



**Teacher:**

**Class:** 1-2 Class Periods

**Course Unit:**

**Lesson Title:** Positive and Negative Space with Keith Haring

**LESSON OVERVIEW:** Summary of the task, challenge, investigation, career-related scenario, problem, or community link.

Positive space is the main object or subject within a composition, while negative space is the area surrounding that object or subject. In this lesson students will explore positive and negative space by creating a three human figure series in the style of Keith Haring. Students will sketch a Haring-inspired human figure onto a 5"x5" square of construction paper and will differentiate between the positive and negative space by cutting the human figure from the background. Students will glue their remaining 5"x5" square onto a black background which will further highlight the areas of positive and negative space within their composition.

**STANDARDS:** Identify what you want to teach. Reference State, Common Core, ACT Readiness Standards and/or State Competencies.

## Tennessee State Standards

1.3 Demonstrate developmentally-appropriate proficiency in a variety of techniques (e.g., cutting, pasting, assemblage, mixing color, contouring, working with form, mark-making techniques, working with color theory, color schemes, painting wet into wet, book-making, printmaking, mixing applications of various techniques, and sourcing technology).

2.6 Create works of art with an intended purpose or combination of purposes.

3.2 Analyze and evaluate subject matter, symbols, and ideas in one's art.

5.2 Analyze and discuss the characteristics and merits of artwork of others.

### Common Core Connections for Integrated Subject-Language/Speaking & Listening

CCSS.ELA-Literacy.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

CCSS.ELA-Literacy.SL.3.1d Explain their own ideas and understanding in light of the discussion.

**OBJECTIVE:** Clear, Specific, and Measurable-NOT ACTIVITIES. Student-friendly.

1. Students will be able to differentiate between positive and negative space by creating a piece composed of the negative space that remains after students cut out three Haring-inspired human figures from the background of a 5"x5" piece of construction paper.
2. Students will be able to discuss how Haring emphasized positive and negative space within his work.
3. Students will be able to compare and contrast their work with Haring's work.

**ASSESSMENT/EVALUATION:** Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective.

1. Students will analyze the work of Keith Haring for its use of positive and negative space.
2. Students will complete a written response comparing and contrasting their work with Haring's work.
3. Students will present their final piece during a class critique. They will discuss their three human figures and will differentiate between the positive and negative space.

**MATERIALS:** Aligned with the Lesson Objective. Rigorous and Relevant.

- (1) 6"x18" Piece of black construction paper per student
- (3) 5"x5" Pieces of various colored construction paper per student
- (1) Pair of scissors per student
- (1) Bottle of glue per student
- (1) Pencil per student

**ACTIVATING STRATEGY:** Motivator/Hook. An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions.

1. Read the book *I Wish I Didn't Have to Sleep* by Keith Haring, Desiree La Valette, and Gerdt Fehrle.
2. While reading the book point out the areas of positive and negative space created by Haring's figures.
3. How does the positive and negative space affect the way we see Haring's figures? How do the figures show action and emotion?
4. Ask students to stand up and strike a Haring-inspired pose.
5. Inform students that they will be sketching their own Haring-inspired human figures for this project.

**INSTRUCTION:** Step-By-Step Procedures-Sequence. Discover/Explain-Direct Instruction.

1. The teacher will introduce the project with a pre-made example and state the objectives.
2. The teacher will demonstrate how to draw a Haring-inspired human figure within a 5"x5" piece of colored construction paper. The human figure should touch at least two sides of the square.
3. The teacher will demonstrate how to safely use scissors to cut out each human figure.
4. Students will retrieve one piece of 6"x18" black construction paper and three 5"x5" pieces of various colored construction paper before returning to their seat.
5. Scissors, glue, and pencils will be on each table.
6. Students will sketch one human figure on each of their three 5"x5" squares of colored construction paper, keeping in mind that their final composition will be horizontal on the 6"x18" black construction paper.
7. Students will ensure that each human figure is proportional and touches at least two sides of the 5"x5" square.
8. Students will use scissors to cut out all three human figures from their 5"x5" squares.
9. Once each human figure is cut out students will glue the negative space (the remaining 5"x5" square with human figure removed) to the 6"x18" black construction paper. See Alternate/Extra Activities for ideas regarding how to use to remaining positive space.
10. When gluing the 5"x5" squares students should leave a finger width between each square and the edges of the black construction paper.
11. Cleanup will occur during the last ten minutes of class. Students will place their work on the drying rack and will return their materials to the appropriate bin.

**ALTERNATE/EXTRA ACTIVITIES:**

1. Students could use the cutout human figures instead of the remaining square in the composition.
2. Students could have the choice to create either a vertical or horizontal composition with the 6"x18" black construction paper.
3. Students with special needs could trace a human figure or use pre-cut human figures for their composition.
4. Students could use a 12"x18" piece of black construction paper to adhere the positive space (the cutout human figure) on the top row and the negative space (the 5"x5" square) on the bottom row.

**CLOSURE:** Reflection/Wrap-Up. Summarizing, Reminding, Reflecting, Restating, Connecting.

1. Review images of Haring's work allowing students to point out the positive and negative space within each image.
2. Students will write a written response comparing and contrasting their work to that of Keith Haring.
3. Students will present their final piece during a class critique or in small group critiques. They will discuss their three human figures and will differentiate between the positive and negative space.

### **CROSS-CURRICULAR CONNECTIONS**

1. Language
2. Speaking and Listening

### **EXTENDED LEARNING**

#### Books:

1. *I Wish I Didn't Have to Sleep* by Keith Haring, Desiree La Valette, and Gerdt Fehrle
2. *Big* by Keith Haring
3. *It Looked Like Spilt Milk* by Charles G. Shaw
4. *On Beyond Zebra* by Dr. Seuss
5. *Teaching Art With Books Kids Love: Art Elements, Appreciation, and Design With Award-Winning Books* by Darcie Clark Frohardt

#### Online Enrichment:

1. Haring Kids  
[http://www.haringkids.com/lesson\\_plans/](http://www.haringkids.com/lesson_plans/)
2. Art Inspired: Positive and Negative Space  
<http://artinspired.pbworks.com/w/page/13819678/Positive%20and%20Negative%20Space>
3. Matisse: Color, Shape, and the Art of Cut-Outs  
<http://www.bbc.co.uk/learningzone/clips/henri-matisse-colour-shape-and-the-art-of-cut-outs/9976.html>

#### Cross-Curricular Lessons:

1. A Story on a Vase, Greek Black-Figure Vases  
[http://www.getty.edu/education/teachers/classroom\\_resources/curricula/mythology/lesson01.html](http://www.getty.edu/education/teachers/classroom_resources/curricula/mythology/lesson01.html)

For additional lesson plans and activities, visit us online at [www.fristkids.org](http://www.fristkids.org).

This lesson plan was created by an art education student in the Frist Center for the Visual Arts' Teaching Assistant program under the guidance of education department staff and/or a mentor teacher.

The Teaching Assistant program is designed to introduce participants to museum education by providing unique teaching experiences in an informal learning environment. For more information about this program or other educational opportunities offered by the Frist Center, please visit our website at [www.fristcenter.org](http://www.fristcenter.org).

