

LESSON PLAN

AT-HOME ART PROJECT: Folk-Art Fun INSTRUCTIONS

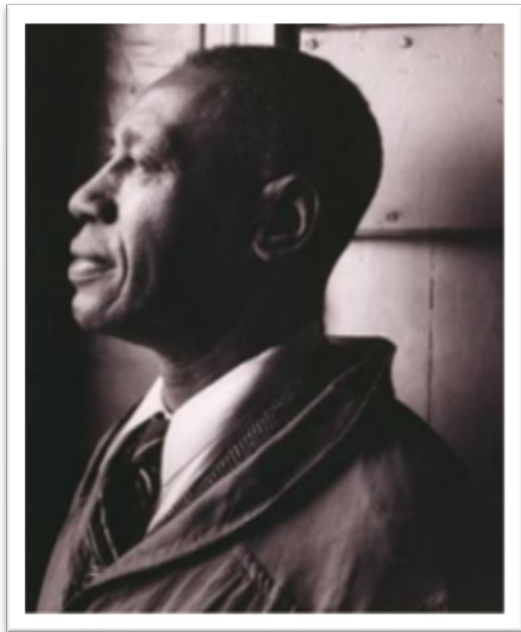


Photo by Arnold Newman Properties

INSPIRATION ARTIST:

Horace Pippin (February 22, 1888 – July 6, 1946)

Horace Pippin was a self-taught American folk painter. He was born in West Chester, Pennsylvania and grew up in Goshen, New York. As a boy, Pippin won his first set of crayons and box of watercolors in an art contest and developed a love for drawing and painting. Goshen was a relatively small, rural community where Pippin was surrounded by supportive relatives and friends. Seeing how people interacted with each other shaped the way Pippin saw the world and strongly influenced his painting style.

Pippin enlisted in the army in 1917 and fought in the famous, all-Black 369th infantry regiment in France during World War I. During 14 months in the army, Pippin produced numerous sketches of the French landscape, soldiers, and the war environment. A month before the war ended, he was shot in the shoulder, leaving his right arm partially paralyzed. Pippin devised a method of guiding his right arm with his left hand in order to paint.

Pippin went on to paint his memories of soldiers and war in his folk-art style. He used bright colors, flat shapes and straight lines with little shading or complicated perspective in his art. Pippin eventually turned to paint scenes of everyday life among his fellow African Americans. What touched him as an individual made its way into his paintings. In 1938, Pippin's work was featured in the landmark exhibition "Masters of Popular Painting" held at the Museum of Modern Art in New York, which brought him wide acclaim.

Horace Pippin's response to the question of what made him a great painter: *"I paint it the way I see it."*



Dogfight Over the Trenches, 1935



Domino Players, 1943

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Harmonizing, 1944



Christmas Morning Breakfast, 1945



The Milk Man of Goshen, 1945

MATERIALS NEEDED FROM HOME:

- White Paper (any size)
- Pencil and Eraser
- Thin Black Marker or Black Pen (optional)
- Colored Pencils, Markers, Crayons (any coloring tools)

ART PROJECT DESCRIPTION: Participants will consider a scene in their everyday life that they identify with, or a family experience from daily life, and create a work of art inspired by the folk-art style of Horace Pippin.

VOCABULARY:

Folk-Art: artistic works that are often an expression of community life and distinguished by self-taught artists, marked by such characteristics as highly decorative design, bright bold colors, flattened perspective, strong forms in simple arrangements, and immediacy of meaning

Outline Drawing: a style of drawing in which contours are marked without shading, a line that marks the outer limits of an object or figure

Composition: the positioning and arrangement of elements within a pictorial space and work of art

PROMPT QUESTIONS:

1. Take a moment to look at the example paintings of Horace Pippin. What do you notice in each one? What is taking place?
2. Do you think the images in Pippin's artwork look realistic?
3. Think about what you do, or what your family does, on a daily basis. What is meaningful to you? What would you want to represent about your life in a work of art?

ART MAKING PROCESS:

Step 1:

Horace Pippin painted scenes from the daily lives of his fellow African Americans. He would paint things as he saw them, giving the viewer a glimpse into his life and the lives of those in his community. Painting every day scenes allows others to see what Pippin identified with and it made his artwork meaningful.

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Consider your own daily life. What simple moment would you want to capture in a work of art? What is a scene that you identify with and that you would want to recreate?

Step 2:

Once you have decided on the scene you want to create, use your pencil, and lightly draw the scene on your white paper. You will be trying to imitate the folk-art style; draw just an outline drawing of your images (do not fill them in with shading). Try not to be concerned with trying to make your drawing perfect. The perspective was not always realistically accurate and the shapes for folk-art are typically flat.

Think about the composition of your work of art, where you are placing your images and why. Consider patterning and repeating similar shapes throughout your composition. Think about how you want the viewer to interact with what you are creating.

Consider the background, middle ground and foreground of your scene, add as many details as you would like. Take your time with the creative drawing process and making your work of art just how you'd like **(FIG. 1)**.

Step 3:

When you are happy with your outlined pencil drawing of your scene, use your thin black marker, black pen, black pencil, or use your drawing pencil again, to go over the light pencil drawing you created to darken the lines in your drawing **(FIG. 2)**.

Step 4:

If you used a black marker or a pen, use your eraser to gently erase the light pencil lines that are showing.

Step 5:

Now that the images in your artwork are defined, use your colored pencils, markers or crayons (or any coloring tools you have) to color in the images and shapes in your work of art. Pippin liked to use bright colors in specific areas of his artwork. His shapes were typically solid with little shading, giving the impression they were flat on the paper. Think about what colors you will choose to use. How will this affect the feeling of your work of art and the scene you are creating? Take your time adding color to your work of art, enjoy the process! **(FIG. 3)**

Continue adding color until you are pleased with your scene, and then your artwork is complete!

POST PROJECT PROMPT QUESTIONS:

1. Why did you select the scene that you did?
2. What do you want viewers to know about your work of art?
3. What did you learn from creating this work of art?

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ART PROJECT STEP-BY-STEP EXAMPLE:



FIG. 1



FIG. 2



FIG. 3

OTHER ARTISTS FROM THIS ERA TO CONSIDER (The New Deal and World War II: 1933-1945) :

- Jacob Lawrence
- Elba Lightfoot
- Alma W. Thomas

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CITY OF CARLSBAD LIBRARY SOURCES:

Digital:

[Britannica School High database](#)

[Gale on Context: Biography database](#)

[Gale in Context: High School database](#)

[Gale in Context: U.S. History database](#)

[SIRS Discoverer database](#) Link: <https://explore-proquest-com.cbcl.idm.oclc.org/sirsdiscoverer/results?query=horace%20pippin&accountid=47365>

[SIRS Issues Researcher database](#) <https://explore-proquest-com.cbcl.idm.oclc.org/sirsissuesresearcher/results?query=horace%20pippin&sort=relevance¤cyfilter=true&accountid=47365>

[The New York Times newspaper archive](#)

[ProQuest e-Library](#) Link: [ProQuest :: eLibrary ~ Results \(oclc.org\)](#)

Print:

Children's:

JB PIPPIN, H.

[Horace Pippin](#) / Venezia, Mike.

JB PIPPIN, H.

[A splash of red: the life and art of Horace Pippin](#) / Bryant, Jen Correct link: https://cbcl.sdp.sirsi.net/client/en_US/home/search/results?qu=a+splash+of+red&te=

J 811.008 WOR

[Words with wings: A treasury of African American poetry and art](#) / Rochelle, Belinda

ONLINE SOURCES:

1. Encyclopedia: <https://www.encyclopedia.com/people/literature-and-arts/american-art-biographies/horace-pippin>
2. Britannica: <https://www.britannica.com/biography/Horace-Pippin>

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