STUDIO FIELDNOTES / MODERN & CONTEMPORARY BLACK ARTISTS / K–2

# The Power of a Visual Sequence | Jacob Lawrence

Teacher guide · K–2 · 45–55 minutes × 2–4 sessions

## Essential question

How can repeated images carry a complex history?

## Why this investigation matters

Examine research and historical evidence before simplifying a story

## The finished work

Five original panels about a change in local community life

## Methods and material suggestions

panel narrative, flat color, repeated motifs; choose materials suitable for your space: drawing and collage materials, paper, water-based media, or clean reclaimed objects as appropriate.

## Learning targets

Students will: analyze a relevant visual or disciplinary source; experiment with panel narrative, flat color, repeated motifs; create an original response; give and use evidence-based feedback; and explain one artistic choice.

## Teaching progression

### 01 / Engage

Show the inquiry question: How can repeated images carry a complex history? Invite a noticing, a wonder, and an initial interpretation.

### 02 / Investigate

Study at least two credited examples associated with Jacob Lawrence. Examine research and historical evidence before simplifying a story Students annotate the evidence that supports their thinking.

### 03 / Skill Studio

Demonstrate panel narrative, flat color with a short material experiment. Students test the technique and record what changes.

### 04 / Generate

Produce at least two distinct visual approaches to the challenge. Compare how each communicates the idea.

### 05 / Plan

Choose an approach, identify materials and sketch a sequence of actions. Name one foreseeable difficulty.

### 06 / Produce

Create the original artwork or design: Five original panels about a change in local community life. Photograph or annotate work in progress.

**07 / Critique**

Use evidence-based peer feedback: one element that communicates, one question, one suggested next move.

**08 / Revise**

Make one visible revision in response to critique or new evidence. Record before-and-after choices.

**09 / Present**

Display or share the result with a student-authored explanation and credits for research sources.

**10 / Reflect**

Return to the inquiry question and explain what the work now communicates, what changed and what could improve next time.

## Standards and adaptation

NCAS Visual Arts Creating, Responding and Connecting (anchor-level alignment); match grade-specific performance standards before instruction.

Students study the artist as a source of artistic inquiry and make an original response rather than a copy.

## Differentiation and access

Offer visual exemplars, tactile or large-print materials, verbal/audio explanations, partner brainstorming, alternate motor tools, and choice in subject matter. Model a single technique, then invite students to make two choices and describe one with words, drawing, or speech.

## Teacher checks

Before: Ask students to answer: How can repeated images carry a complex history? Record a drawing, annotation or discussion response.

During: Look for purposeful use of panel narrative and a clear link between research evidence and design choices. Ask students to explain an alternative.

After: Compare first plan and revised result; collect a student statement naming one choice, one change, and the evidence that motivated it.

## Source and representation care

Research original works using the cited museum or artist resources. Do not imply the supplied editorial cover graphic depicts the artist or their copyrighted artwork. Credit creators and seek permissions for reproductions. No student should have to disclose private identity or family history.