lesson: Special Space



Artist: Jim Dine

Artwork: Child's Blue Wall, 1962

Period/Movement: Pop Art

Grade Level: K-12

Enduring Understanding 1.2:

Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

Essential Question:

How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists and designers follow or break from established traditions?

Jim Dine (American, born 1935). *Child's Blue Wall*, 1962. Oil on canvas, wood, metal, and light bulb. 60 x 72 inches (152.4 x 182.9 cm). Collection Buffalo AKG Art Museum. Gift of Seymour H. Knox, Jr., 1963 (K1963:1).
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LESSON

Conceptual Basis:

In *Child's Blue Wall*, 1962, Jim Dine combines painting and sculpture to create both a realistic depiction of a child's bedroom and an abstract painting of a night sky. Through the inclusion of physical objects and the re-creation of a domestic scene, Dine also elicits emotion from the viewer. *Child's Blue Wall* invites memories of childhood spaces. In this lesson, students will make connections between art and their own experiences. Students will re-create a space that has a personal special meaning in the form of a three-dimensional painting.

Objectives:

- Become familiar with artist Jim Dine and the Pop Art Movement.
- Support the understanding of basic art elements and principles.
- Create personal artwork that combines a two-dimensional painting and a three-dimensional sculpture.
- Students will capture the essence of a space that has a personal special meaning through the artmaking process.

Artmaking Activity

Have students begin the artmaking activity by choosing a textile, pattern, or fabric to act as a background for their artwork. The background can represent an area of their chosen space such as a wall, rug, hardwood floor, or fabric inspired by bedding, curtains, etc. Reference Child's Blue Wall to explain that Jim Dine chose a patterned wallpaper to represent a child's space. Students can re-create the background on canvas board using either paint or materials such as pictures, paper, or actual fabric and wallpaper.

To create the three-dimensional aspect of this artwork, have students sculpt an object found in that space using the clay material. For younger grades, students can even bring in a found object and place it in their work instead of creating a sculpture. Paint the clay after it dries.

Place the sculpture over the background. Glue the sculpture into place to finish the artwork. Hot glue may be needed to secure the sculpture to the background.

Lesson Tips

- This lesson can be tailored to address a variety of themes and topics to create cross-curriculum connections. For example, students can create a space from an era in history.
- Students can also create a nature-based space in correlation with a science lesson.
- To make a connection with physical education, students can create a background that looks like a basketball court or sports field.

Optional Reflections and Lesson Wrap-Up

- Students can write a narrative based on their own artwork. The narrative should reflect the feelings or emotions they have in their scene. Students can also write the narrative in the voice of a character from a story.
- Have students work in groups to create their own theatrical performance like the Happenings during the late 1950s and early 1960s.

Vocabulary:

Pop art: art movement from the mid-1950s to 1960s that used imagery and themes from popular culture

Happenings: spontaneous theatrical performances or experiences occurring in the 1950s and 1960s that often encouraged audience participation

mixed media: the use of a variety of materials in an artwork

two-dimensional: a flat shape with two dimensions: height and width

three-dimensional: an object that has height, width, and breadth

Materials:

Canvas Board

Paint

Paintbrushes

Scissors

Glue

Model Magic or light-weight, air-dry clay

Mixed-media materials

New York State Standards:

Grade	Code	Standard
1	VA:Cr1.2.1	Use observation and exploration in preparation for making a work of art.
2	VA:Cr1.2.2	Create art or design with various materials and tools to explore personal interests, questions, and curiosity.
3	VA:Cr1.2.3	Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the artmaking process.
4	VA:Cr1.2.4	Work individually and collaboratively to set goals and create artwork that is meaningful and has purpose to the makers.
5	VA:Cr1.2.5	Identify and demonstrate diverse strategies for artistic investigation to choose an approach for beginning a work of art.
6	VA:Cr1.2.6	Use brainstorming to formulate an artistic investigation of personally relevant content for creating art.
7	VA:Cr1.2.7	Develop criteria to guide making a work of art or design to meet an identified goal.
8	VA:Cr1.2.8	Collaboratively shape an artistic investigation of an aspect of present-day life by using a contemporary practice of art and design.

Standards:

The New York State Visual Arts Standards for High School Students are divided into three categories (Proficient, Accomplished, and Advanced) rather than by grade level. Please feel free to choose the standard that best applies to the needs of your students and class curriculum.

Grade Level 9-12	Code	Standard
Proficient	VA:Cr1.2.HSI	Consider a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
Accomplished	VA:Cr1.2.HSII	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design that follow or break established artistic conventions.
Advanced	VA:Cr1.2.HSIII	Choose from a range of materials and methods of traditional and contemporary artistic practices following or breaking established conventions, to plan the making of multiple works of art and design connected by a theme, idea, or concept.

Teacher Example:

