

Golden Road Arts

Romare Bearden – American Collage Artist

1. Overview

In this lesson we take you through the exciting life of Romare Bearden, the famous people he met – and how he started creating his collages. Barbara will show you how to plan and begin to make your own collage using pictures from catalogs and magazines. Romare Bearden had an interesting life that included growing up in the middle of the Harlem Renaissance, playing baseball in college well-enough to be offered the chance to play in the major leagues, being a published illustrator in college, and traveling to Paris to study. Bearden began his career as a painter, and while in Paris he met artists Pablo Picasso and Henri Matisse. He became interested in Cubism thanks to Picasso. In this lesson, we'll learn the first steps to creating your own collage in the spirit of Romare Bearden. We'll learn how to think about what you want to do, and how you might plan it out a little bit. Romare Bearden carefully planned his artworks. Because he planned his collages, he had an idea of what he was going to make at the very beginning – before he started to make them. Many of his works were experienced by his life as a black man living most of his life before the civil rights amendment in the United States.

- a. Grade level: Kindergarten-5th Grade
- b. Vocabulary
 - i. Draftsman/Drawing
 - ii. Political Cartoon
 - iii. Illustrator
 - iv. Cubism
 - v. Collage
 - vi. Popular Photography
 - vii. Civil Rights
- c. Art Medium
 - i. Multicolored Construction paper
 - ii. Scissors
 - iii. Pen or Pencil
 - iv. Color magazines
 - v. Glue sticks
 - vi. Printed outlines from website (download and color for extra fun)

2. Fun Facts

- a. Romare Bearden began college at Lincoln University, transferred to Boston University and completed his studies at New York University (NYU), graduating with a degree in education.
- b. While at NYU, Bearden took extensive courses in art and was a lead cartoonist and then art editor for the monthly journal *The Medley*. He had also been art director of *Beanpot*, the student humor magazine of Boston University.
- c. In 1935, Bearden became a weekly editorial cartoonist for the *Baltimore Afro-American*, which he continued doing until 1937.
- d. From the mid-1930s through 1960s, Bearden was a social worker with the New York City Department of Social Services, working on his art at night and on weekends.
- e. Among his many friends, Bearden had close associations with such distinguished artists, intellectuals and musicians as James Baldwin, Stuart Davis, Duke Ellington, Langston Hughes, Ralph Ellison, Joan Miró, George Grosz, Alvin Ailey and Jacob Lawrence.

3. Lesson Plan

- a. Elements of Art
 - i. Shape
 - ii. Form
 - iii. Composition
 - iv. Space
 - v. Perspective
 - vi. Color

- b. Principles of Art
 - i. Rhythm
 - ii. Balance
 - iii. Composition
 - iv. Texture
 - v. Proportion
 - vi. Variety
 - vii. Movement

- c. Visualization
 - i. How does Romare Bearden visualize form, color, texture and contrast to create his art?
 - ii. Would you like to create mosaic images that are more like landscapes or cities or people?
 - iii. Do you like bright colors and bold shapes or the detail in Romare Bearden's art?
 - iv. Do you see how someone called an "illustrator" or "cartoonist" could also be a collage artist?
 - v. What did you see, feel or experience about the art you created?
- d. Goals and Objectives
 - i. Students will understand the art of arranging colors and textures to create structure
 - ii. Children will learn to appreciate foreground, background and perspective.
 - iii. Students will appreciate how shapes and colors can be composed to suggest realism
 - iv. Students in many cases may be introduced to planning their art projects prior to beginning
 - v. Students will appreciate how various shapes and textures can imitate recognizable forms despite using various composition and colors
- e. Students Critique Questions
 - i. What do you like about your art project?
 - ii. What do you like about your classmates' art projects?
 - iii. How does your art you have created differ from realism.

4. Standards Met

- a. To meet standards, students should be encouraged to listen to or watch the following resources:
- b.
 - i. The Art of Romare Bearden
<https://www.npr.org/2003/09/14/1428038/the-art-of-romare-bearden>
 - ii. A 2014 video by an eighth grade teacher about Bearden accompanied by music of Branford Marsalis from an audio recording dedicated to Romare Bearden
https://youtu.be/x_sabARLCFE

COMPLIANCE WITH EDUCATIONAL STANDARDS (PER GRADE)

Kindergarten

VA.1.CR1.K #1 & #2, VA.2.CR2.K #1 & #3., VA:CR3.K #1 & #2,
VA.8.RE2.K #1, VA.9.RE3.K #1., VA.10.CO1.K #1 & # 2, VA.11.CO2.K #1,
VA:Cr1.1.Ka, VA:Cr1.2.Ka, VA:Cr2.1.Ka, VA:Cr3.1.Ka, VA:Re9.1.Ka

1st Grade

VA.1.CR1.1 #1, #2, & #3, VA.2.CR2.1 #1., VA.3.CR3.1 #1. & #2.,
VA.8.RE.2.1 #1., VA.9.RE3.1 #1., VA.10.CO1.1 #2., VA.11.CO2.1 #1. & #2,
VA:Re8.1.1a, VA:Re9.1.1a, VA.CR1.2.1a,VA.CR2.1.1a, VA.CR3.1.1a

2nd Grade

VA.1.CR1.2 #1, #2, & #3., VA.2.CR2.2 #1, VA.3.CR3.2 #1, #2, & #3.,
VA.8.RE2.2 #1., VA.9.RE3.2 #1., VA.10.CO1.2 #2., VA:Cr1.1.2a, VA:Cr1.2.2a,
VA:Cr2.1.2a, VA:Cr3.1.2a, VA:Re.7.2.2a, VA:Re8.1.2a, VA:Re9.1.2a

3rd Grade

VA.1.CR1.3 #1, #2, & #3., VA.2.CR2.3 #1, VA.3.CR3.3 #2 & #3,
VA.7.RE1.3 #1 & #2, VA.8.RE2.3 #1 & #2, VA.9.RE3.3 #1, VA:Cr1.1.3a,
VA:Cr1.2.3a, VA:Cr2.1.3a, VA:Re.7.1.3a, VA:Re8.1.3a, VA:Re9.1.3a,
VA:Cn11.1.3a

4th Grade

VA.2.CR2.4 #1, VA.3.CR3.4 #1, #2, & #3, VA.7.RE1.4 #2 & #3, VA.8.RE2.4 #.,
VA.9.RE3.4 #1 & #2, VA:Cr1.1.4a, VA:Cr1.2.4a, VA:Cr2.1.4a, VA:Cr3.1.4a,
VA:Re.7.1.4a, VA:Re8.1.4a, VA:Re9.1.4a, VA:Cn11.1.4a

5th Grade

VA.CR1.5 #1, #2 & #3, VA.2.CR2.5 #1,#3, & #4, VA.3.CR3.5 #1, #2 & #3, VA.7.RE1.5
#1, #2 & #3, VA.9.RE3.5 #1 & #2, VA:Cr1.1.5a, VA:Cr1.2.5a, VA:Cr2.1.5a,
VA:Cr3.1.5a, VA:Re.7.1.5a, VA:Re.7.2.5a, VA:Re8.1.5a, VA:Re9.1.5a, VA:Cn10.1.5a,
VA:Cn11.1.5a