



# **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.

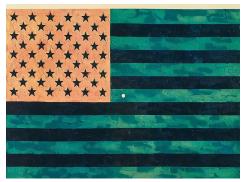
## **SUPPLIES**

- 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 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.
- 2. Now show students pictures of the 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. Flags are composed of several key elements: colors that hold symbolic meaning, symbols such as stars or crosses representing ideals, emblems like coats of arms or national seals, and a carefully designed layout. They also adhere to specific proportions and often include borders or edging. Some flags feature mottos or inscriptions, contributing to their symbolic depth. Understanding these elements helps convey the identity and values of the entity the flag represents, reflecting historical, cultural, and national significance.
- 3. Guide students through brainstorming and sketching symbols for their personal flags. Encourage them to explore different ideas and refine their designs. Introduce collage techniques by demonstrating how to use magazine materials to add texture to their artwork. Show examples of how collage elements can enhance and deepen the meaning of their flag designs. Discuss composition choices with students, focusing on how the placement of symbols and collage elements can affect the overall visual impact and message of their flags.
- 4. Provide paints sticks in a variety of colors. Explain the symbolic use of color and how different colors can convey emotions or ideas. Encourage students to experiment with layering techniques to add depth to their flags.

Optional: Show students how to create art using wax by instructing them to design or draw symbols with wax crayons on sandpaper. Teachers can demonstrate iron transferring these designs onto paper or collages. 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 Utah Core Arts Standards Visual Arts Requirements (Grade 5).

Strand: CREATE (5.V.CR.)
Standard 5.V.C.1:

Combine ideas to generate an innovative idea for art-making.

Standard 5.V.C.2:

Experiment with and develop skills in multiple art-making techniques and approaches through practice.

Strand: RESPOND (5.V.R.)
Standard 5.V.R.1:

Compare one's own interpretation of a work of art with the interpretation of others, and identify and analyze cultural associations suggested by visual imagery.

### Standard 5.V.R.2:

Identify and analyze cultural associations suggested by visual imagery.



## **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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