

# EVENING FOR EDUCATORS

A Classroom Transformed:

Connecting the History of the Railroad to Visual Arts

Wednesday, September 18, 6–9 P.M.  
SUMA Classroom and Gallery

Based on the fall exhibition, *A World Transformed: The Transcontinental Railroad and Utah*, SUMA will highlight the 4th and 7th grade standards by connecting curriculum to key elements in the exhibition. Learn more about the temporary exhibition, experience hands-on activities that explore the integration of art and history, and find out how to bring your class to Southern Utah University in the fall. This program is free and dinner will be provided.

## FEATURING:

Alisa Petersen

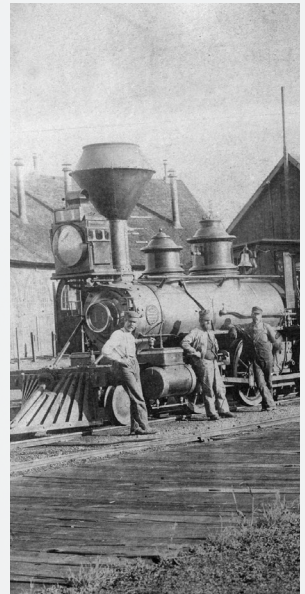
Assistant Professor of  
Elementary Arts Education

Dr. Stuart Robinson

Assistant Professor  
of Art Education

Daniel Davis

USU Special Collections  
and Exhibiton Curator



Register online at [usbe.midaseducation.com](http://usbe.midaseducation.com). Course number: 53014  
For more information, please call (435) 586-5432.

Logan Depot for the Utah Northern Railroad, circa. 1880  
From the Collections of USU Special Collections,  
Merril-Cazier Library, A-Boards.





**K-12 Professional Development Workshop  
Southern Utah Museum of Art  
Fall 2019**

**Title:** Banksy Express  
**Grade/Duration:** 7 (60 minutes)

**SUMMARY:**

Review contemporary railroad culture (i.e. tagging). Connect to 150th anniversary of Transcontinental railroad. Review previous lesson on broadsides. Discuss “look and feel” of street art typography. Practice and create graffiti designs. Contemplate impact of hip hop on U.S.

**SUPPLIES, EQUIPMENT AND RESOURCES:**

Paper, sharpies, colored sharpies, rulers, protractors, projector, A/V

STANDARD	OBJECTIVE	ASSESSMENT
<p><b>Standard 7-8.V.P.1:</b> Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.</p>	<p>Review rise of hip hop and its use of new forms and materials for expression.</p>	
<p><b>Standard 7-8.V.R.1:</b> Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.</p>	<p>Think critically about sites of street art and its exposure to the general public.</p>	<p>Engage in discussion to check for understanding.</p>
<p><b>Standard 7-8.V.CR.9:</b> Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.</p>	<p>Create graffiti-inspired designs.</p>	<p>Sketch 3-5 graffiti adaptations of a 2-3 word motto or phrase (ex: stay weird).</p>
<p><b>U.S. II Standard 7.5:</b> Use evidence to demonstrate how technological developments (such as television and social media), government policies (such as Supreme Court decisions), trends (such as rock ‘n’ roll or environmental conservation), and/or demographic changes (such as the growth of suburbs and modern immigration) have influenced American culture.</p>	<p>Trace influence of hip hop aesthetics on American culture</p>	<p>Complete 1 idea. Present and critique.</p> <p>Discuss lasting influence of hip hop culture. Identify artists and their legacies.</p>

# TEACHING TIMELINE

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## INTRODUCTION:

Discuss the rise of hip hop in the 1980s and review its four pillars (deejaying, rapping, breakdancing, and graffiti). Show development of graffiti into an accepted artform and as part of a larger public art movement. Highlight local examples and identify stylistic qualities, especially typographical ones.

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## DEMONSTRATION:

Look at “tags” and “taglines.” Connect to today’s hashtags. Brainstorm simple 2-3 word phrases or mottos. Model how to transform basic one-line text to expressive fonts (see handout below).

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## WORK PERIOD:

Play instrumental versions of classic hip hop songs while working to set the vibe. Challenge each student to choose 3 mottos and, for each motto, create 3 sketches for a total of 9 sketches. Each motto should have three sketches, each exploring a different style (organic shapes, angular shapes, etc.). Select one design, draw on larger paper, and fill in with color sharpies. When done, outline in black sharpie. Add shadow effects off sides of text (see handout below). If time, create scenery around tag to enhance image (see selected image below).

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## WRAP UP:

Share and critique designs. Discuss impact of hip hop on American culture by identifying influential artists and their aesthetic legacies. Think of legacies in art, fashion, shoe design, and cultural attitudes.

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## VOCABULARY:

Hip Hop  
Street art  
Graffiti  
Typography  
Serif

HANDOUT:



SELECTED IMAGE FROM PRESENTATION:

