



eva
ELEMENTARY VISUAL ARTS
Park City Education Foundation • Kimball Art Center

LESSON

2

Jasper Johns

Flags and Symbolism

Verbal Directions

LESSON OVERVIEW

Jasper Johns (born 1930) is an American painter and sculptor, who is known for his use of symbolism, Pop Art and collage. Students will study Pop Art and Jasper Johns' American flag. Then they will design and create their own flag with paint, collage and personal symbols.

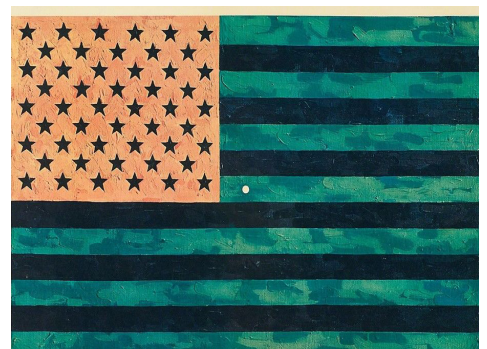
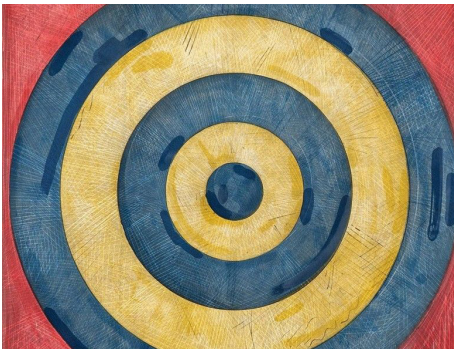
INSTRUCTIONAL OBJECTIVES

- Learn about Jasper Johns and his artwork.
- Discuss the influences of Pop Art on Jasper Johns.
- Learn about the process of designing a flag.
- Explore the symbolism in a flag and the history of the American flag.
- Design a concept for a flag.

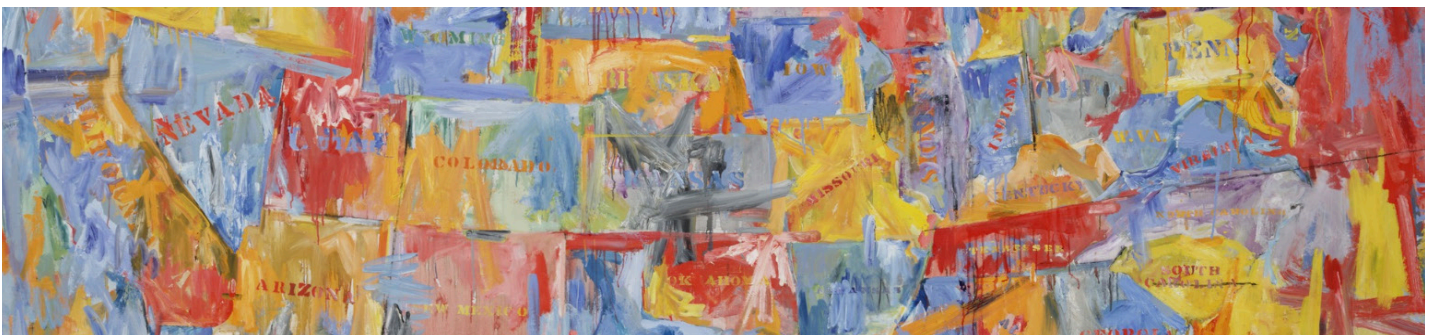
SUPPLIES

- Images and art samples of Jasper Johns
- Images of and/or a real American Flag
- Art pencils H& B, markers
- Large Bristol paper (11X17)
- Acrylic paints and brushes
- Collage materials such as magazines, newspapers, old stamps, postcards, etc.
- Scissors
- Glue

JASPER JOHNS



Jasper Johns (born 1930) is an American painter and sculptor. He was one of the first to experiment with what is now called Pop Art. Throughout his career he has created sculptures, prints, and paintings. His art was influenced by Marcel Duchamp of the Dada movement who turned everyday objects like a snow shovel into art by putting it into an art gallery and calling it art. Johns used well known objects or symbols and turned them into art by placing them in in paintings. Flags, target images, numbers, letters and maps of the United States are seen in his paintings. He sometimes attached actual objects to his paintings such as rulers and brooms creating unique collages. Johns worked with "encaustic"; a method that combines pigments and hot wax. He loves experimenting. [Learn More.](#)



LESSON PLAN

1. Introduce students to the life and work of Jasper Johns. Johns uses thick paint and the encaustic method of adding texture, depth and dimension to a surface. After looking at a range of Johns' artwork, take a closer look at the detailed image of Johns' flag to see the collage work underneath the paint.

- What do you see in the pictures of the flags?
- Name the colors you see. What comes to mind when you see those colors?
- What shapes do you see? Do they repeat?
- Describe the texture of the paintings. What is the surface like?

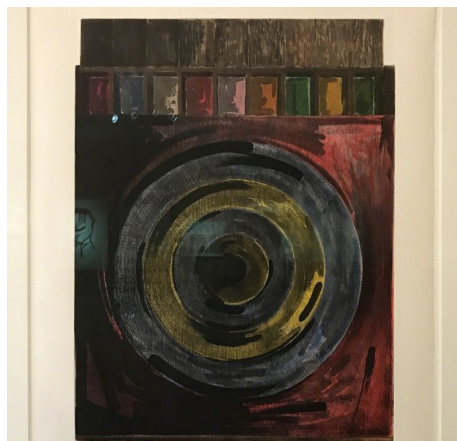
2. Now show students pictures of the actual American Flag and have them discuss its composition, color, texture etc. Count the number of stars and stripes. Ask the students to talk about what the flag means to them. Review the history of the American Flag. *For more than 200 years, the American flag has been the symbol of our nation's strength and unity. It's been a source of pride and inspiration for millions of citizens. The American Flag has been a prominent icon in our national history.*

3. Have students think about what kind of flag they could create to represent themselves. Students can make a list and think about what symbols they could use to show their ideas. On their final paper have students start to draw symbols they would like to include in their flag.

4. Introduce the idea of collage and how each student can use found magazine materials to add texture to their artwork. Students can pick images from the supplies to cut out and glue on their paper. The collage can be on top of the paint they will use or underneath it like Johns' work. The collage element should connect to the idea behind their flag.

4. Discuss compositional choices and the symbols students are using. Then introduce the paints and markers available to each student to finish creating their flag. As students are painting remind them of the importance of color and how it can be symbolic.

EVA +: Demonstrate how to make art with wax. Student create a design or draw a symbol with wax crayons on sandpaper. The teacher can iron transfer these design onto a paper or a collage. Students can also explore further the idea of symbols, each assigned a letter of the alphabet and making an abstract design with paint.





**KEY IDEAS THAT CONNECT TO NATIONAL CORE ARTS STANDARDS:
Based on National Core Arts Standards visual Arts Requirements
(Kindergarden).**

[VA:Re.7.1.Ka :](#)

Identify uses of art within one's personal environment.

[VA:Cr2.1.Ka:](#)

Through experimentation, build skills in various media and approaches to artmaking.

[VA:Cn11.1.Ka :](#)

Identify a purpose of an artwork.

[VA:Cr1.1.Ka :](#)

Engage in exploration and imaginative play with materials.



STUDIO HABITS OF THE MIND:

Reflect: Learning to think and talk with others about an aspect of one's work or working process, and learning to judge one's own work and working process and the work of others.

ADDITIONAL REFERENCES

Click on links to learn more.

- http://www.metmuseum.org/toah/hd/john/hd_john.htm
- <https://www.theartstory.org/artist-johns-jasper.htm>
- <https://www.artsy.net/article/artsy-editorial-jasper-johns-icon-20th-century-painting>
- <https://www.moma.org/>
- <https://nava.org/good-flag-bad-flag/>

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