

Title/Art Form: *Surreal Perspective drawing*

Prepared by: Karyl Silerzio, Neuqua Valley High School, Naperville, IL

Grade level: Secondary, grades 10-12, intermediate level drawing class

Artist(s): Giorgio DeChirico, Salvatore Dali, Renee Magritte

Assignment: Apply your knowledge of linear perspective drawing (either one or two-point) to create an environment representative of a place familiar, yet strangely “otherworld-ly”.

Goals/Objectives:

1. Utilize a specific strategy for developing ideas (the creative process) for subject matter. (Take something you know- a specific place- and combine it with imaginary, playful, or strange imagery)
2. Explore the concepts and styles of surrealism.
3. Demonstrate competence with concepts of linear perspective.
4. Employ specific design elements and principles to further convey meaning/message. In this case line and shape describe the place, with color and value expressing the fantasy. Also, working with the design to balance the composition and create visual movement.

Vocabulary: linear perspective; surrealism; creative process; association; imagery; impact/presence; design elements and principles of composition

Materials: Pen and ink on Bristol board with the addition of selective areas of colored pencils

Sequence:

1. After practice drawings to fully understand the linear perspective guidelines, students choose a familiar environment such as their bedroom or classroom on which to base the linear perspective structure. Rough drafts or studies are made to evaluate the effectiveness of the viewpoints and selection of technique (one or two point)
2. Drawing is executed on Bristol board (max size 11 x 17) with a hard graphite pencil- very lightly.
3. Areas for fantasy imagery are identified and lightly blocked in.
4. Lines are inked over using a permanent, fine point ink pen. A few different nib sizes can make the line quality more interesting, but is not necessary. After thorough drying, erase all stray pencil marks.

5. Fantasy areas are fully worked through using a full range of values and possibly specific color harmony.

Assessment: (reflection, rubric, critique, other...)

- Group critique- a discussion of what the goals of the assignment were and how well they were achieved. (I usually bring in other artwork to look at here as well.)
- Students write a brief statement about what their intention was and reflect upon the success of their composition in conveying that message.
- Students write a response to one of their classmates’ compositions, citing specific design choices to support their interpretations.
- Students critique other students’ compositions through a “silent reading”- each student is given 3 post-it notes on which to make constructive comments. Each note is then attached to the compositions which have been matted and displayed in the art room. (To ensure that every student gets at least one comment, I generally randomly assign at least one of the post-it comments from each student to a specific student.)

Rubric for teacher evaluation:

Drawing 2: Perspective concepts- *evaluation*

Name _____

Design composition 50%	Craftsmanship, completion and presentation 20%	Expression 30%
<i>Accurate use of linear perspective technique to describe room or setting.</i>	<i>Required inking. Technical execution (use of) materials of a caliber to express ideas clearly</i>	<i>Surreal elements and imagery incorporated into design and linked thematically.</i>
<i>Competence and complexity of organization: use of design elements to create movement and balance; attention to proportion and focal point.</i>	<i>Neatness (clean, no smudges, folds or frayed edges).</i>	<i>Choice of media supports the theme or expression of ideas.</i>
<i>Full use of picture plane.</i>	<i>Full use of space.</i>	<i>Originality in concept development</i>
	<i>Finished look complete with a mat.</i>	<i>Sense of the physical room- the built environment is apparent.</i>

Learning standards:

State goal 25: Know the language of the arts.

A. Understand the sensory elements, organizational principles and expressive qualities of the arts.

A.4 Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts.

A.5 Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning.

State goal 26: Through creating and performing, understand how works of art are produced.

A. Understand processes, traditional tools and modern technologies used in the arts.

A.5 Analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas.

B. Apply skills and knowledge necessary to create and perform in one or more of the arts.

B.5 Create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making.

State goal 27: Analyze how the arts function in history, society and everyday life.

B. Understand how the arts shape and reflect history, society and everyday life.

B.5 Analyze how the arts shape and reflect ideas, issues or themes in a particular culture or historical period.