

Abstract Sharpie Shading

Enduring Idea (Big Idea): After the creation of the camera, artist began exploring abstract art, people can use moments with significant meaning and abstract them visually share them with the world.

Lesson Title: Symmetrical abstraction sharpie shading

Grade/Class: 9th grade

Time Allotment: 5 class periods, 78 mins each

OVERVIEW:

1. Lesson summary: Students will learn about effects on art after the invention of the camera, and will learn about PA Dutch folk art. Students will then find a photograph with value to them, and along with a shape and object related to the photo will transfer and draw there images and photograph on paper along with its mirrored image. Then they will use sharpie shading to color in all the small shapes created within the overlapping images.
2. Rationale: Unedited photography furthers the dissemination of information. Photography can make the organization of our lives a bit easier and can help us remember special moments in our lives. Photography meets our deep need for visual communication. Billions of pictures are taken and shared every day. Most of our photographs live on our phones and never get printed or take on a life of their own.
3. Artworks, artists and/or artifacts:
PA Dutch folk art
Abstract art



THE CREATION OF THE CAMERA

"View from His Window at Gras"



1826
First photograph by French chemist Nicéphore Niepce via polished pewter plate exposed for 8 hours



The wet-plate photographer, on the road.

1839-1851
Creation of the photonegative and wet plate (making exposure time to seconds) but still needing darkness immediately to develop picture



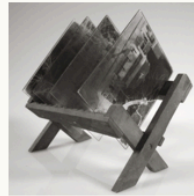
1888 The first successful roll-film hand camera: the Kodak, launched publicly in the summer where users take roll of film to be developed at leisure



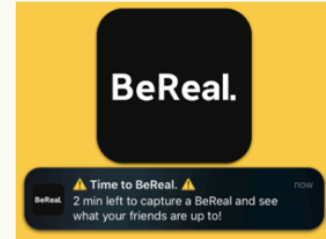
"Still Life"



1839
Louis Daguerre photographed his studio with exposure time of 15 mins (created the Daguerreotype)



1871
Dry plate photography (allowed people to photograph but not rush to develop)

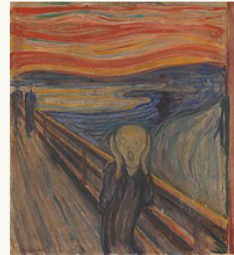


2020
Social media app used to document "candid" moments in life via photographs and share with others

ABSTRACT ART AS WE KNOW IT



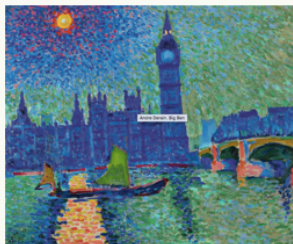
Post Impressionism 1880-1905
Expressing emotions through color and light... dot theory, color planes, etc



Early Expressionism 1905-1930
Extreme emotion distorting form and color, Expressed artists feelings rather than the real world



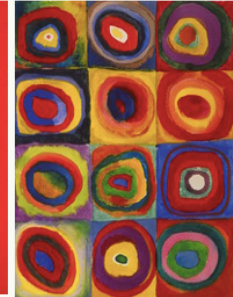
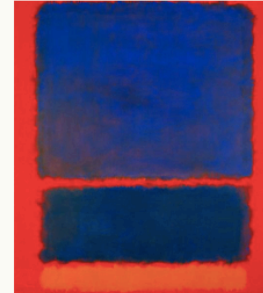
Abstract Expressionism 1940's-1950's
Expressed inner life through art "what is art?"



Fauvism 1904-1908
known as "wild beasts" for the use of clashing color/ distorted forms



DADA and surrealism 1916-1945
Nonsensical, dream like, subconscious and protesting war



4. Key concept(s):
After the creation of the camera, artists began to explore non representational art forms
PA Dutch artists use symbols within their work to represent parts of their lives
5. Essential Questions:
How did the invention of the camera change the subject in art?
How do artists abstract real life photographs
6. Standards
Standard #1: Generate and conceptualize artistic ideas and work.
Standard #2: Organize and develop artistic ideas and work.
Standard #3: Refine and complete artistic work.
Standard #5: Develop and refine artistic work for presentation.
Standard #8: Interpret intent and meaning in artistic work.
Standard #10: Synthesize and relate knowledge and personal experiences to make art.
Standard #11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
7. Interdisciplinary connection: Cultural connections can be made in many places, including symmetrical PA Dutch Folk Art.

OBJECTIVES:

1. Knowledge? Students will explore the history of abstract art and PA Dutch folk art through class discussion
2. Skills:
Students will use a sharpie blending and mark making to abstract the symmetrical design.
Students will develop and draw from an inspirational personal image, creating a symmetrically appealing composition.
Students will reproduce their photograph twice through techniques of transferring and burnishing pencil lines onto paper
3. Dispositions:
Students will critically think of objects/shapes that relate to a photograph of a memory and use those shapes throughout their piece

ASSESSMENT: How will you be assured that your students know each objective?

Formative: participation in class discussion about history of abstract art and PA Dutch folk art

Summative: checklist

Formative: in class critique

INSTRUCTIONAL PROCEDURES:

DAY ONE

1. Motivation/Engagement: Students will be introduced to the history of the creation of the camera, as well as how that affected the creation of abstract art through slides. Students will learn about the symmetrical Dutch PA folk art.
2. Development: Students will find a picture of a moment with significance to them and then print the image either on their own or emailing it to a drop box. Students will watch a demo of image tracing and burnishing before being released to image trace their picture using a graphite stick onto one side of a large paper, then flipping the picture over burnishing the reverse image on the other side of the page.
3. Culmination/Close: Students will write on a post it note the story behind the picture on a post it note.

DAY TWO

1. Motivation/Engagement: Students will take a fun “pop quiz” on the history of abstract art and the creation of the cameras impact, as well as some information about PA Dutch folk art.
2. Development: Students will view think of one abstract shape and one object that remind them of their specific picture and draw the outline on a piece of card stock, viewing example for reference. Students will then watch a demo on how to place their pieces on their picture, trace it, then symmetrically place it on the other side of their picture to trace it.
3. Culmination/Close: Students will watch a video on PA Dutch folk art and do question of the day.

DAY THREE

1. Motivation/Engagement: Students will watch and follow along with a sharpie shading demo video (three videos) to learn and play with materials.
2. Development: Students will begin shading their pictures using sharpie marker.
3. Culmination/Close: Clean up materials, do question of the day.

DAY FOUR

1. Motivation/Engagement: Question of the day.
2. Development: Students will continue to work on their sharpie shading project, making sure at least 75% of the project utilizes one of the shading techniques learned in class.
3. Culmination/Close: Students will do a gallery walk of their peers work, and then do a self reflection critique of their own work.

PREPARATION:

1. Teacher research and preparation: create sample, do historical research on invention of photography, Pa Dutch Folk art and abstract art. Create power point.
2. Instructional Resources: power point: history of camera slide, history of Pa Dutch Folk art, folk art video <https://www.youtube.com/watch?v=rIp8bVsIsuw>, art history of abstract art. Sharpie shading demo video.
3. Student Supplies: sharpie marker, cardstock, 18x24 sheet heavy paper, burnisher, graphite stick.
4. What changes, if any, did you make to the lesson? What would I change or modify the lesson for next time?
5. How will you adapt this lesson to meet the needs of students with challenges or students who already have a basic working knowledge of the topic being taught?

	Yes	No
Student used a photograph with significant meaning to them and printed it out for project		
Student transferred their photograph/ burnished the reverse image and traced with sharpie		
Student abstracted the picture by placing and reflecting their object and shape 3+ times		
Student used sharpie shading techniques on at least 75% of their picture		

TEACHER EXEMPLAR



ART ONE POP QUIZ

If you went to a museum and saw a painting of Nate eating grapes dated before the 1820's... would it be representational realism or non-representational expressionism?

What were the artists in the expressionistic period expressing? how?

Why did the invention of photography make some artists feel doomed?

Name 2 symbols/shapes used in PA Dutch hex Signs

What was the important design concept that all hex signs have?



