

Action Verbs with Keith Haring

June 2020

Action Verbs with Keith Haring



Audience

- 2nd - 5th grade
- Language Arts + Visual Art

Objective

Students will identify verbs and create a painting in the style of Keith Haring with a verb title.

Materials

- Paper
- Paint
- Markers
- Scissors
- Printer (optional)

What are verbs?

What are verbs?

***show action**

***something you can do**

Examples: run, jump, cry, think

Practice

What is the verb in each sentence?

- 1. The boy ran into the house.**
- 2. The big blue ball bounced down the road.**
- 3. The green frog hopped into the pond.**
- 4. The large bee buzzed by my face.**
- 5. The fat cat slept by the fire.**

Can you spot the verbs?

Can you spot the verbs?

hop

smile

talk

girl

laugh

cry

pretty

dog

teacher

big

the

swim

walk

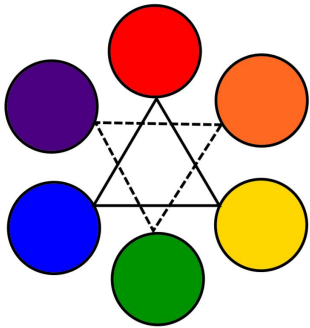
run

washed

door

Color Wheel (Primary & Secondary Colors)

Color Wheel



What are the primary colors?

What are the secondary colors?

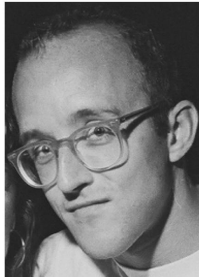
Primary Colors: A color that can not be made from a combination of any other colors.

Secondary Colors: A color created from a combination of two primary colors.

Keith Haring

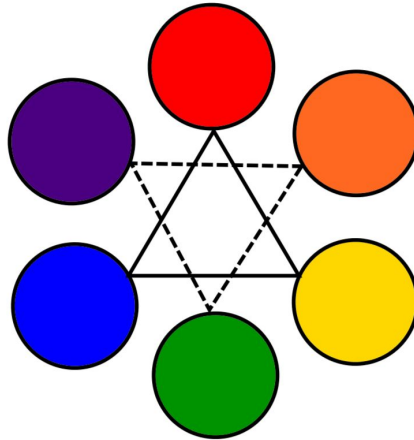
Who is Keith Haring?

Haring achieved his first public attention with chalk drawings in the subways of New York. The bold lines, vivid colors, and active figures carry strong messages of life and unity.



Haring's art has simple shapes, few details with thick, black outlines. He uses bright colors; usually sticking with basic primary and secondary colors. His art usually showed some type of movement in it. How does he show movement in his paintings?

Color Wheel



**What are
complimentary colors?**

**They are opposite of
each other on the
color wheel.**

Name the paintings (using a verb)



Dog Bark

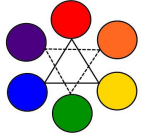
From this picture he actually mixed negative space and positive space. He use a thick line to make us notice that this is the dog. The body of the dog is negative space. What shapes do you see? I saw 7 rectangles and 2 triangles in this art. He filled positive space with dark blue.

Give this painting a new title based on the verb is shows.



What would you title this painting? Use a verb.

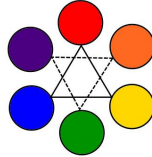
Name the paintings (using a verb)



Look at Haring's art. What do you notice about color? Did he use primary colors, secondary colors, or both?

Did he use complimentary colors?

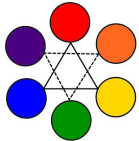
What title would you give this painting? Use a verb.



What title would you give this painting? Use a verb.

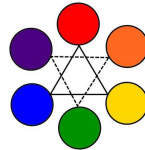
What kind of colors did Haring use? Primary? Secondary? Complimentary?

Name the painting (using a verb)



What title would you give this painting? Use a verb.

What kind of colors did Haring use? Primary? Secondary? Complimentary?

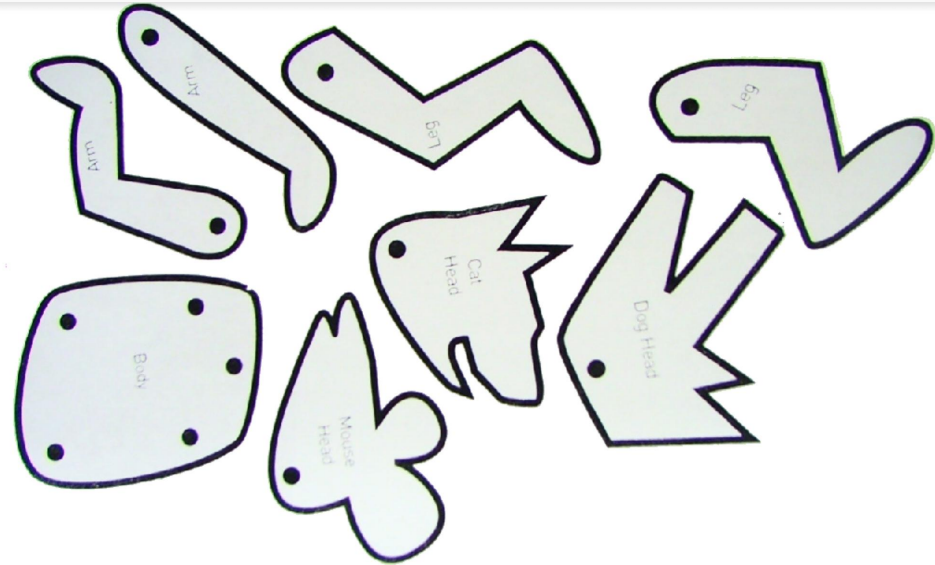


**What did you notice about Haring's work?
Did his use of color make his art better?
Do you like his art?**

Creative Time

Creative Time

1. Get a paper man and experiment with the different shapes you can make.
2. Find a great shape and trace it on your paper.
3. Give your shape a bold, black outline.
4. Keep your picture simple.
5. Add lines to show movement.
6. Choose either a primary or secondary color for the image.
7. Choose the complementary color for your background.
8. Give your painting a title. It should be a verb to reflect the movement in your painting.



Copy and cut out the pieces on card stock. Use brads to connect the pieces. You will need several for your class. They can take turns tracing the creature.

Creative Time

If parents do not have a printer, students can draw the paper man and cut the pieces out.

Remember to HAVE FUN!!!