

Lesson Plan: Realism to Abstraction

Objectives: Students will be able to understand the term Abstract Art, identify Abstract paintings, and create an Abstract drawing from a still life.

Alberta Program of Studies Learning Outcomes:

Grade 10

Organizations

Students will express meaning through control of visual relationships

- Experiment with various representational formats

Sources of Images

Students will investigate natural forms, human-made forms, cultural traditions and social activities as sources of imagery through time and across cultures.

- Investigate the process of abstracting form from a source in order to create objects and images

Featured Work:

See the Powerpoint that references Alberta artists from the Alberta Foundation for the Arts collections

Materials:

Drawing paper, tracing paper, pencils, plant or objects for still life, canvas and paints for extension activity (optional)

Discussion/Guiding Questions:

What are realism, abstract art, and non-representational art?

What can be a source of inspiration for art pieces?

Looking at the work:

Does the work bring to mind a subject that may be the pieces origin? If so, what do you think it would be?

What emotions, thoughts, and/or ideas does this work provoke?

Activity:

Preparation:

- Introduce the concept of abstract art
- Visit <http://www.affta.ab.ca/Art-Collection>
- Have students look for abstract art on the website and pick 5 pieces, answer the following questions for each piece:
 - a. What are the title, medium, and artist of this piece?
 - b. What makes this piece of art abstract?
 - c. Could the work coincide with an original realistic object? If so, what do you think it would be?
 - d. What emotions, thoughts, and/or ideas does this work provoke?
- View the slideshow on Abstract Art

The day of the lesson:

- Assemble the following materials: drawing paper, tracing paper, still life, pencils
- Instruct students to sketch the still life.
- Discuss with students how they created a sense of reality for each object in the sketch.
- Direct students to cover the sketches with tracing paper, select certain elements and trace over their general shapes, disregarding detail. Suggest that they repeat and overlap these elements. The resulting drawings should have the quality of design rather than realistic still life.
- Compare the two drawings. Explain that the second drawing, while based on a realistic rendering, is an abstraction: it has become a non-objective work.
- Direct students to complete their abstract drawings on the tracing paper.
- They should consider the following questions:
 - How do the elements and principles of art play into the planning of compositions in abstract art?

Extension: Students may have the opportunity to use the new abstraction piece to create a painting on canvas or watercolor paper using the drawing composition as inspiration. Discussion regarding color palette may ensue.

Assessment:

Art Rubric for Assessment: Abstract Collage Painting

Ability /Skill

Very Good (5)

Satisfactory (3-4)

Needs Improvement (1-2)

Elements of Design: <i>Line, Texture, Color, Shape,/form, Value, Space, Unity</i>	Student planned carefully, and showed an awareness of the elements & principals of design; used space effectively when creating the drawing. Was able to effectively use the realistic drawing as a source of inspiration for the final piece	The drawing shows that the student applied the principles of design while using one or more elements effectively; showed an awareness of filling the space adequately. Was able to effectively use the realistic drawing as a source of inspiration for the final piece but there are still many details of original drawing evident	The collage was completed & turned in, but showed little evidence of any understanding of the elements & principals of design; little or no evidence of planning.
Creativity / Originality	The student made connections to previous knowledge; Tried many approaches the drawing; demonstrated understanding of composition. Drawing is meaningful and unique	The student tried a few approaches to their composition; or based his/her artwork on someone else's idea; made decisions after referring to other artworks; solve composition problems in a logical way.	The student completes the assignment, but gave no evidence of trying anything different / or original.
Effort / Perseverance	Student gave it effort far beyond that required.	The student worked hard & completed the project, but with more effort the drawing could have been outstanding.	The collage was completed with minimum effort or student did not finish the work adequately
Craftsmanship /Skill / Consistency	The Drawing demonstrated a sense of standards and used prior knowledge when using different drawing techniques.	The student showed average craftsmanship; adequate	The student showed below average or poor craftsmanship; lack of pride in finished work
Analysis -Discussion -Preparation/writing activity	The student is sincerely aware of their own strengths and areas of improvement; uses a good variety of art vocabulary. Student can point out many examples of abstract art and their sources.	Students recognize some areas of improvement and use some art vocabulary. Student can point out some examples of abstract art and their sources.	Students uses little or no art vocabulary terms and does not have an understanding where they can improve. Student needs support to find sources of abstract art and come up with a possible source.

Abstract Art

We are most familiar with representational art often know as realism. This type of art aims to communicate what we actually see in real life.

What is Abstract Art?

Abstract art aims to represent subjects we see in reality but presents these items visually in a way that is different than how our eyes view them. This may happen by emphasizing or simplifying certain art elements such as colour, line, and/or shapes.

Abstract Vs. Non-Representational

- In abstract art sometimes the subject can be easily recognizable and sometimes the original subject has been distorted to the point that it has no resemblance to real subjects.
- Non-representational art can be confused with abstract art. The artist has no frame of reference based in reality for this art style. The intent is to use the elements and principles of art to create a piece. Splatters of paint, random lines and shapes are often present in this type of art.

Guiding Questions for Viewing

Take a look at these abstract paintings created by Albertan artists. Answer the following questions:

- Is the work reminiscent of an original object? If so, what do you think that the subject would be?
- What emotions, thoughts, and/or ideas does this work provoke?
- What art elements and principles create these emotions/thoughts/ideas?

Crossing

Artist: Herb Hicks

Medium: Acrylic



Collection of the Alberta Foundation for the Arts

Edmonton Series #12

Artist: Philip Mann

Medium: Oil Wax



Collection of the Alberta Foundation for the Arts

Rock Cleft

Artist: Frank Palmer
Medium: Watercolour



Collection of the Alberta Foundation for the Arts

Canmore II

Artist: William Townsend

Medium: Oil

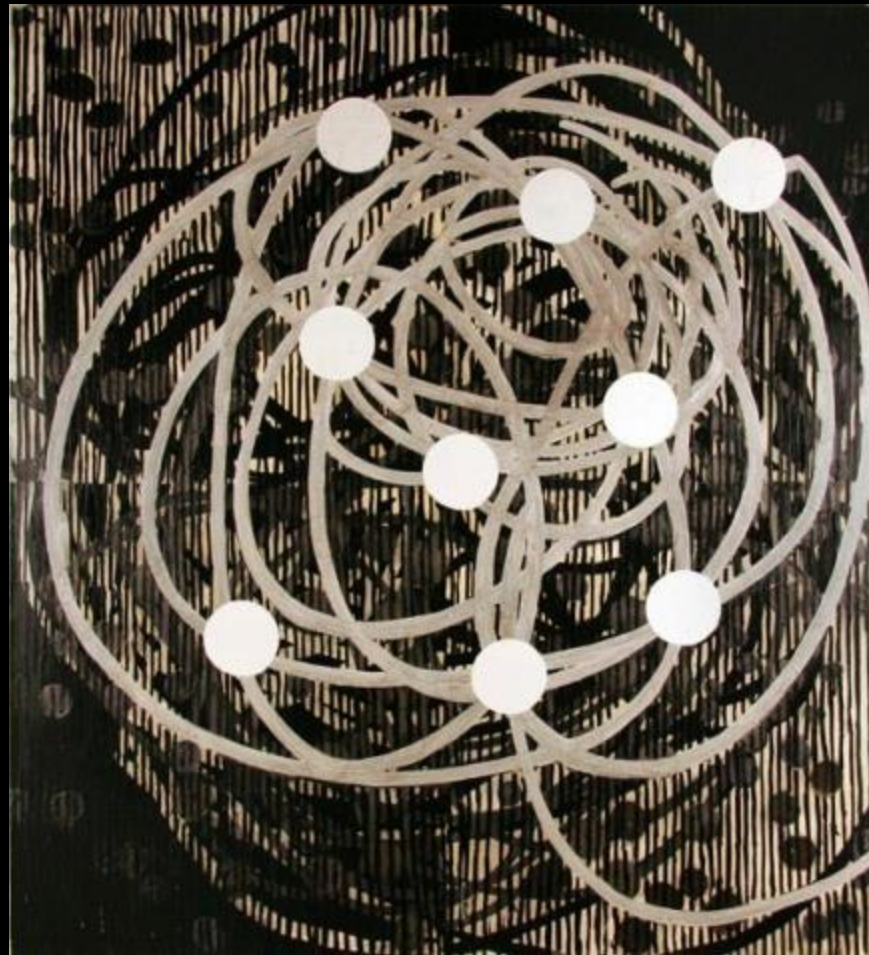


Collection of the Alberta Foundation for the Arts

Bones

Artist: Geoffrey Hunter

Medium: Oil



Collection of the Alberta Foundation for the Arts

Winged Figure

Artist: R. Gyo-Zo Spickett

Medium: Oil, enamel



Collection of the Alberta Foundation for the Arts

- Reference:

<http://www.affta.ab.ca/Art-Collection>