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Lesson Theme: Perception

Grade Level: Art 6

Time: 5-6 class periods, 90 minutes each

Lesson Overview: Students will explore the concept of perception through drawing by observation and fusing this drawing with imagined or creative elements. First, they will view a video of the illustrations of the book 'Zoom' by Istvan Banyai and compare the illustrations to the work of Georgia O'Keefe and M.C. Escher. Next, they will make three very close-up, detailed sketches from observation, and then choose one of these sketches to use as the basis for a triptych in the style of 'Zoom'. They will then draw two more sketches, each successively zoomed out from the first, and use pen and ink techniques to show value. They will then discuss color theory and watercolor technique and complete their triptychs using watercolors. Finally, each student will contribute to a class critique of everyone's work.

Visual Culture Component/Relevance: Students will watch the video of the illustrations in the book 'Zoom' by Istvan Banyai and discuss how their perceptions of the images changed as they continued to zoom out. Students will have encountered many situations where their perceptions changed as they saw more of the picture—either literally or figuratively. Many students also have access to cameras, either on a smartphone or elsewhere, and like to take photos of everyday occurrences and objects. Another avenue to explore with the class would be their thoughts when taking these photos, and how they do or do not consider how zooming and/or cropping could alter the appearance of their photos.

Virginia Standards of Learning:

Visual Art Standards

- 6.5 - The student will use elements of art and principles of design, including the following, to express meaning in works of art:
 1. Color—relationships
 2. Line—variation
 3. Texture—visual
 4. Value—gradation
 5. Proportion—realistic
- 6.7 - The student will apply a variety of techniques (e.g., gesture, continuous line) in observational drawings.
- 6.9 - The student will identify the components of an artist's style, including materials, design, technique, subject matter, and purpose.
- 6.14 - The student will use critical inquiry skills when describing, responding to, interpreting, and evaluating works of art.

Lesson Objectives:

The students will:

- View the book 'Zoom' by Istvan Banyai and discuss the concept of abstracted close-ups and how the illustrations relate to the work of M.C. Escher and Georgia O'Keefe
- Complete three sketches from observation of nature or other objects

- Choose one sketch from observation to use as the 'close up' and then create two more 9 x 12 drawings that successively 'zoom out' from the first
- Use sharpie marker to outline the triptych and add details such as pattern and texture in a variety of pen and ink methods (choose at least 2) such as stippling, hatching, and cross hatching
- Complete a watercolor technique and color practice sheet (color wheel with schemes and wet-on-wet, wet-on-dry, dry brush techniques)
- Use watercolors to add color to their triptychs, making thoughtful choices for color schemes and using appropriate techniques (wet on dry, wet on wet, blending, dry brush, etc)
- Contribute to a final class critique: speak using proper art vocabulary about their work and the choices they made to portray their subject, and also critique the work of their peers

Vocabulary Words for Visual Analysis:

- **Observation-** drawing an object by looking at it
- **Hatching-** pen and ink technique that uses lines to show value
- **Cross hatching-** pen and ink technique that uses lines that cross one another to show value
- **Stippling-** pen and ink technique that uses small dots to show value
- **Complementary colors-** opposite colors on the color wheel
- **Analogous colors-** colors that are next to each other on the color wheel
- **Shade-** a color to which black or another darker color has been added
- **Tint-** a color to which white has been added
- **Wet-on-dry-** a watercolor technique where paint is added on top of dry paint or paper.
- **Wet-on-wet-** a watercolor technique where paint is added on top of wet paint or paper.
- **Dry brush-** a watercolor technique where a relatively dry brush is used to add paint to the paper

Historical/Cultural/Artist Information:

- **M.C. Escher** (17 June 1898 - 27 March 1972)- a Dutch artist who is known for his often mathematically inspired woodcuts, lithographs, and mezzotints. His work explores the impossible, infinity, and fantasy, and often features tessellations. Escher traveled frequently, and was often inspired by the architecture and landscapes he saw. He once journeyed through the Mediterranean and referred to this journey as "the richest source of inspiration I have ever tapped". He used his observations as a starting point, and then injected his own sense of symmetry, mathematics, and fantasy into his iconic work.
- **Georgia O'Keefe** (1887-1986) Born near Sun Prairie, Wisconsin, O'Keefe is most famous for her large-scale paintings of natural subjects such as flowers and animal skulls. O'Keefe often painted these subjects from a very close-up view so that the result was abstracted. O'Keefe believed that "When you take a flower in your hand and really look at it, it's your world for the moment. I want to give that world to someone else. Most people in the city rush around so, they have no time to look at a flower. I want them to see it whether they want to or not." By abstracting these objects, O'Keefe encouraged the viewer to take a second look at commonplace objects. Like Escher, O'Keefe was inspired by her travels, and much of her subject matter came from New Mexico, where she moved permanently in 1949.

Image Descriptions:



Puddle, 1952, Woodcut.
Dewdrop, 1948, Mezzotint.

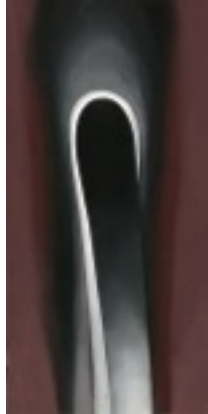


Sea-Shells,
1949,
Mezzotint.

No. 2, 1918, Oil on canvas.



Music, Pink, and Blue



Jack-in-

the-Pulpit Series (No. II- VI), 1930,
oil on canvas.

Questioning Strategies:

Zoom:

- Did you have any idea that the shape you saw at the beginning was actually a close-up of a rooster?
- How do you think the artist achieved that trick?
- Were you surprised that the pictures kept going?
- How do you think the artist came up with so many ideas?

Escher and O'Keefe Images:

- What do you see in this image?
- What do you think inspired the artist to create this piece?
- Do you think he/she drew this without looking at anything? Why or why not?
- (For Jack-in-the-Pulpit series) Do you would know what this image is without seeing the rest of the series?
- Would this painting be as interesting without the context of the others in the series? Why or why not?
- How do you think Escher and O'Keefe's works are similar? How are they different?

Final Critique:

- What do you notice about (student)'s print?
- Where did (student) start?
- What's another direction they could have taken from their close-up?

- What elements of your piece are the most successful? What do you think you could have improved?

Lesson Procedures:

Day 1:

- The students will enter the classroom, and after gathering them around the projector, the teacher will begin class by showing the video 'Zoom' and facilitating an opening group discussion about the illustrations (see "Zoom" under questioning strategies)
- Next, the teacher will show the class images of the work of Georgia O'Keefe and M.C. Escher and facilitate a discussion comparing and contrasting the two artists along with the illustrator of 'Zoom' (see 'O'Keefe and Escher' section of questioning strategies)
- The teacher will close the discussion by telling the students that they will be creating a triptych that utilizes their observational drawing skills and successively 'zooms out' just like the video they watched. The teacher will display the rubric for the project on the smartboard, and explain the first part of the assignment (three close-up sketches from nature or objects around the classroom)
- Students will be given the remainder of the class period to begin their sketches. If the weather allows, the class will walk outside to the courtyard to draw. If not, students may use computers to research images to draw from, use images from books, or draw objects they find in the art room.
- Five minutes before the end of class, the teacher will direct the students to clean up, putting all materials back where they found them. Once they have finished cleaning up, they will return to their seats until they are dismissed.

Day 2:

- First, the teacher will do a quick review of the 'Zoom' book and the vocabulary terms, project expectations and techniques the class discussed during the previous period. Next, the teacher will announce that students will have the rest of the period to complete their three sketches. If the weather allows, students may go outside again to draw.
- As students finish their three sketches, they may choose their best one and then begin the two successive "zoomed out" sketches.
- If any students finish all three successive sketches, they may begin transferring the drawings to watercolor paper.
- Five minutes before class is over, the teacher will direct students to clean up, placing all materials back where they belong. Any remaining time can be used for students to share their progress and 'Zoom' ideas.

Day 3:

- When the students arrive, the teacher will gather them around one table for a brief demonstration on pen and ink techniques. The teacher should emphasize craftsmanship, and remind students that they should only begin outlining and

adding textures once they have transferred all three of their successive 'Zoom' images onto the watercolor paper.

- Students will have the remainder of the class period to work on transferring their sketches and outlining and adding textures.
- Five minutes before class is over, the teacher will direct the students to clean up, putting supplies back where they belong.
- After everyone has cleaned up, the teacher will dismiss the class.

Day 4:

- At the start of class, the teacher will gather students around one table for a brief watercolor demonstration. The teacher will discuss color theory and color scheme choices, and demonstrate these concepts on a drawing.
- Next, the teacher will show the students the Color handout, and explain how to correctly use watercolors to fill it in. The teacher should emphasize that the color handout must be completed before students begin adding paint to their triptychs.
- Students will have the remainder of the class period to complete their color handouts, and once these have been finished, they may begin painting their triptychs.
- Five minutes before class is over, the teacher will direct students to clean up, placing all supplies back where they belong.

Day 6:

- Day 6 will follow the same procedures as day 5, excluding the demonstration. Instead, the teacher will give a brief review of the techniques discussed during the previous class, and remind students of the requirements for the final project.
- The students will have the remainder of the class to finish painting their triptychs. As students finish, they should use glue to attach their three panels to black poster board.
- Some students may need to use the next class period to finish. Early finishers could complete an extension of this project by creating more successively 'zoomed-out' sketches based off their triptych.

Materials and Preparation:

The materials needed for this lesson are:

- sketch paper (enough for each student to complete 3 sketches)
- pencils
- erasers
- drawing boards (or sketchbooks can be used instead)
- 3 7.5 x 10 sheets of watercolor paper per student
- extra fine or ultra fine point sharpie markers
- watercolors
- paint brushes (small)
- water cups and paper towels

- black poster board (cut into _____ sheets, one per child)
- white glue
- images/photos of nature close up
- interesting objects to draw

Resources:

- "ZOOM." *YouTube*. YouTube, 18 Nov. 2006. Web. 27 Oct. 2013.
- "Georgia O'Keeffe Museum." *Georgia O'Keeffe Museum*. Georgia O'Keeffe Museum, Web. 27 Oct. 2013.
- "The Official M.C. Escher Website." *The Official M.C. Escher Website*. The M.C. Escher Company DV, n.d. Web. <<http://www.mcescher.com/>>.
- "ArtLex Art Dictionary." *ArtLex Art Dictionary*. Web. <<http://www.artlex.com>>.

Special Populations: Students who have difficulty with fine motor skills may need assistance transferring their sketches to the paper- this could be done with a copier or simply with the help of the teacher. Some students who have difficulty visualizing beyond the concrete may wish to create their 'Zoom' triptychs in a manner that mimics the actual surroundings of the item they chose to sketch, whereas gifted students who are more able to visualize and create their own spaces may choose to use their imagination to incorporate more fantasy into the last two panels of their triptychs.

Evaluation: (Total Points Possible: 50)

Did You...	Accomplished	Emerging	Not Sufficient
Contribute to a class discussion about 'Zoom' and drawing from observation 2 points	Thoughtful and relevant contributions were made 2	Participated in discussion but did not add a lot 1	Participation was minimal 0
Complete three sketches from observation of nature or other objects (Craftsmanship is important, since you will be choosing one of these drawings to transfer to watercolor paper for your final triptych) 10 points	Sketches are thoughtful and well-developed, and adequate time and effort went into them 8.5-10	Some sketches are either missing or not well done 7-8	Only one sketch or less completed 6.5 or below

<p>Complete three 9 x 12 drawings (choose one sketch to use as the close-up) to create your own 'Zoom' triptych. (Requirements: triptych must incorporate one close up drawing and two successively 'zoomed out' drawings) 10 points</p>	<p>Drawings are well thought out, original, neat, and meet all listed requirements 8.5-10</p>	<p>Drawings are not well thought out, are incomplete, or do not meet some requirements 7-8</p>	<p>Drawings display little or no investment or do not meet requirements 6.5 or below</p>
<p>Use sharpie marker to outline your triptych and add details such as pattern and texture in a variety of methods (choose at least 2) such as stippling, hatching, and cross hatching. 10 points</p>	<p>You used at least two different techniques, and craftsmanship is satisfactory. 8.5-10</p>	<p>You used only one pen and ink technique, and/or your craftsmanship is lacking. 7-8</p>	<p>You did not finish your outlines, or they demonstrate a severe lack of craftsmanship. 6.5 or below</p>
<p>Complete a watercolor technique and color practice sheet (color wheel with schemes and wet-on-wet, wet-on-dry, dry brush techniques) 5 points</p>	<p>Worksheet is filled in correctly and craftsmanship is satisfactory. 4-5</p>	<p>Worksheet is complete, but has errors or craftsmanship is lacking 3-3.3</p>	<p>Worksheet is not complete or is riddled with errors or problems with craftsmanship 2.5 or below</p>
<p>Use watercolors to add color to your triptych and make thoughtful choices for your color scheme 10 points</p>	<p>Your craftsmanship meets requirements and your color choices are thoughtful and effective. 8.5-10</p>	<p>Your color choices are somewhat effective, and/or your craftsmanship is lacking. 7-8</p>	<p>Your color choices do not exhibit thoughtfulness and/or your work demonstrates a severe lack of craftsmanship. 6.5 or below</p>
<p>Contribute to a final class critique: speak using art vocabulary about your work and the choices you made to portray your triptych, and also discuss the work of your peers 3 points</p>	<p>Contribution was thoughtful and showed reflection on both your work and the work of your peers. 3</p>	<p>Contribution was acceptable, but did not demonstrate reflection. 2</p>	<p>Contribution was incomplete or not thoughtful. 1 or below</p>