

## **Bartow Renaissance: With special Guests Faith Ringgold and Duke Ellington**

Bartow Elementary School  
2006

### **Grade Level:**

K - 1

### **Unit Title:**

Harlem Renaissance: Faith Ringgold and Duke Ellington

### **Unit Goal:**

To have students study the Harlem Renaissance and the art that evolved from it. Students will study the artist Faith Ringgold and listen to the music of Duke Ellington. Students will create a "Freedom Quilt" that depicts their lives, relationships, and communities.

### **Lesson Title:**

Bartow Renaissance: With Special Guests Faith Ringgold and Duke Ellington

### **Lesson Goal:**

To have students create a "Freedom Quilt" based on their experiences at home, with relatives, in their communities, and at school. The students will read the book *Tar Beach* by Faith Ringgold and listen to the music of Duke Ellington for inspiration.

### **Lesson Objectives:**

As a result of instruction students will be able to...

1. Discuss the Harlem Renaissance and the art that evolved from it and brainstorm about the similarities and differences between their communities and Harlem in the 1920's.  
*Georgia QCC's Visual Art K.12, K.15, 1.22*  
*National Standards Language Arts NL-ENG.K-12.3-5, NL-ENG.K-12.9*
2. Read and discuss how the book *Tar Beach* by Faith Ringgold relates to the student's lives.  
*Georgia QCC's Visual Art K.12, K.17, 1.6, 1.20*  
*National Standards Language Arts NL-ENG.K-12.3-5, NL-ENG.K-12.9*
3. Listen to the music of Duke Ellington and brainstorm about its influence on society during the Harlem Renaissance.  
*Georgia QCC's Visual Art K.12, K.15, 1.6, 1.18*  
*National Standards Language Arts NL-ENG.K-12.3-5, NL-ENG.K-12.9*
4. Create a story quilt based on their lives, communities, and relationships.  
*Georgia QCC's Visual Art K.2, K.5, 1.2, 1.3, 1.4*

5. Discuss and critique the quilts.  
*Georgia QCC's Visual Art K.14, 1.17*  
*National Standards Language Arts NL-ENG.K-12.3-5*

### **Assessment Strategies:**

Discussion, participation, effort

### **Evaluation Criteria:**

1. Discuss and brainstorm about the student's communities and the Harlem Renaissance.
2. Read and discuss the book *Tar Beach*.
3. Listen to the music of Duke Ellington and brainstorm about similarities and differences in time periods.
4. Create quilt.
5. Discuss and critique quilts.

### **Visual References:**

"Tar Beach" by Faith Ringgold  
"Street Story Quilt #1, 2, 3" by Faith Ringgold  
"Tar Beach 2" by Faith Ringgold

### **Vocabulary:**

Harlem Renaissance  
Faith Ringgold  
Quilt  
Duke Ellington  
Jazz music

### **Modifications:**

Provide individualized instruction, modification of the lesson plan, and any other necessary modifications for visual impairment, special needs or hearing impairment.

### **Absenteeism:**

Allow time to make up work during regular class hours or work on the same step during art time 2 classes in a row.

### **Learning Disabilities:**

Lesson will be introduced gradually with time to play with materials and become familiar with them. Students will have individualized time for instruction and clarification. Students will be excused for restroom use after consulting instructor. Worksheets/writing component will clearly relate to discussion and brainstorming.

### **Gifted:**

Extra materials will be provided to the student if they complete their project satisfactorily and ahead of the class' schedule.

### **Behavior Disorder:**

Extra desks will be available if the student needs to have space away from the rest of the class. Extra worksheets and/or paper will be provided as an alternative activity.

### **Safety Procedures:**

Students will be instructed on proper care and use of scissors, glue, and markers.

### **Daily Schedule:**

Day 1:

Introduce lesson, vocabulary, Harlem Renaissance, Faith Ringgold  
Read Tar Beach  
Brainstorm similarities and differences between Harlem and student's communities

Day 2:

Review lesson, vocabulary, Harlem Renaissance  
Introduce Duke Ellington  
Listen to "Black and Tan Fantasie"  
Brainstorm possible influence of jazz on visual art  
Begin planning quilts

Day 3:

Review lesson and vocabulary  
Review safety procedures  
Begin selecting fabric for quilts  
Begin assembly of quilts

Day 4:

Review lesson, vocabulary, and safety procedures  
Work Session

Day 5:

Review  
Work session  
Critique