

Honoree: John and Marie Epps

Subject: Visual Arts

Grades: 6th - 8th grades

Standards/Indicators:

Visual Arts

Standard 1: The student will demonstrate competence in the use of ideas, materials, **techniques**, and processes in the creation of works of visual art. VA7-1.3 Select and apply the most effective materials, **techniques**, and processes to communicate his or her experiences and ideas through the artworks.

Standard 2: The student will use composition and the **elements and principles of design** to communicate ideas. VA7-2.4 Describe, both orally and in writing, the ways that his or her use of organizational principles and expressive features evoke the ideas he or she intended to convey in a work of visual art.

Standard 3: The student will examine the content of works of visual art and use elements from them in creating his or her own works. VA7-3.2 Select and use **subject matter**, symbols, ideas, and the **elements and principles of design** to communicate meaning through his or her art-making.

Standard 4: The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists. VA7-4.2 Discuss and write about the ways that time, location, climate, resources, ideas, and technology give meaning and value to an artwork. VA7-4.3 Demonstrate **visual literacy** by **deconstructing** works of visual art to identify and discuss the **elements and principles of design** that are used in them.

Social Studies:

Standard 8-7: The student will demonstrate an understanding of the impact on South Carolina of significant events of the late twentieth and early twenty-first centuries.

8-7.2 Analyze the movement for civil rights in South Carolina, including the impact of the landmark court cases *Elmore v. Rice* and *Briggs v. Elliot*; civil rights leaders Septima Poinsette Clark, Modjeska Monteith Simkins, and Matthew J. Perry; the South Carolina school equalization effort and other resistance to school integration; peaceful efforts to integrate beginning with colleges and demonstrations in South Carolina such as the Friendship Nine and the Orangeburg Massacre.

Goals and Objectives

Through collage, the student will create an image that conveys a message of social importance. The student will write an artist statement that explains his or her message and the use of composition and symbols utilized to communicate the message.

Connections to Other Subjects

Connections to Social Studies, Language Arts, and the Arts:

Standards found at <http://ed.sc.gov/agency/se/Teacher-Effectiveness/Content-Knowledge/>

Essential Questions

How can artists create visual messages that document or promote ideas or events? How can artwork impart meaning for individuals or groups within a culture or societal group?

Resources and Materials

- <http://www.beardenfoundation.org/artlife/biography/biography.html>
- http://picturingamerica.neh.gov/downloads/pdfs/Resource_Guide_Chapters/PictAmer_Resource_Book_Chapter_17B.pdf
- <http://whitney.org/www/jacoblawrence/>
- <http://www.knowitall.org/roadtrip/>
- <http://library.sc.edu/scpc/civil.html>

Literature Connections

The student will write an artist statement that describes the symbols or objects included in his or her composition and the meaning that each represents in the students' message.

Instructional Activities

1. Have the students study the civil rights movement in South Carolina and its impact on our state's history.
2. Have the students discuss the lives of John and Marie Epps through their activities and impact on the civil rights movement in South Carolina.
3. Have students analyze *The Dove* by Romare Bearden with emphasis on symbolism and medium (collage).
4. Have the students create a collage that conveys a social message.
5. Have the students write an artist statement that describes and explains the composition and use of symbols within the work.