

LESSON 6 OF 10

Midterm Triptychs

by Debi West

LEARNING OBJECTIVES

High-school “Art 1” students will ...

- incorporate their direct observational skills, value skills, media manipulation and color theory informational skills into a drawing series triptych.

PROCEDURES

1. Introduce the lesson by discussing and reviewing the importance of direct observation in art.
2. Students will learn to measure as they draw the shoe still life onto their composition, paying attention to positive and negative space and proportion by using line and shape.
3. Students will begin to add their seven toned values (black, dark-dark gray, dark gray, gray (middle tone), light gray, light-light gray and white) into the drawing, paying attention to contrast areas found in their actual still life.
4. Students will realize the importance of “seeing” in art, drawing from life is more difficult than drawing from images or from imagination.
5. Students will complete their graphite piece and then begin their charcoal piece.

MATERIALS

- 12" x 9" white drawing paper
- Graphite pencils, erasers, charcoal, blending stumps, Sharpie pens in various sizes, markers, crayons
- Large construction paper
- Reference materials

6. The teacher can decide if they redraw the next still life, or if they can trace their first drawing, focusing more on the use of charcoal on gray-toned paper.
7. Students will work slowly and lay in their values, this time using black charcoal, vine charcoal and white charcoal pencils, understanding the importance of an eraser as a drawing tool.
8. Students will then bring their final piece, tracing their shoe study in sharpie and adding line quality, similar to their contour works.
9. Students will add color, creating a Pop art-inspired shoe study.
10. Final artworks will be mounted on one large sheet of construction paper, creating a triptych. This lesson showcases theme and variation in a still-life series.

ASSESSMENT

We do in-process critiques using my “2 Glows and a Grow” model: Each student selects a classmate’s work that speaks to him/her and attaches three notes—two with what works, and one with what the artist might want to consider or change. There is also an evaluation form that prompts students to appropriately reflect on the learning at hand and provides space for them to comment on the process and how they feel their final piece turned out. There is also space for me to comment and give them a grade based on their learning and the final work.