

# JASPER JOHNS

## NUMBERS

**Grade Level:** 9

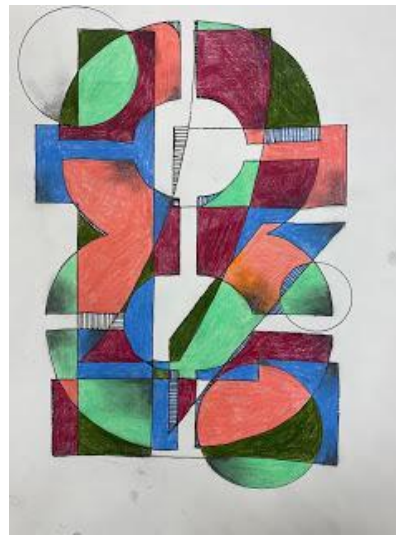
**Duration:** 5 classes, 76 minutes

**Materials:**

- # Stencils, choice watercolour or pencil

**Media:** watercolour or pencil

<https://youtu.be/AqZceD-JjA>



**Coloured Pencil**



**Watercolour**

**Lesson Objectives:** [See Curriculum Expectations Checklist](#)

By the end of this lesson students will have an understanding of the following concepts:

- d

**Vocabulary:**

Abstraction, Representation [Abstract Expressionism](#), Pop Art, Modern art, Neo-Dada

### Introductory Activity

Introduce students to the work and life of Jasper Johns. **Jasper Johns** was born in Georgia in 1930 and grew up in South Carolina. After moving to New York City to pursue a career as an artist, he found fame in the 1950s for his paintings of flags, targets and other ordinary objects; this work was a change from Abstract Expression and helped usher in the Pop Art era.

[JASPER JOHNS](#)

[JASPER JOHNS Numbers student intro](#)



**No. 1 2 3 4 5  
6 7 8 9 0**

**Title:** 0-9

**Date created:** 1961

You will need a [0-9 # STENCILS 8.5 x11"](#) and circle tracer

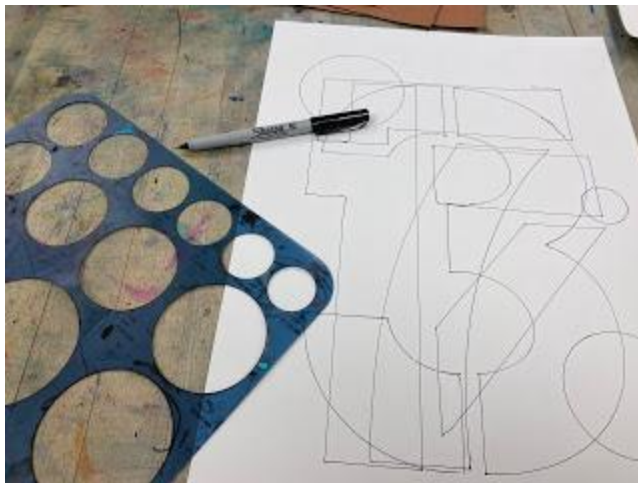
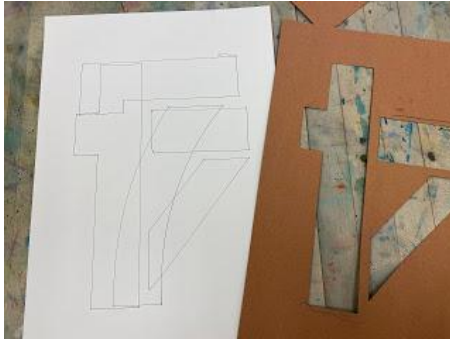


**Lesson Process**

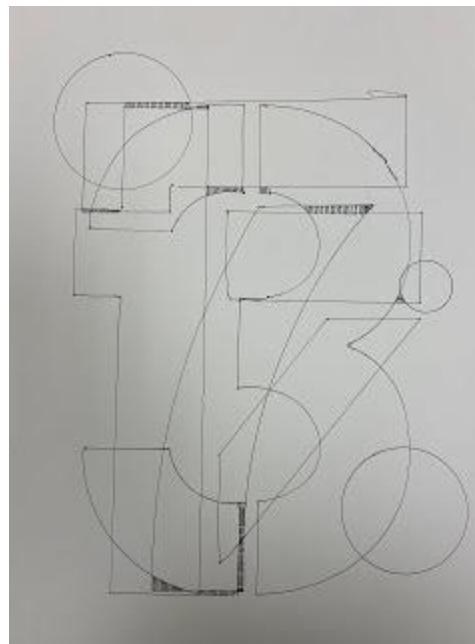
The paper size for this project is 11x17" 90# white multi use paper

Pick your **3 favorite numbers** to trace with a pencil.

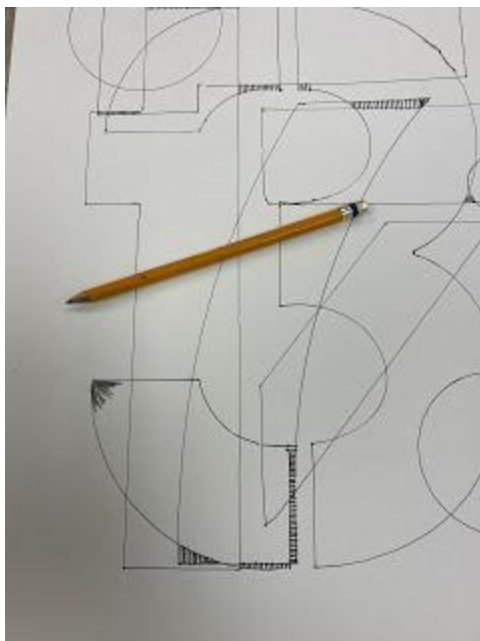
- the first number should be traced right-side up.
- **The second number is placed over the first number but this time it should be traced upside down.**
- **The third number is placed over the first 2 and can be traced in any direction the student chooses...either right-side up or upside down. Any of the 3 numbers can be traced backwards as well.**



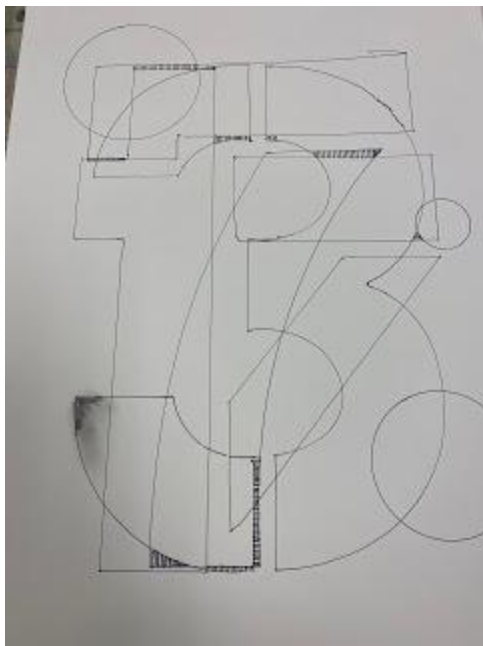
Using the circle tracer **add 3 different size circles** overlapping the numbers somewhere on the paper.



Use a **fine tip Sharpie** to trace over all the pencil lines. Fill in the small spaces with lines using the Sharpie.



**Add shading in some of the corner points with a pencil.** Smooth out the pencil lines with their fingers or you can use a blending tool (Tortillion).



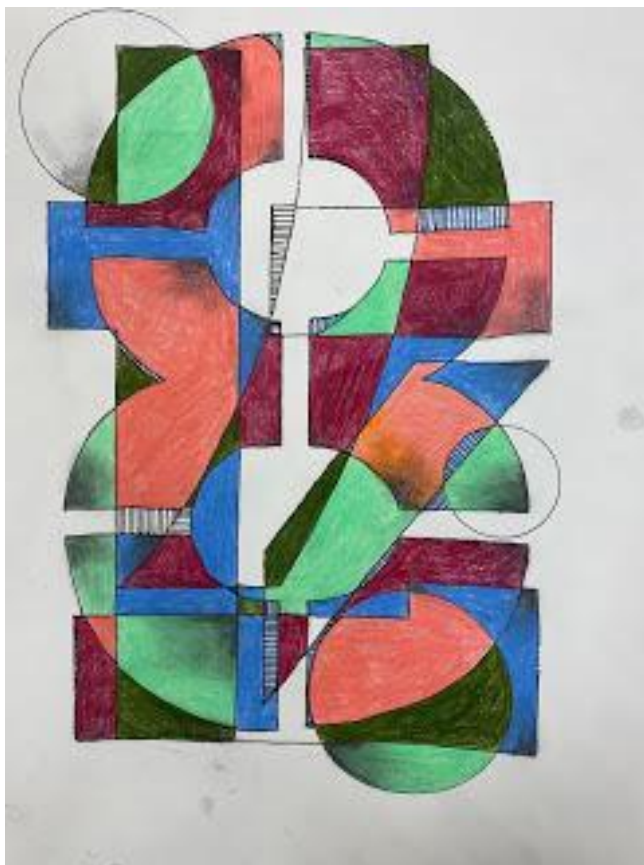
**After you have finished all the corner shading, start to add your color.**

**Students might choose coloured pencils or watercolours.**



**Jasper Johns painted the entire canvas for his art work tilted 0-9  
Only Paint inside the numbers and circles but you can try it either way.**

### **EXAMPLES (grade 5)**



**Colored Pencils**



**Watercolor**



**Assessment**

- Students are assessed using a rubric.
- Formative assessments are given to ensure understanding of the lesson.
- Sketchbook drawings are done first to informally see if students are grasping contour concepts.

**Resources**

<https://artroomblog.blogspot.com/2020/01/this-project-is-inspired-but-work-of.html>