

Ordinary, extraordinary

Stage 1

Subject matter: objects

Forms: drawing, printmaking, painting

Duration: 3 to 5 weeks

Image resources

- Cubist artworks by Picasso, Braque or Gris

<http://www.hipernet.ufsc.br/wm/paint/auth/braque/>

<http://www.artchive.com/artchive/G/gris.html>

<http://www.artchive.com/artchive/P/picasso.html>

Enter Art

- *Pouring vessel in archaistic style* from China, image no. 2.
- *Abstract - the kitchen stove*, Eric Wilson, image no. 16

Outcomes and Indicators

Making

VAS 1.1 Makes artworks in a particular way about experiences of real and imaginary things.

- closely observes details of objects
- makes artworks about objects using various techniques to record details.

VAS 1.2 Uses the forms to make artworks according to varying requirements.

- experiments with a range of drawing and printing media to represent simple objects
- explores the aesthetic potential of shapes and textures in simple objects.

Appreciating

VAS 1.3 Realises what artists do, who they are and what they make.

- recognises that artists represent interior scenes.

VAS 1.4 Begins to interpret the meaning of artworks acknowledging the roles of artist and audience.

- identifies and describes the properties of different forms, materials and techniques in artworks
- comments on how forms and materials are used in representing interiors and objects.

Unit overview:

Students discover how artists represent the places where they live and work, as well as the objects around them. Students make drawings, collages, prints and paintings representing household objects. They record details of line and shape in drawing, then explore combinations of shapes and textures in still life collages.

Learning experiences	Teaching notes
<p><u>Learning experience 1</u> Appreciating artworks</p> <p>Look at <i>Pouring vessel in archaistic style</i> from China. Draw the shape of the vessel in the air. Describe the detail on the handle and the decorative pattern. <i>What might the vessel be used for?</i></p> <p>Making drawings of household objects</p> <p>In small groups, look at the detail of a kitchen utensil. Discuss, for example, the shape of the handle, shapes of holes such as those in a grater, the action of any moving parts, etc.</p> <p>Make drawings of a utensil from several viewpoints and using a range of media.</p> <p>After a number of sketches have been made, cut out and attach them to a large sheet of paper or cardboard. The work could be further developed using oil pastels and paint to work into the images and/or background.</p>	<p>Image resource <i>Enter art</i></p> <ul style="list-style-type: none"> • <i>Pouring vessel in archaistic style</i> from China, image no.2 <p>Other resources</p> <ul style="list-style-type: none"> • kitchen utensils • pencil or pen and ink • crayon • oil pastel • paint <p>Explain what the artwork is about, what it is made from and the place and date of its production.</p> <p>Divide the class into small groups. Each group looks at a different kitchen utensil.</p> <p>These could be small drawings using pencil or pen and ink, large scale drawings using crayon, oil pastel or paint, or a combination of small and large scale sketches.</p> <p>A number of students could combine drawings into a collaborative work.</p>

Learning experience 2
Making prints of objects

Use the same utensil and the sketches from learning experience 1 as the basis for this activity.

Make a print:

Cover a perspex sheet with a layer of paint and scratch an image of the utensil into the paint. Use a variety of objects to scratch into the paint.

Place a sheet of paper onto the perspex sheet and rub gently to transfer the image.

Lift the paper and hang to dry.

Paint over the print using small brushes, sponges or cotton buds.

Resources

- water-based printing inks or acrylic paints, match stick, cotton bud, small sponge or a paddlepop stick.
- small brushes
- acrylic paint
- perspex sheet
- art paper

Test printing techniques to decide on the appropriate viscosity of the medium.

Thin, watercolour consistency paint works for this technique.

Learning experience 3
Appreciating artworks

Look at *Abstract - the kitchen stove* by Eric Wilson and Cubist artworks by Picasso, Braque or Gris.

What objects can you identify in the artwork?

Describe how the objects have been distorted (e.g. stretched, flattened, bent, etc).

What types of lines, patterns and textures can you see?

How would you describe the colours used (e.g. bright, dull, warm, cool)?

Where can you see overlapping and repetition of shapes?

Image resource

Enter art

- Abstract - the kitchen stove, Eric Wilson, image no.16
- Cubist artworks by Picasso, Braque or Gris

Making collages about objects in the classroom

Make rubbings of textures in and near the classroom using crayons and paper over surfaces: bricks, timber, corrugated cardboard, etc.

Cut these out, then combine them in an artwork that represents the school environment.

Use overlapping and repetition of shapes. Apply washes, using harmonious colour combinations.

Work back into the compositions, clarifying or intensifying some crayon areas or applying areas of pattern.

Resources

- oil crayons
- watery acrylic paint
- art paper

Explain and demonstrate harmonious colours using the colour wheel. Harmonious colours are similar colours (near each other on the colour wheel, e.g. green, green-blue, blue).

