



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



LESSON
2
Keith Haring

Pop Art

Verbal Directions



LESSON OVERVIEW

Keith Haring (1958-1990) was an influential American artist known for his vibrant, graphic style and social activism. Students will learn about the artist's inspirations and his style. They will then practice drawing Haring-inspired characters, create a final project using markers or paint sticks.

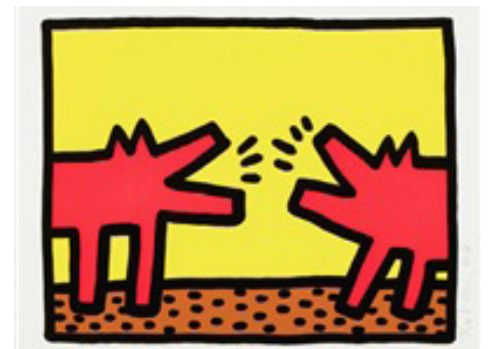
INSTRUCTIONAL OBJECTIVES

- Learn about Keith Haring and his artwork.
- Practice drawing figures in the style of Keith Haring.
- Consider how art can convey a message.
- Create a painting using bold colors and paint sticks.

SUPPLIES

- Images of artwork by Keith Haring
- Bristol
- Marker or paint sticks
- Sketch paper
- Drawing Pencils
- Erasers
- Black Sharpies for outline

KEITH HARING



Keith Haring was born on May 4, 1958, in Pennsylvania and loved drawing from a young age, inspired by his dad, Dr. Seuss, and Disney. After high school, he went to art school but left to focus on his own work. In 1978, he moved to New York City and found a vibrant art community. Haring became famous for drawing on blank advertising panels in subways, making art accessible to everyone. His art is known for its bright colors, bold lines, and simple figures like dancing people, barking dogs, and radiant babies. In the 1980s, his art gained international fame. He created murals, designed products, and opened the Pop Shop to sell his art. Diagnosed with AIDS in 1988, Haring started a foundation to support AIDS organizations and children's programs. He passed away on February 16, 1990, but his art, which explores themes like love and war, remains popular in museums worldwide. [Learn More](#)



LESSON PLAN

1. Introduce students to the vibrant life and influential work of Keith Haring, an iconic American artist known for his bold, colorful, and socially-conscious artwork. Discuss images of his work

- What do you notice in the artwork?
- Can you identify any specific figures, shapes, or symbols?
- How does the artwork make you feel? What emotions do the colors and figures evoke?
- What story or message do you think Haring is trying to convey?
- How do you connect with this piece? Does it remind you of anything in your life or bring up personal thoughts or memories?

Keith Haring's art explored meaningful themes like unity and community, often depicting people interacting and supporting one another. Love and kindness were central, with hearts and affectionate figures, symbolizing care for others. His dynamic figures encourage kids to think about activities they love and create action-packed drawings. Haring promoted equality and acceptance, inspiring children to celebrate diversity and respect everyone. His work also addressed health and well-being, encouraging kids to reflect on self-care and caring for others. Additionally, his messages of peace and harmony inspire children to contribute to a peaceful world through their art.

2. Practice drawing a Keith Haring-like character on a piece of scratch paper. Start by thinking of a gesture or pose. You can use a wooden mannequin or a friend for reference. Sketch the pose as a simple stick figure, then outline the stick figure as if you're drawing bubble letters. Once the outline is complete, erase the inner stick figure. To prepare for the final project, discuss colors that might convey the emotions of the pose or idea.

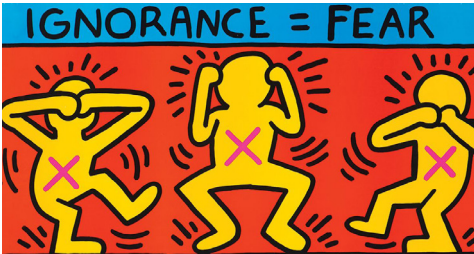
3. For the final project, younger students can focus on drawing a single character on cardstock, emphasizing composition, color, and adding patterns. Older students can choose a theme, such as community, activism, acceptance, health, or peace, and create a more complex painting with multiple characters.

4. Use markers or paint sticks to fill artwork with vibrant colors and then use Sharpies to outline. For a larger project, students may choose to collaborate on a poster-sized piece, combining their efforts to create a unified and impactful artwork.

5. Reflect on the artwork and encourage students to share their ideas and explain their choices.



KEY IDEAS THAT CONNECT TO NATIONAL CORE ARTS STANDARDS:
Based on Utah Core Arts Standards Visual Arts Requirements
(Grade 4).



Strand: PRESENT (4.V.P.)

Standard 4.V.P.3:

Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.

Strand: RESPOND (4.V.R.)

Standard 4.V.R.2:

Analyze components in visual imagery that convey messages.

Strand: CONNECT (4.V.CO.)

Standard 4.V.CO.1:

Create works of art that reflect community cultural traditions.

ADDITIONAL REFERENCES

Click on links to learn more.

- <https://www.tate.org.uk/art/art-terms/g/graffiti-art/five-things-know-keith-haring>
- <https://magazine.artland.com/keith-haring/>
- <https://www.theartstory.org/artist/haring-keith/>
- <https://www.haring.com/!/about-haring/bio>



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