
VISUAL ARTS LESSON PLAN

Grade Level: 7th

Duration: Five sixty minute classes

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Unit: Drawing— Eyes

Lesson: Surrealist Eyes

Massachusetts Visual Arts Curriculum Framework Learning Standards

1.5 Expand the repertoire of 2D and 3D art processes, techniques, and materials with a focus on the range of effects possible within each medium

2.7 For color, use and be able to identify hues, values, intermediate shades, tints, tones, complementary, analogous, and monochromatic colors

3.5 Create symbolic artwork by substituting symbols for objects, relationships, or ideas

4.6 Demonstrate the ability to articulate criteria for artistic work, describe personal style, assess and reflect on work orally and in writing, and to revise work based on criteria developed in the classroom

Specific Lesson Objectives:[the students will...]

- Identify characteristics of surrealist artwork
- Demonstrate ability to draw a realistic eye with contour line
- Create symbolic artwork that represents an idea, concept, or emotion
- Create mixed-media artwork
- Demonstrate ability to assess and reflect about their artwork

Assessment of Learning:

- Warm-ups
- Conversation/ questioning during lesson
- Preliminary Sketch
- Completed Artwork
- Written reflection
- *Also, see rubric attached*

Essential Questions:

- What do you think an eye symbolically represents? Why?
- Do you think using mixed media creates more visually appealing artwork? Why or why not?

Guiding Questions:

- What different mediums have you used this year to make art?
 - What are the parts of an eye?
 - How can you render what you're drawing to give it value and form?
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- What emotion or feeling do you want your artwork to convey?
 - What symbols, images, or colors can you use to represent your idea?
 - What does your artwork tell viewers about you as a person?
 - What is surrealism?
 - Why is your eyeball surreal?
 - Why do people use symbols in their artwork?
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Activity: The students will create a realistic contour line drawing of an eye. They will then give their eye a theme. In the iris and pupil students can draw “reflections” of images and symbols that convey their theme or idea. Students will be encouraged to add unexpected elements to their art so that it is surreal. Students will use a variety of media to add color to their work. They will use colored pencils, markers, watercolor, tempera paint, construction paper crayons, and any other media they find necessary.

Motivation: [our lesson initiating activity here]

- Warm-up questions, and essential and guiding questions
 - Completed samples/ discussion about them
 - Discussion about surrealism and Rene Magritte
 - Discussion about the anatomy of an eye and symbolic meaning of eyes
 - Discussion of M.C Escher’s work *Eye*, and other images of eyes with images inside
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Materials: 12” x 18” manila paper, pencils, erasers, colored pencils, watercolor, tempera paint, palettes, cups for water, brushes, marker, construction paper crayon, handouts

Procedure: [core activity here...the teacher will]

Day One

- Teacher greets students
- Warm-up: What do you think an eye symbolically represents? Why?
- Discuss warm-up responses
- Introduce lesson— show samples
- Show Rene Magritte’s work and talk about surrealism, symbolism, and how he renders forms realistically although he depicts scenes never found in reality
- Discuss M.C. Escher’s artwork and other images found in the packet
- Discuss anatomy of an eye
- Teacher passes out folders
- Students use copy paper to sketch out an eye and their idea
- After sketching students begin final drawing
- Closing: What symbols, images, or colors can you use to represent certain feelings? (Give examples of feelings: happy/joyous, excited, calm, aggressive, nervous, sad, tired)
- Clean up & collect folders

Day Two

- Teacher greets students
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- Warm-up: Sketch an eye and include all its parts
 - Review lesson objectives and procedure
 - Watercolor demonstration
 - Teacher passes out folders
 - Students get any materials they need
 - Students work
 - Closing: What different mediums have you used this year to make art? What are benefits of those respective mediums?
 - Clean up & collect folders

Day Three

(Same as previous except for demonstration, and warm-up and closing)

- Warm-up: What is surrealism?
- Closing: How can you render what you're drawing to give it value and form?

Day Four

(Same as previous)

- Warm-up: What will what you draw in the eye tell viewers about you as a person?
- Closing: What are some surreal characteristics of your eye?

Day Five

(Same as previous)

- Warm-up: Why do people use symbols in their artwork?
- Closing: Is anyone done who wants to share the idea expressed in their artwork, or what mediums they used, or how they rendered form with value?
- Homework: Write an artist statement

References and specific resources:

Magritte, Rene. *The False Mirror*. 1928. Museum of Modern Art, New York. *Janson's History of Art*. 10th ed. By Penelope J.E. Davies, Walter B. Denny, Frima F. Hofrichter, Joseph F. Jacobs, Ann M. Roberts, and David L. Simon. New Jersey: Prentice Hall. Chapter 28. Print.

M.C. Escher. *Eye*. 1946. M.C. Escher: Working with shape. *Scholastic Art*, 40 (4), 2.

Torczyner, H. (1979). *Magritte: Ideas and images*. (R. Miller, Trans.). New York, NY: Harry N. Abrams Inc.

Voorhies, J. (October 2004). Heilbrunn Timeline of Art History: Surrealism. New York: The Metropolitan Museum of Art. Retrieved from http://www.metmuseum.org/toah/hd/surr/hd_surr.htm (October 2004)

Appendices: *Rubric and another other instructional handouts are attached at the end of the lesson. Please label Rubric- with Lesson Name*
