

A Common Core State Standards Aligned
Discussion/Activity Guide for Grade K-2

Art is Life: The Life of Artist Keith Haring

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Illustrated by Keith Negley
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*Art is life...
and life is art.*

Keith Haring believed that art should be enjoyed by everyone.

When Keith first moved to New York City, he rode the subway and noticed how the crowds were bored and brusque, and that the subways were decayed and dreary. He thought the people of New York needed liberating, illuminating, and radiating art. So he bought a stick of white chalk and started drawing...

Guide created by
Debbie Gonzales, MFA



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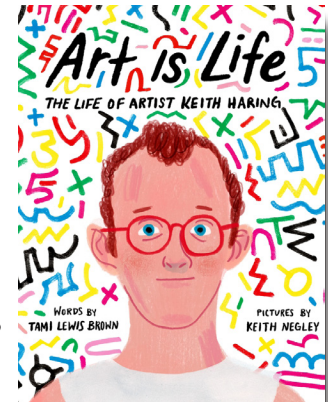
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Pre-Reading Discussion

Consider the cover of the book:

- Describe the person depicted on the illustration. What is your first impression of him? What is his most outstanding feature? What does that feature suggest about his character?
- Observe the colorful shapes surrounding him. Notice that the shapes are formed by basic lines. Describe your impression of the art. How does it make you feel?
- The title of the book is ART IS LIFE: THE LIFE OF ARTIST KEITH HARING. Do you agree with the title? Is art life? Is life art? Explain your answer.
- Predict what this book is going to be about.



Meet the author - Tami Lewis Brown:

- Tami writes non-fiction picture books. She loves to learn about how interesting people impact the world with the unique things that they do. What impact do you think Keith Haring has had on the world?
- Tami's motto is "Read Dangerously." What does that saying mean to you? Explain how reading dangerously can be beneficial?
- On her website, Tami states that her love for reading began when she was young. Do you think it is important for an author to be a good reader? How can reading help a person to become a better writer?
- Learn more about Tami and her fascinating projects by access her website at tamilewisbrown.com.



Meet the author - Keith Negley:

- Keith Negley studied art at the School of Visual Arts in New York City. Part of this reasoning to attend this school was the fact that Keith Haring attended there, as well. Keith admired Haring's art. Consider how Keith must have felt knowing that one of artistic idols had once been standing the same places that he was while in school.
- Because Keith Negley found Haring's art to be extremely remarkable, he felt limited in his abilities to communicate its wonder through illustration. Then, when he focused on the energy expressed in Haring's art, Negley found a way to tell the story with pictures. Explain how energy is expressed through art. Observe the illustration on the cover. Identify how and why energy is revealed in the drawing depicted there.
- Keith Negley has won many awards for his art. Which do you think has been most influential for his highly-accomplished career – attending the School of Visual Arts in New York City or being inspired by the art of Keith Haring? Explain your answer.
- Learn more about Keith Negley and his art by accessing his website at keithnegley.com.



Discussion Questions

Art flowed from his fingers, and it welled up inside him, in his heart and his imagination.

- Observe the spread featuring Keith, as a young boy, seated on his father’s lap. Notice that Keith is drawing while his eyes are closed. Explain how this illustration tells the story of Keith’s earliest connection with art.
- Turn to the spread depicting young Keith and his drawings scattered on the floor around him. Notice the explosion of colors and shapes coming from Keith’s head. Discuss what those colors and shapes represent.
- Identify ways that Keith’s passion for creating art reflected who he was and defined what he was destined to become.

Black paint splashed as the thick brush dashed, swiping patterns to the beat of loud, thumping music—the way his father had taught him when he was small—until finally the whole room was covered with the strange shapes that rumbled inside Keith’s brain.

- Consider the spread depicting Keith seated in the corner of a room with the wall, floor, and ceiling covered with abstract lines and shapes. Describe how the illustration makes you feel.
- It seems that, at this point in Keith’s life, his artistic expressions cannot be limited to a canvas or a sheet of paper. Explain why this is so.
- Keith was a joyful, energetic, and likeable person. Do you think his art reflects the type of person that he was? Explain your answer.

Chalk dust swirled as Keith’s art unfurled where everyone could see it. Ringed with rays of light and energy, radiant babies crawled. Washed with waves of sound and commotion, joyful dogs barked.

- Keith drew his famous chalk drawing in the New York subways because he felt that the people “needed art”. Explain what the phrase “needed art” means. Do you agree that people need art? Explain your answer.
- If the people “needed art”, why was Keith arrested for creating it? Also, why was Keith willing to continue creating his art of the subway walls, even after he had been arrested? Discuss his motivations to do so.
- The style of art Keith created is known as Pop Art. Artists who create Pop Art find inspiration in everyday, commonplace objects. Keith sketched images of dancing men, spaceships, robots, and dollar bills in the subway walls. Consider how Keith’s abilities to make art out of everyday images brought inspiration to the people of New York.
- Keith was famous for his Radiant Babies drawings. He drew his first Radiant Baby in his subway art. He used the baby as a “tag” or signature in his later works. It is said that Keith’s Radiant Babies were symbols of positivity and purity. Make a connection between the inspiration for Radiant Babies and Keith’s belief that art is life, and that life is art.



Before long, Keith was invited to hang his pictures in art galleries, but he would keep sneaking them onto alley walls, too.

- Art featured in galleries is quite costly. Most people who attend art galleries are quite wealthy and, oftentimes, very fancy. Consider reasons why hanging his pictures in art galleries was a big achievement for Keith.
- Explain why, even though he was becoming quite famous with the wealthy, Keith continued to create his art on alley walls, where the average New Yorker could see it.
- Pop Art artists strive to create art that appeals to all kinds of people from all walks of life. Predict reasons why inspiring all kinds of people might be important to artists, like Keith, who created Pop Art.

He made pictures against racism and drug abuse, pictures supporting unity and love, and toys and T-shirts, posters and pens—inexpensive art anyone could take home. He welcomed everyone to come and see, and even to buy: kids from the Bronx who spray-painted graffiti, and ladies from Park Avenue, who were draped in minks and pearls.

- The term “culture” means customs, social issues, achievements, and challenges of various groups of people. Pop Art creatively examines aspects of culture through bright colors, intriguing shapes, and subjects. Explore how Keith expressed cultural issues in his art.
- Make a connection between Pop Art subject matters and the phrase “Art is Life, Life is Art.”
- What does Keith’s desire to make his art available to everyone, everywhere reveal about his character?

Most of all, Keith’s art made people dream and imagine and think and understand a little more than they had before about art and life and the world we live in.

- After reading and discussing Keith Haring’s life and art, are you able to dream, imagine, and understand more about the world we live in today? Explain your answer.
- Do you think that art is life? How so?
- Define ways that you can make your life art.
- Think about it. If Keith Haring’s art, which was created over 40 years ago, is still appreciated by people all over the world, what artistic contribution can you make to the world? How can you bring joy, wonder, delight, and inspiration to the culture in which you live?



Historical Time Line

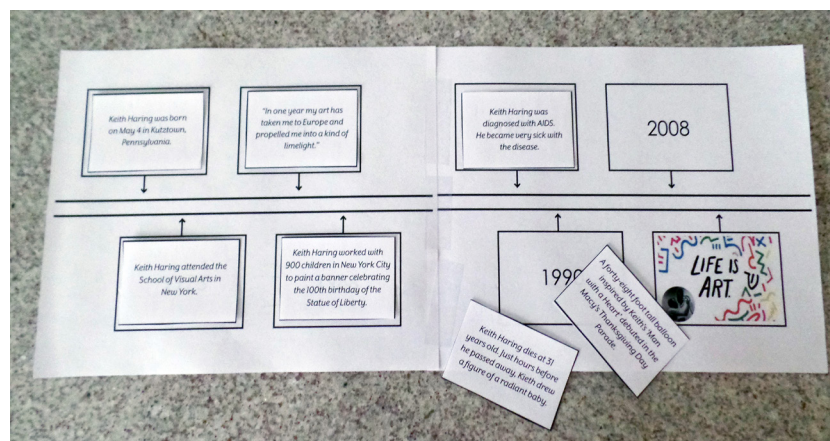
Objective: Integrate, interpret, and analyze historical information in a visual format.

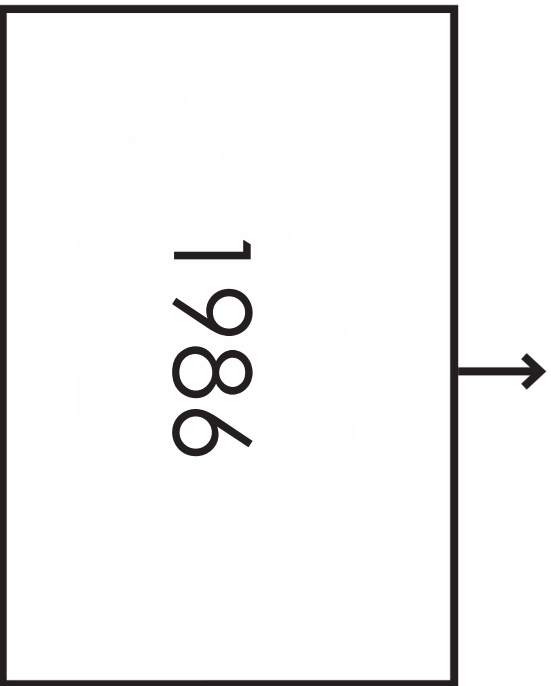
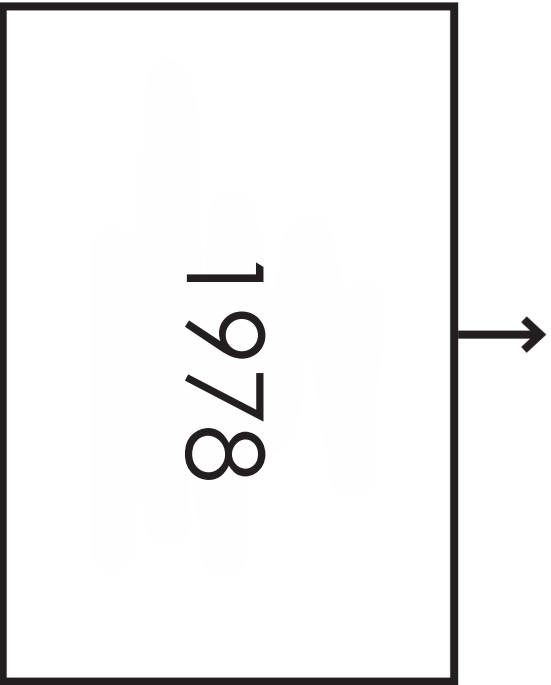
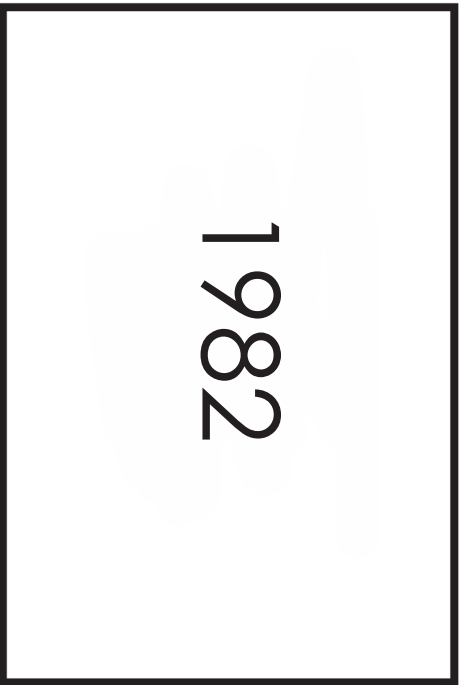
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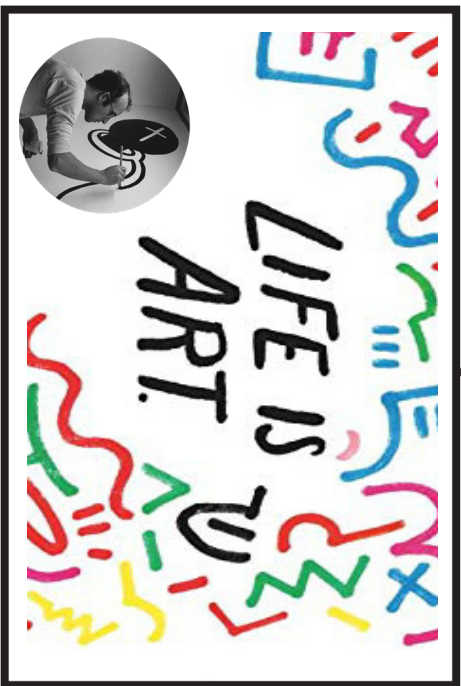
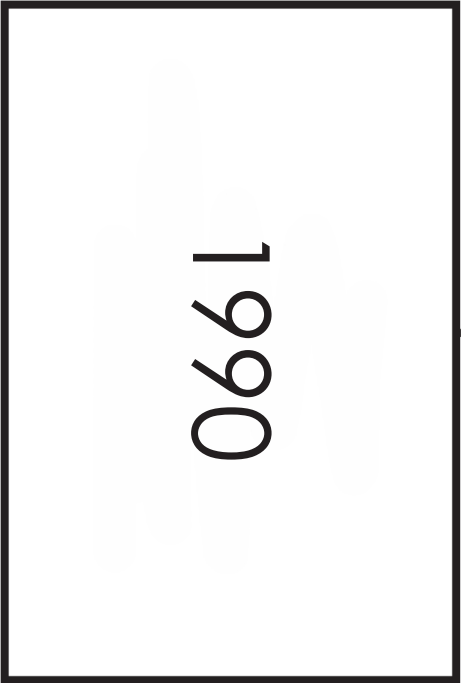
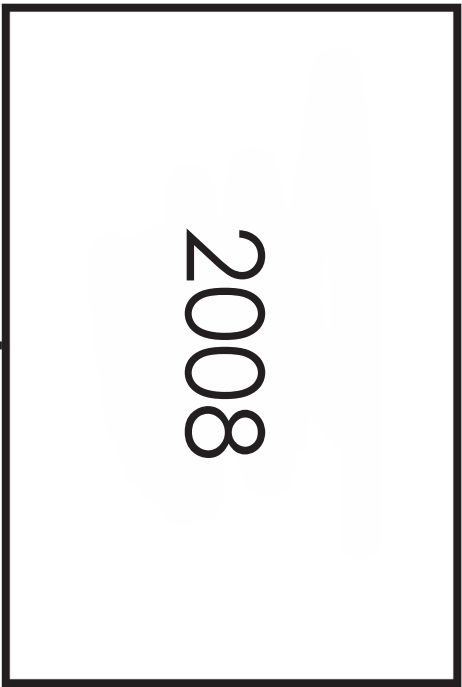
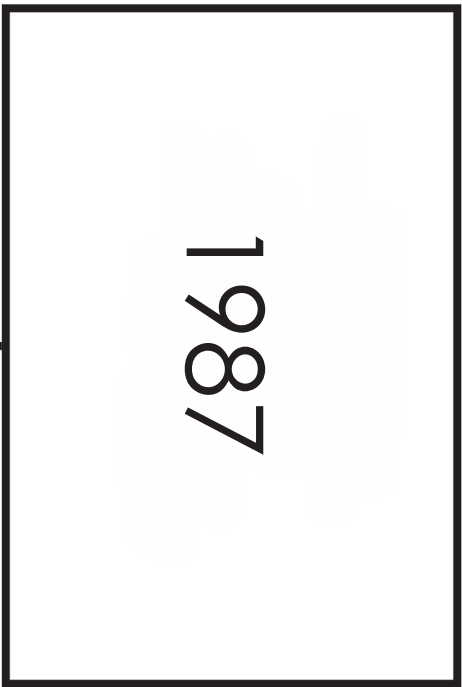
- ART IS LIFE: THE LIFE OF ARTIST KEITH HARING, the book
- Historical Time line Grid (Guide, pg. 7)
- Time line Labels (Guide, pg. 8)
- Time line Label Answers (Guide, pg. 9)
- Cardstock
- Tape
- Scissors
- Pencil

Procedure:

- Print Historical Time line Grid sheets on computer paper. Tape sheets together in a sequential manner.
- Print Time line Labels on cardstock. Use scissors to trim around the borders of the cards.
- Lay time line out on the floor.
- Using the Author's Notes in ART IS LIFE: THE LIFE OF ARTIST KEITH HARING, the book, as a reference, match each Time line Label to its corresponding place on the time line.
- Analyze the connectivity between the dates and events by answering the following questions:
 - Note that Macy's featured a huge balloon inspired by Keith's art in their Thanksgiving Day Parade years after he died. What does that say about the impact of Keith's art on the world?
 - Consider the phrase "Art is Life." Look over the time line to identify how Keith lived that phrase in all stages of his life.
- Instruct students to summarize their observations in a short essay.
- Invite students to illustrate their interpretation of the events on the back of Time line Labels.
- Encourage students to share their work with the class.







Time Line Labels

Keith Haring was born on May 4 in Kutztown, Pennsylvania.

Keith Haring attended the School of Visual Arts in New York.

“In one year my art has taken me to Europe and propelled me into a kind of limelight.”

Keith Haring worked with 900 children in New York City to paint a banner celebrating the 100th birthday of the Statue of Liberty.

Keith Haring was diagnosed with AIDS. He became very sick with the disease.

Keith Haring dies at 31 years old. Just hours before he passed away, Kieth drew a figure of a radiant baby.

A forty-eight foot tall balloon inspired by Keith’s ‘Man with a Heart’ debuted in the Macy’s Thanksgiving Day Parade.



Time Line Answers

1958

Keith Haring was born on May 4 in Kutztown, Pennsylvania.

1978

Keith Haring attended the School of Visual Arts in New York.

1982

“In one year my art has taken me to Europe and propelled me into a kind of limelight.”

1986

Keith Haring worked with 900 children in New York City to paint a banner celebrating the 100th birthday of the Statue of Liberty.

1987

Keith Haring was diagnosed with AIDS. He became very sick with the disease.

1990

Keith Haring dies at 31 years old. Just hours before he passed away, Kieth drew a figure of a radiant baby.

2008

A forty-eight foot tall balloon inspired by Keith’s ‘Man with a Heart’ debuted in the Macy’s Thanksgiving Day Parade.



Pop Art

Objective: To create an artistic representation demonstrating the relationship between illustrations, the text, and the type of art explored in the book.

Materials:

- Cardstock
- Primary & Secondary-colored markers
- A Sharpie
- A pencil



Procedure:



- Use pencil to sketch lines horizontally across the page. Lines may be wavy, if you prefer.



- Use the Sharpie to outline the pencil sketches.
- Use pencil to trace around your hand.
- Use the Sharpie to outline the pencil sketches around your hand.



- Use the Sharpie to outline the pencil sketches.
- Use pencil to trace around your hand.
- Use the Sharpie to outline the pencil sketches around your hand.
- Use brightly colored markers to color in the spaces between the lines. The number one rule is to not allow a color to touch along the side of the shape. It is permissible for the same color to meet at the corner of the space.

- Recall that Pop Art is described as:
 - Using bright, vivid colors
 - Using simple shaped
 - Art consists of dark bold lines
 - Pop artists use everyday things in creative ways
 - The goal of Pop Art is to look at the world in creative, fresh ways
- Write a short essay describing your experience in creating Pop Art. Consider the list of Pop Art descriptors. Identify which of these is best represented in your Pop Art drawing.
- Share your work with the class.



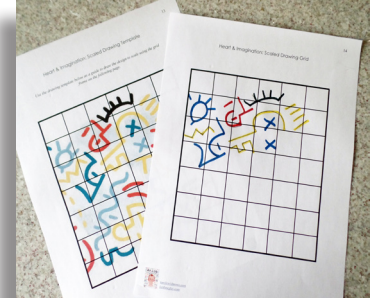
Heart & Imagination: Scaled Drawing Project

Everywhere Keith went, it was as if art was all around him.

Objective: Recreate a proportional representations of a geometric drawing.

Materials:

- ART IS LIFE: THE LIFE OF ARTIST KEITH HARING, the book
- Heart & Imagination: Scaled Drawing Template (Guide, pg. 13)
- Heart & Imagination: Scaled Drawing Grid (Guide, pg. 14)
- Pencil
- Markers
- Writing Materials



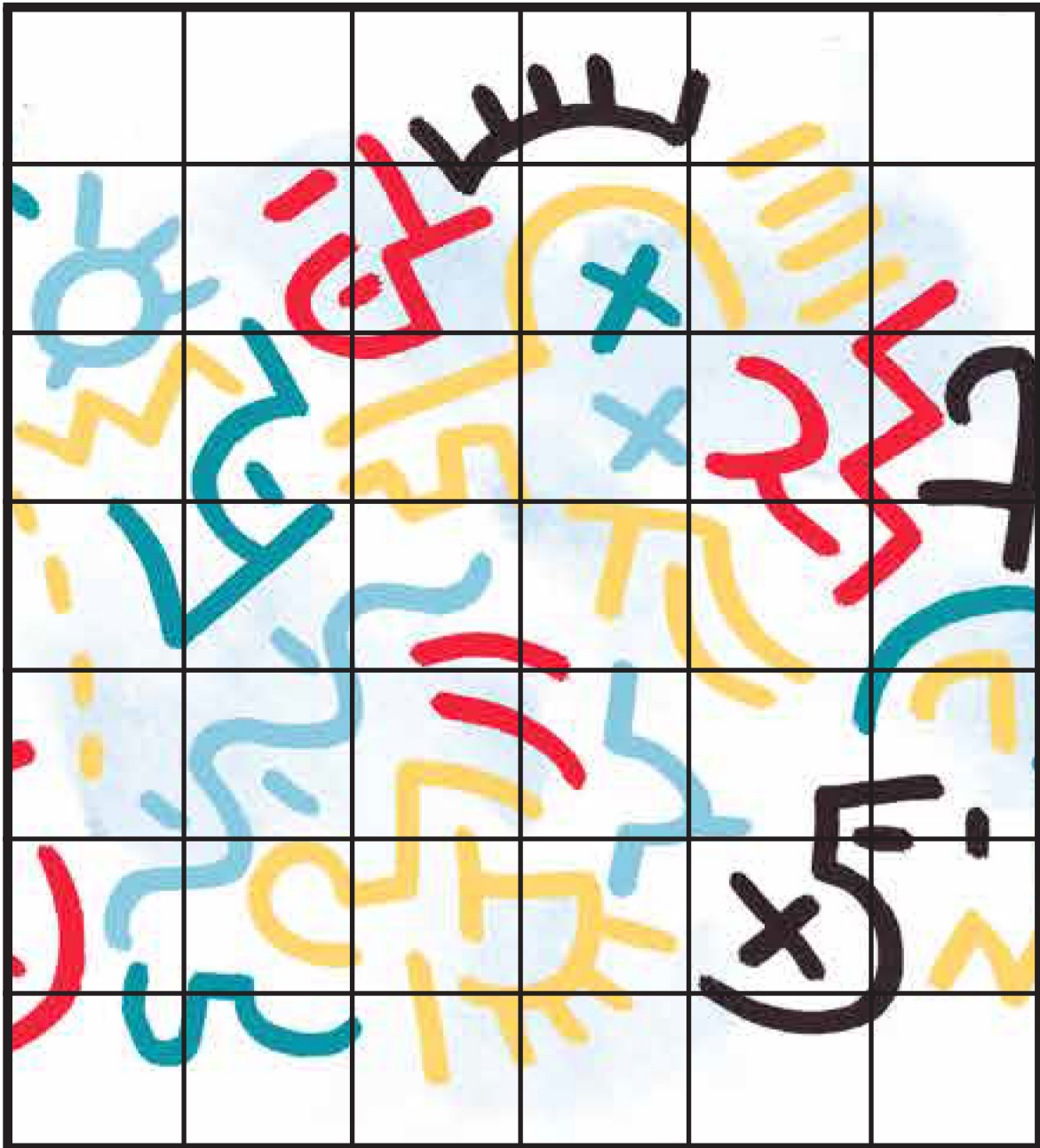
Procedure:

- Print a copy of the Scaled Drawing Template and the Scaled Drawing Grid.
- Recreate the illustration below proportionally by lightly sketch the placements of the shapes of the drawing on the template in the Scaled Drawing Grid.
- Recreate the illustration by tracing over the pencil sketches with markers.
- Write a short essay describing the process of creating a scaled drawing. Make a connection between this experience and Keith Haring artistic process. How was drawing in this way similar and different than the art he created on the sides of buildings and the walls of the subways in New York?

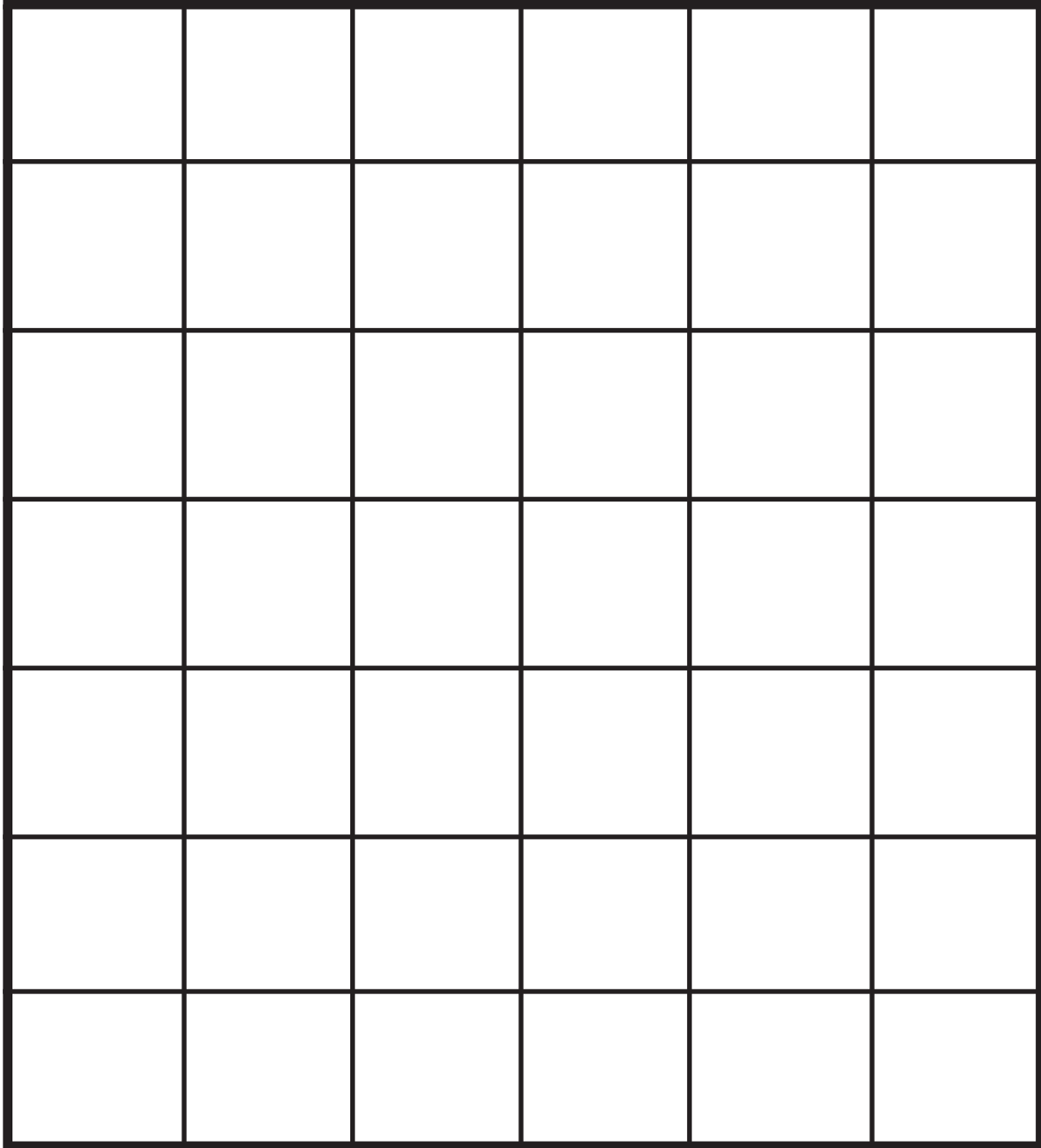


Heart & Imagination: Scaled Drawing Template

Use the drawing template below as a guide to draw the design to scale using the grid frame on the following page.



Heart & Imagination: Scaled Drawing Grid



Common Core State Standards Alignment

Common Core State Standards Alignment		Discussion Questions	Time Line	Pop Art	Scaled Drawing
English Language Arts Standards » Reading: Informational Text					
CCSS.ELA-LITERACY.RI.K.1	With prompting and support, ask and answer questions about key details in a text.	•	•		
CCSS.ELA-LITERACY.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	•	•	•	•
CCSS.ELA-LITERACY.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	•	•		
CCSS.ELA-LITERACY.RI.K.5	Identify the front cover, back cover, and title page of a book.	•			
CCSS.ELA-LITERACY.RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	•			
CCSS.ELA-LITERACY.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	•	•	•	•
CCSS.ELA-LITERACY.RI.K.10	Actively engage in group reading activities with purpose and understanding.	•	•	•	•
CCSS.ELA-LITERACY.RI.1.1	Ask and answer questions about key details in a text.	•	•		
CCSS.ELA-LITERACY.RI.1.2	Identify the main topic and retell key details of a text.	•	•		
CCSS.ELA-LITERACY.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	•	•	•	•
CCSS.ELA-LITERACY.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	•	•		
CCSS.ELA-LITERACY.RI.1.7	Use the illustrations and details in a text to describe its key ideas.	•	•	•	•
CCSS.ELA-LITERACY.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	•	•	•	•
CCSS.ELA-LITERACY.RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	•	•		
CCSS.ELA-LITERACY.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	•	•		
CCSS.ELA-LITERACY.RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text	•	•	•	•
English Language Arts Standards » Writing					
CCSS.ELA-LITERACY.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		•		•
CCSS.ELA-LITERACY.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		•		•
CCSS.ELA-LITERACY.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		•		•
CCSS.ELA-LITERACY.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		•		•
CCSS.ELA-LITERACY.W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		•		•



English Language Arts Standards » Speaking & Listening		Discussion Questions	Time Line	Pop Art	Scaled Drawing
CCSS.ELA-LITERACY.SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	•	•		
CCSS.ELA-LITERACY.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	•	•		
CCSS.ELA-LITERACY.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	•	•		
CCSS.ELA-LITERACY.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.		•	•	•
CCSS.ELA-LITERACY.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	•	•	•	•
CCSS.ELA-LITERACY.SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	•	•		
CCSS.ELA-LITERACY.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	•	•		
CCSS.ELA-LITERACY.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	•	•		
CCSS.ELA-LITERACY.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		•	•	•
CCSS.ELA-LITERACY.SL.1.6	Produce complete sentences when appropriate to task and situation.	•	•	•	•
CCSS.ELA-LITERACY.SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	•	•		
CCSS.ELA-LITERACY.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	•	•		
CCSS.ELA-LITERACY.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	•	•	•	•
Standards for Mathematical Practice - Geometry					
CCSS.MATH.K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .				•
CCSS.MATH.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.				•
CCSS.MATH.1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.				•
CCSS.MATH.1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.1				•
CCSS.MATH.2.G.A.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.				•
CCSS.MATH.2.G.A.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.				•

