

# PEOPLE: Crazy faces

FORM: COLLAGE

STAGE: 2

ACTIVITY: 1

## OBJECTIVE

Use observations, experiences and imagination as a source for creating images of people.

## OUTCOMES

To demonstrate achievement students can:

- ▮ give reasons why artists use distortion
- ▮ select materials, techniques and elements to give form to their ideas
- ▮ talk and write about the compositional and expressive arrangement of their artwork.

## LANGUAGE

abstract	distortion	portrait	overlap
collage	pattern	repetition	exaggerate

## TEACHING NOTES

Redistribute the collected features until each student has a complete set.  
Speech bubbles can be pinned, or attached with blu-tac to the displayed works. Encourage interaction by the sharing of ideas and the creation of new meanings by moving the speech bubbles to different works.

## RESOURCES

sheets of art paper  
glue and applicators  
scissors  
felt tip markers, crayons  
Picasso  
*Weeping Woman* and/or '*Guernica*'

## SUGGESTED TEACHING AND LEARNING ACTIVITIES

Students will:

- ▮ fold a piece of art paper into four and draw a different feature in each rectangle
- ▮ cut along the fold lines and keep one feature for themselves. Return the remaining three for re-distribution.
- ▮ view Picasso's *Weeping Woman* and/or *Guernica* and discuss the placement of figures and their impact on the viewer. *What parts can you see? What colours, patterns, lines and shapes have been repeated? How do you think the characters are feeling? What do you believe is the artist's purpose? What is the effect of repetition, exaggeration and distortion on a work?*
- ▮ intuitively rearrange and collage the redistributed features onto another sheet of paper to create an abstract crazy face
- ▮ make choices about which colours and patterns to apply in order to enhance and exaggerate the personality of their crazy face
- ▮ select and manipulate other materials (e.g. string, paper) to create hair, jewellery etc.
- ▮ share thoughts and responses to each other's work.



## ASSESSMENT

Were the students able to:

- ▮ Discuss how artists explore images and material to make an imaginative face?
- ▮ manipulate components to create an expressive portrait?
- ▮ evaluate the progress and development of their work?
- ▮ talk and write about how their artwork communicates ideas, beliefs and feelings?

## EVALUATION

- ▮ Were students encouraged to refer to mediated images while making artworks?
- ▮ Did you encourage students to assist each other by sharing opinions, materials, and ideas?
- ▮ Were there sufficient images and materials available for students to make choices?

## LINKS WITH OTHER:

### Visual arts activities

Visual Arts K-6 Syllabus and Support Document, 1989  
p.108 *Secret Faces*

Living things: Stage 2, Lesson 1 *Monsters and make believe*

### Key learning areas

Personal Development, Health, Physical Education p. 99

*My growing self*

English: Writing speech bubbles

# PEOPLE: Fractured faces

FORM: DRAWING, PAINTING

STAGE: 2

ACTIVITY: 2

## OBJECTIVE

Create artworks by exploring materials, skills and techniques and organising the elements of visual arts.

## OUTCOMES

To demonstrate achievement students can:

- give reasons for artists interpreting subject matter differently
- manipulate drawing media to create a range of tones
- show a willingness to share their artwork with others.

## LANGUAGE

symmetry	highlights	rearrange
balance	colour	mixed media
tone	light source	
shadow	distortion	

## RESOURCES

variety of large portraits from reference books, calendars, posters, magazines, cards	scissors glue and applicators paper coloured pencils
--	---

## TEACHING NOTES

Provide a collection of images (portraits) from magazines, photographs and artworks.

Develop the students' visual awareness by directing students to look carefully at the shadows and highlights of a selected image: *Are the shadows black? What colours do you see?*

Discuss the difference between colour and tone. Allow experimentation in mixing colours.

How many tones of one colour can you see? *How many tones of one colour can you make?*

In painting, the tone of a colour is changed by adding either white (to lighten) or minute amounts of black (to deepen).

Intensity is achieved by contrast, of either tones or colours.

Tone can create mood. Works which have a dominance of

darker colours and tones can give the feeling of mystery sadness. Lighter colours and lighter tones create lighter feelings.

Display portraits by artists from different times and places.

Discuss the works: similarities, differences, use of media, style, viewer's response, artist's intention e.g.

Van Dyck: (18th Century Dutch). Works communicate importance, wealth, power.

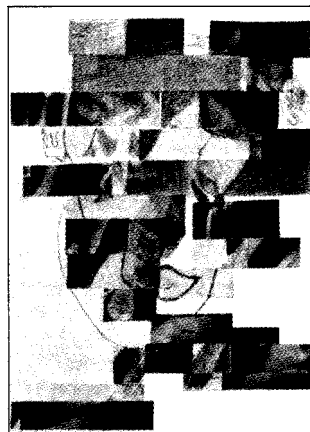
Braque: (20th Century French). Works show experimentation, discovery.

Albert Tucker: (20th Century Australian). Works make social comment.

## SUGGESTED TEACHING AND LEARNING ACTIVITIES

Students will:

- in pairs, observe each other's faces, commenting on where they see highlights and shadows. *Are these areas 'raised' or 'sunken'? How does the light source affect the creation of highlights or shadows?*
- examine a portrait from a magazine and identify those parts which are in shadow, and those highlighted. *How many tones of one colour can you count?*
- experiment with coloured pencils, pastels, dyes, inks and/or paint to create as many tonal variations of one colour as possible.
- cut a large magazine portrait in half, vertically or diagonally.



- glue the cut section onto paper, then use drawing pencils and other media to recreate the missing part, with as much attention to detail as possible. Emphasise the use of tone.
- cut the mixed media portrait into small squares. Reassemble the squares to create a distorted image.

## ASSESSMENT

Were the students able to:

- recall reasons that artists create portraits?
- use one artwork as the starting point for another?
- demonstrate the ability to create tonal variations in their work?
- discuss qualities in the works of others?

## EVALUATION

Did the students have sufficient prior experience with drawing *people*?

Was adequate assistance given to those students requiring guidance and demonstrations on how to create darker or lighter tones?

Were students given specific criteria to allow them to evaluate their own work in progress?

## LINKS WITH OTHER: Visual arts activities

Drawing (felt tip pen or pen and ink) a caricature using hatching and cross hatching techniques.

Students trace each other's elongated shadows onto large sheets of paper. They cut the outlined image out and fill the inside space with a story or poem about themselves.

## Key learning areas

Maths – Volume, Shape

Investigate how shadows define volume and shape.

Maths – 2D 13 Students make symmetrical patterns using paper, cut outs, peg boards and geo boards.

# PEOPLE: Group grid

**FORM: DRAWING**

**STAGE: 2**

**ACTIVITY: 3**

## OBJECTIVE

Use observations, experiences and imagination as a source for creating images of people.

## OUTCOMES

To demonstrate achievement students can:

- identify, and correctly name, different drawing techniques
- organise materials to create images

value their artwork and the work of others by contributing to a large group work.

## TEACHING NOTES

Draw a grid over the chosen image (large poster of a person or group of people).

Cut up into a series of small 3cm squares. Number the back of the squares to assist in re-assembling the work. Distribute one or more of these squares to each student.

Recreate the enlarged image on 9cm x 9cm white paper squares. For best results each student should use the same drawing material, e.g. 6B pencils, colouring pencils or felt pens. Demonstrate different drawing techniques such as hatching, cross hatching, stippling, tonal shading.

## LANGUAGE

grid	reconstruct	enlargement	stipple
scale	original	crosshatching	repetitive
pattern	assemble	hatching	

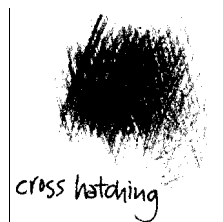
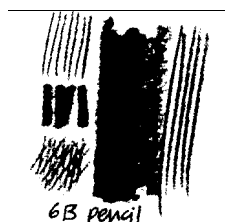
## RESOURCES

poster, cut into 3cm (numbered) squares	scissors, glue, ruler
9cm squares of white art paper	drawing/colouring pencils
large sheet of paper on which to reassemble drawings	

## SUGGESTED TEACHING AND LEARNING ACTIVITIES

Students will:

- experiment with different drawing techniques
- use lines, shapes, tone or colour to enlarge and reproduce the distributed numbered image
- assemble completed drawings to create a class-drawn enlargement of the original poster.



## ASSESSMENT

Were the students able to:

- use the language of visual arts to describe what they are doing?
- develop their drawing skills and the ability to increase the scale of an image?
- write a procedural report explaining the steps involved, the materials used and the skills developed?

## EVALUATION

- Did all the students participate enthusiastically?
- Did the students co-operate with each other?

## LINKS WITH OTHER: Visual arts activities

Distort the image: The grid is drawn by placing the curved lines at unequal distances; this creates square and rectangular shapes of different sizes. Each numbered section is redrawn onto the grid and results in an altered representation of the original.

## Key learning areas

Maths – Multiplication