

## Interpreting Art Media

**It has been said that when one copies, the master guides your hand**



**Target Group:** Grades 9-12

**Goal (Terminal Objective):** Students will learn to visually interpret works of art by making personal media choices to best replicate artistic technique.

**Objective:** Upon choosing one or more images of works of art the student is aesthetically drawn towards, a small sample of that work of art will be replicated. The student is presented with the challenge to choose the medium they think will best simulate the original artist's technique.

### **National Standards:**

Visual Arts Grades 9-12 Content Standard 1: Understanding and applying media techniques, and processes

Visual Arts Grades 9-12 Content Standard 4: Understanding the visual arts in relation to history and cultures

Visual Arts Grades 9-12 Content Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

**Purpose:** Students will use aesthetic scanning to view and discuss a variety of different types of works of art, made with all different types of medium. Students will have the creative freedom to choose a work of art they personally feel aesthetically drawn towards. Students will be presented with the technical challenge of choosing appropriate media they think will best replicate a small section of the chosen work of art. Students will learn proper matting or mounting technique to present their final piece.

**New Vocabulary:** medium/media, simulation, replication

**Materials:** Art magazines for image sources, White Bristol Pencil, and a variety of Sargent Art materials for the students to choose from, such as:



#1763,64,65xx Art-Time Tempera



#24-2499 Acrylic Paint



#22-4134 Colored Drawing Chalk



#22-1540 Classic Fine Tip Peggable Carton Markers



#22-8426 Art-Time Premium Oval Watercolor Set



#22-7205 Watercolor Pencil



#22-4116 Graytone Square Pastel



#22-2018 Standard Size Oil Pastel



#22-1403 Washable Glue Stick

**Time:** approximately 3-5 class periods

**Introduction and Motivation (Set):**

Begin by spending some time looking at a variety of artwork done in a variety of media. Discuss with the students how they would describe the technique used by the artist. Make them guess what medium they think was used for certain works of art. Ask them what their favorite medium to use is

- what they feel like they can handle the best technically, or what they enjoy visually expressing themselves the best with. Talk about creative experimentation and artistic choices that an artist has to make upon beginning a composition.

**Instruction:**

1) Students spend some time looking through art magazines choosing images that they feel aesthetically/visually drawn to. The teacher determines how many samples each student will complete. For a shorter lesson, just choose one, but as many as four for a more challenging and extended artistic experience. Give students a 2x2 template to cut out their samples.



Art magazines and 2 square template to cut out sample

2) Mount sample on scrap of mat board so it is easy for the student to keep track of it. Students then replicate the sample at least twice as big (4x4 ) but can be larger. Do a pencil sketch of the composition first:



3) Students make individual creative decisions about what medium to choose that will best simulate the original work of art.



Work in progress medium: tempera paint



work in progress medium: watercolor & black marker

4) Student mat or mount their finished replications for presentation.

**Activities:**

**(1) Guided Practice:**

- (a) Students look through art magazines and discuss various artwork and types of media used by the artist.
- (b) Students are given creative freedom to choose a work of art (or more) and decide

what medium to use to replicate the chosen sample.

(c) Students complete a replicate of the chosen sample with their chosen media.

(d) Teacher instructs students on proper presentation technique (mounting or matting).

**(2) Independent Practice and Check for Understanding:**

(a) While students work, teacher circulates and helps individual students with their creative and technical problems.

(b) Teacher offers suggestions to students for improving their simulation.

**(3) Closure:** Exhibit in classroom or hallway and hold a class critique. Were each of the students successful in replicating their chosen samples? What type of technical challenges or delights did they encounter?

**Evaluation:**

Level One -- The chosen sample is appropriate for the individual student's skill level. The finished project is an outstanding replication of the original artist's technique. The student has shown a high level of skill when using the chosen medium. Craftsmanship is excellent.

Level Two -- The chosen sample mostly fits the individual student's skill level. The finished project is a convincing replication of the original artist's technique. The student has shown good artistic skill when using the chosen medium. Craftsmanship is good. Level Three -- The chosen sample is too difficult for the individual student's skill level. The finished project is a poor replication of the original artist's technique. Effort level exhibited is poor. The student has shown little artistic skill when using the chosen medium. Craftsmanship is poor.

Level Four -- The chosen sample is totally inappropriate for the individual student's skill level. The finished project fails to replicate the original artist's technique. The student has shown poor artistic skill when using the chosen medium. Craftsmanship and effort is lacking.

**Extension:** Students may be given samples, instead of having the freedom to choose. This project is also a good one when introducing painting techniques (acrylic, tempera, or oils). It serves as a warm-up project before a more complex one.

**Resources:**

<http://www.onlineartcenter.com/>

<http://www.paintingiant.com/>

<http://abcgallery.com/>

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