

**Title:** Lincoln Building Project - Scaling Small to Huge

**Instructor:** Michele Soderstrom, Margie McDonald, Jesse Joshua Watson

(Assessment and images of student work are at the end of this lesson plan)

**Schedule/expected lesson time:** Approximately 2 weeks of 50 minute daily classes.

**Grade(s)/Age(s):** High School, 14-21

**Lesson Description:** Students experience redrawing an image, using their intuition and knowledge of composition, in order to change their sketches into very large drawings that will be painted. Starting with a 4" x 12" paper size, students draw their ideas based upon the prompts given, and in pencil. Students, as a group, choose the strongest images for legibility and redraw these, using vine charcoal, onto plywood roughly 16 times larger, or 3' x 9'. Organically, team work evolves into super fun group work and discussions of composition, color, and legibility.

**Materials & Space:** Drawing paper cut into 4" x 12" sizes, pencils, erasers, vine charcoal.

Large format paper or board/Masonite/plywood which is larger in dimensions and has measurements that are 'similar' to the 4" x 12" small drawing paper, or same ratio.

Paper towels for erasing.

Exterior latex paint, nitrile gloves, aprons, industrial 1-2" brushes, size 8-12 round acrylic brushes, paint sticks, can openers, multiple plastic containers with lids for color mixing, (the hardware store had half gallon plastic buckets with lids which worked well and can be re used), paint pans to fit 4" rollers, 4" rollers, matching round brushes, blue tape, and anything else one may need when working with students and gallons of exterior latex.

Large space and with floor coverings such as tarps, and tables to lay large format items across which are covered with vinyl or plastic table coverings.

**Big Idea:** Students step away from the technicality of enlarging an image through gridding it off and embrace their drawing skills and intuition and allowing choices to flow through sketching with vine charcoal. Students quickly embrace the fun of drawing large and with vine charcoal that can be smudged over and redrawn if necessary. Their knowledge of composition is activated as is a sense of fun in working together to create large images that will be painted using house paint. Legibility becomes the center of discussion as does rhythm and unity through color, and message in the narrative.

## Learning/Lesson Plan

### Essential Questions

1. What aspects can you incorporate into large scale painting that will be legible and be positive images for the community to look at for the next decade at least?
2. What methods can be used to transfer an image that is drawn on 4" x 12" paper to a sheet of plywood measuring 3' x 9'?

<b>Learning Objectives</b> <i>What I want my students to know and be able to do.</i>	<b>Assessment Criteria</b> <i>What I will observe in my students – traits that can be seen and heard.</i>
<p>1. Student will create legible uplifting images on paper cut to size 4" x 12"</p>	<p>1. Students will create compositions that are visually balanced and on the simple side for legibility from hundreds of feet away.</p>
<p>2. Student will put effort into redrawing their image onto large scale pre painted (primed) plywood using vine charcoal.</p> <p>3. Students work together as teams to paint their images onto large format prepped plywood.</p> <p>4. Students clean up and leave a tidy workspace for the next class.</p>	<p>2. Students will create various landmarks on their plywood to support placement of objects, trace items for circles example, use a tape measure, and use freehand using vine charcoal to represent images. Some students use some math to look at proportions and how to setup a composition that may include repetitive shapes.</p> <p>3. Students exhibit language that speaks to use of color, which brushes to use, and who is most skilled or willing to execute various aspects of the process.</p> <p>4. Students use hot water and soap when rinsing brushes, put lids on paint, return all paint trays to the main supply table, hang their aprons, wash hands and any other basic clean up necessary.</p>

**Vocabulary:** scale, gridding, composition, rhythm, unity, color, vine charcoal, estimate, legible, acrylic house paint, primed surface.

**INSTRUCTIONS:**

This is a big project and one that I worked closely with the school's maintenance team to execute in two weeks. I could not have accomplished this without their support of priming the plywood, laying tarps on my floor and taping them down, and removing painted panels and bringing in newly primed panels daily for two weeks. We also had two guest artists guiding student teams. This could definitely be accomplished with high school students but on a different schedule allowing more time for various tasks.

We had small cohorts (pandemic times) of 8-15 students per class period.

With more community volunteers I imagine one could accomplish all of these preparation, cutting, painting, floor covering tasks.

**DAY 1**

Lesson Title: Positive message images in a 4" x 12" format

**Opener:** Teacher shows visual presentation of the work of 4 artists including or similar to: Joan Miro, Keith Hering, Henri Matisse, Jacob Lawrence, current meaningful and age appropriate media such as visual memes, personal rights images. Ask questions such as

1. what do these artworks have in common?
2. Which ones would be legible from a few hundred feet away?
3. Which colors are most legible or have the most visual impact?
4. Why?
5. What themes do you think would be appropriate and timeless to have on the window coverings of the Lincoln Building?

(As it ended up, students created their own themes which ended up being themes including books, nature, Dr. Seuss style, space, lgbtq, animals.)

**Activity:** Invite students to respond verbally and create a class document of 4-6 themes that emerge and so that students can see this document. Ask students to draw what they think would be nice to see on the building and on the paper provided using pencil.

Paper: 4" x 12" precut drawing paper.

⇒ **Assessment Checkpoint for Objective # 1**

**Closer** – Look at drawings of all students (other classes too) and see if a common theme emerges. Talk about which ones would be more legible from a distance. Students decide which themes work and what they want to work toward.

## DAY 2

**Lesson Title:** Scale up with Vine Charcoal and Paint!

Place primed plywood across two tables before students enter room.

**Opener:** Teacher shows a very short demonstration of how to sketch out a basic image onto the large scale format from using the smaller 4" x 12" drawing as reference.

**While teacher is demo sketching (5 minutes tops), talk about:**

1. The image does not have to be exactly the same
2. You are allowed to add items, take away, or transform items within the final composition.
3. Vine charcoal allows for big movements to draw large shapes. You can paint right over it so have fun.

## Day 2-10

**Activity:** Students work in teams of 2-4 and redraw their image LARGE right onto the primed plywood. Vine charcoal can be smudged off with paper towel and easily painted over.

After very short teacher demo and 5-10 minutes of sketching out the larger images, notify students that they may begin painting and have approximately 40 minutes to complete the image. 90% of the time they can do it and it's amazing!!! Most students think this is crazy to just redraw an image and so large. After a few minutes they get pretty excited and embrace the process. Mistakes are completely allowed and re-do's are allowed in most cases as long as it doesn't stop the flow of the process.

⇒ **Assessment Checkpoint for Objective #:** 2,3,4

**Closer:** Take pictures, admire the amazing work and clean up. Talk about when the window coverings will be installed and how wonderful it is that students are able to contribute to their community in a project that may be seen and appreciated for at least a decade.

**Daily:** New primed plywood is supplied as painted work is removed to be stored until installation.

**Assessment:** Students verbal response/discussion which appears below.

**Common Core Visual Arts Standards:**

**VA:Cr2.1.HSII**

Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

**VA:Cr2.2.HSII**

Demonstrate awareness of ethical implications of making and distributing creative work.

**VA:Cr3.1.HSII**

Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

**Assessment of Student Learning**

(**Note:** This project was completed during a pandemic and physical distancing, with importance placed upon Social Emotional Learning for the purposes of student mental health, well-being, and feeling part of their community again. Everyone involved wore masks for protection and washed up accordingly.)

**Scaling Small to Huge - Large Scale Painting Project**

**Questions for the teacher to prompt the class with and then record verbal responses here:**

1. What surprised you most about being a part of this project?
2. How was it for you working on a team?
3. If you were to write an art review on one of the pieces, what might that say?
4. How many elements and principles can you use in your language to describe one sign board?

Images of student work:



