

ROE ETHRIDGE: “BASED ON A TRUE STORY”

GRADE LEVEL: 4TH GRADE AND UP

Please be advised. Roe Ethridge’s Nearest Neighbor exhibition features one photograph, on the 5th floor, that contains an image of the nude female body. CAC docents have been trained, when touring with children, to stay only on the 4th floor. A request can be made to tour the entire exhibition. Examples of the exact photograph can be provided upon request.

OBJECTIVE

The students will be creating a **collage** out of their own personal photos and magazine images to create a whole new picture using the **additive method** as well as using at least 2 **principles of design** in their **collage**. The students will also be writing their own **narrative** for their **collage** that combines real life events from their life with imaginary events.

VOCABULARY

Additive Process
Collage
Principles of Design
Narrative

MATERIALS

Magazine cut outs
Magazines
Images that students bring from home
Scissors
Modge Podge or Elmer’s glue
Plastic cups
Paint brushes (for Modge Podge)
6 in Circle cut outs of Bristol board
6 in lined paper cut outs

DISCUSSION

Discuss Roe Ethridge’s photographs by asking the students the following questions:

- Do Ethridge’s photographs make sense as a whole image?
- Are the objects in his images alike or do they seem misplaced?
- Do you think that Ethridge is trying to tell a story or convey a message?

Explain the Principles of Design and have the students determine where Roe used the different principles in his photographs.



Roe Ethridge, *Apple and cigarettes*.
2004/2006. C-print

DISCUSSION (CONTINUED)

Discuss the idea of movies that the students have seen that are based off of a true story or historical events. Have the students name some movies that they have seen or also ask them if they've seen certain movies such as "Soul Surfer", "Anastasia", "Saving Mr. Banks". Then prompt the students with the following questions:

- Do these movies follow history exactly the way it happened?
- Do you think the writers took their own creative approach?

BEFOREHAND

The students will need to take pictures from home and send them to the teacher prior to the activity or bring in their own images. The families should be notified that the photos that they bring in will be cut and glued so they should bring in photographs that they have made copies of or are not wanting back.

Print out [Principles of Designs](#) worksheet with definitions and examples.

PROCEDURE

Have the students attend a tour of Roe Ethridge's photography at the CAC and guide them in a discussion. Or examine Roe's work in the classroom.

Next guide the students in a discussion over visual culture specifically movies "based on a true story".

Explain to the students that they will be creating their own [collage](#) out of their images and the magazines provided to create a whole new image. Also explain to the students that they should layer their [collage](#) using the [additive method](#), and an example can be shown for better understanding.

Next explain that like the movies they discussed that are based on a true story they are going to create their own [narrative](#) for their image that has real life events from their life with imaginary events.

Pass out the materials and also explain to the students that they will be choosing two [principles of design](#) to apply to their image. The students should receive a handout that has the [principles of design](#) listed with a definition of each for the students to reference.

After the students have created their collage and have written their [narrative](#) the students can trade their artwork with a friend and create a new story based off of their friends image and see what their peers come up with based off of their artwork.

EVALUATION

Evaluate students on participation in discussion over Roe Ethridge and movies based on a true story.

Evaluate students on creation of [collage](#) applying two [principles of design](#), using the [additive method](#), and writing a [narrative](#).

STANDARDS

OHIO ART STANDARDS

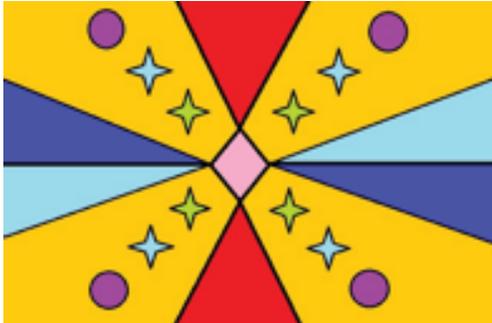
4PE Observe a variety of artworks noticing details, themes and ideas and group them into patterns and categories.

6PR Demonstrate understanding of visual literacy, illustration and graphic communication.

1RE Speculate about an artist's intentions and message in a work using relevant references to the work.

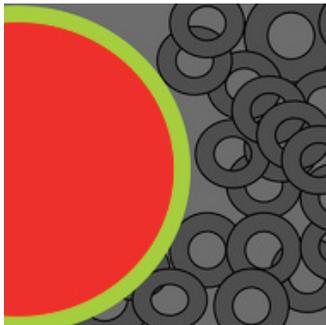
PRINCIPLES OF DESIGN

BALANCE



Balance is the distribution of the visual weight of objects, colors, texture, and space. If the design was a scale, these elements should be balanced to make a design feel stable. In symmetrical balance, the elements used on one side of the design are similar to those on the other side; in asymmetrical balance, the sides are different but still look balanced. In radial balance, the elements are arranged around a central point and may be similar.

EMPHASIS



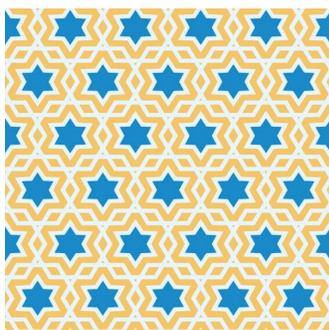
Emphasis is the part of the design that catches the viewer's attention. Usually the artist will make one area stand out by contrasting it with other areas. The area could be different in size, color, texture, shape, etc.

MOVEMENT



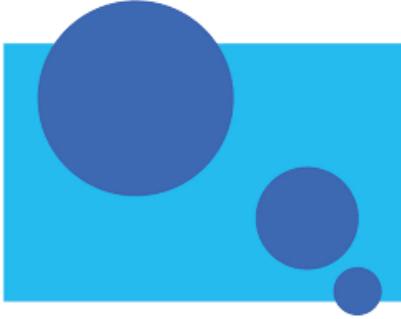
Movement is the path the viewer's eye takes through the work of art, often to focal areas. Such movement can be directed along lines, edges, shape, and color within the work of art.

PATTERN



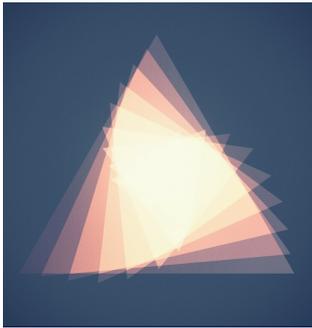
Pattern is the repeating of an object or symbol all over the work of art. Repetition works with pattern to make the work of art seem active. The repetition of elements of design creates unity within the work of art.

PROPORTION



Proportion is the feeling of unity created when all parts (sizes, amounts, or number) relate well with each other. When drawing the human figure, proportion can refer to the size of the head compared to the rest of the body.

PROPORTION



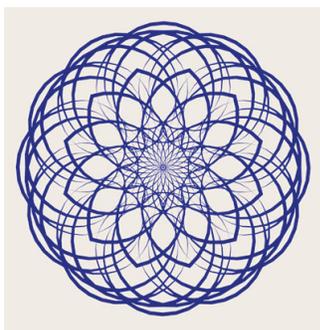
Rhythm is created when one or more elements of design are used repeatedly to create a feeling of organized movement. Rhythm creates a mood like music or dancing. To keep rhythm exciting and active, variety is essential.

VARIETY



Variety is the use of several elements of design to hold the viewer's attention and to guide the viewer's eye through and around the work of art.

UNITY



Unity is the feeling of harmony between all parts of the work of art, which creates a sense of completeness.