



**NAME: Colleen L. McCann**

**LESSON TITLE: Andrea Baldeck**

**GRADE LEVEL: 6<sup>TH</sup>**

**PA. ACADEMIC STANDARDS FOR THE ARTS AND HUMANITIES:**

9.1.12 C. Integrate and apply advanced vocabulary to the arts forms.

9.3.12 A. Explain and apply the critical examination processes of works in the arts and humanities.

- Compare and contrast
- Analyze
- Interpret
- Form and test hypotheses
- Evaluate/form judgments

9.3.12 E. Examine and evaluate various types of critical analysis of works in the arts and humanities.

- Contextual criticism
- Formal criticism
- Intuitive criticism

**OBJECTIVES:**

**KNOWLEDGE:** Cognitive. Students learn that an artist can add interest in a 2D work by cropping the object that they are representing. Students will also learn that pen strokes and patterns can create a very wide range of effects.

**SKILL:** Psychomotor. The students learn how to create a dynamic composition. Students will also learn how to create a very wide range of effects or shapes using a pen.

**ATTITUDE:** Affective. The students become aware of - sensitive to – elements that form a good composition. Students will also become aware of how different pen strokes and patterns create different effects.

**PREPARE AHEAD:** Schedule a trip to The Galleries at Moore, gather supplies, create exemplar, give student advets warning that they will need an element or two of nature to observe

**PRIOR KNOWLEDGE:** Students have previously studied value and texture.

**MOTIVATION:**

**QUESTIONS LEADING THE STUDENTS TO DISCOVERY:**

Slide 1:

Rachael, please describe the image in the front.

It is a close up of a flower.

Great. What is interesting about that though I mean there are lots of pictures about flowers, what makes this one different? Kara.

Well, usually pictures of flowers are in color and there are more than one flower.

You are right. This artist has chosen to get rid of all the extra objects and focus on one flower.

Slide 2:

This is another photograph by the same artist, Andrea Baldeck. Her work is currently on display at Moore College of Art and Design. The show has a few different series of works we will be looking at two that have similar arrangements of objects or compositions. How is this composition similar to the one we just looked at? Laura.

There is nothing in the background.

That is true what else do you notice?

It is close-up.

Right.

Slide 3:

Tell me about this one Amanda.

It still looks like a flower but it is so close that it is hard to see what it is because the whole flower is not there.

Good observation, leaving off parts of the picture it is called cropping.

Slides 4, 5, 6:

I am going to flip through the next three slides take note to the distance at which the element of the picture is from the viewer, and any other compositional elements.

How has Baldeck balanced the heavy black areas?

With large white areas.

Perfect and the difference between light and dark is called contrast, and when an artist takes or makes a picture and cutting off part of the object it is called cropping or cropped. Your projects will be similar to the work of Andrea Baldeck in these ways. However we will not be using photography; instead you will be working with technical pens. For next class you will need to bring in a small object from nature.

Slide 7:

Technical Pens are what you will be using. Now this is a nice little drawing but it does not illustrate the kind of composition that I would like all of you to do. How could you change this composition to be more like one of Baldeck?

You could zoom in and crop.

Slide 8:

Yes you could do something like this.

Slide 9:

The same is true for this drawing. Zooming in and cropping would make it more interesting.

DEMONSTRATION: Day 1

Slides 10 – 14: I will put the slide up as I demonstrate the technique on the board.

Students will be given a hand out with the same information at the conclusion.

**Hatching** is done like this, and it is the most basic. The closer the lines are the darker they appear.

**Crosshatching** is done like this, and is just what the name implies. It crosses over regular hatching.

**Contour Hatching** follows the shape of the represented object.

**Scumbling and Random Hatching** these will vary in look but may be made like so.

**Stippling** is great for lightly shaded areas, however it is time consuming.

A word about care for these pens, the tips are thin and will bend if mistreated. Please be gentle with them they do not need to be pounded into the paper when you are stippling.

I am now going to pass out a work sheet. It has the same please read about the marks and try them next to the examples.

DEMONSTRATION: Day 2

Today you are going to start your drawings using 3H pencils. I hope you all remember your objects. Start sketching in the object. Remind the student that they need to choose an interesting composition that leaves part of the object running off the page. Suggest that they may want to put a piece of paper behind their work if they are having difficulty with visualizing only part of the object. With the page behind their work they can sketch the whole object.

DEMONSTRATION: Day 3

Show the student how to use the pen techniques they learned on day 1 to their drawing. Then demonstrate how to erase the lines when finished.

VISUAL AIDS: The Technical Pen by Gary Simmons (book), power point presentation, exemplars

REFERENCE TO ART HISTORY: photos by Andra Baldeck

EXEMPLARS: teachers exemplar

**ACTIVITY:**

What will the students do?

Day 1 Student will complete a work sheet

Day 2 Students will start 5 X 7 or 8.5 X 12 drawing using a 3H pencil

Day 3-5 Students will use black technical pens to finish drawings.

**SUPPLIES:** technical pens in varying widths, 5 X 7 and 8.5 X 12 white paper, students will bring in a small natural object,

**VOCABULARY:** stippling, scumbling and random hatching, contour hatching, crosshatching, hatching, composition, crop, contrast

**CLOSURE:** How can an artist add interest in a 2D artwork?  
What can create a very wide range of effects?

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**ASSESSMENT STRATEGY: Self Written Assessment-** Students will write a statement about using pen and ink. This statement should include all vocabulary words, and explain why the student enjoyed working in this way or why they did not.

**And Rubric**

**CORRELATED LESSONS:** M.C. Escher and surrealism will be the topic of the next lesson. Students will be introduced to the lithograph print making process.

**INTERDISCIPLINARY DOMAINS:** English (composition) - student are asked to write about their experience.

**REFLECTIONS:** What will I do differently; what areas went well/what will I strengthen and how? Students needed more practice with technique.