

Completing a Photograph

A Lesson based on the works of art in
Jim Dine, Some Drawings

At the Mary and Leigh Block Museum of Art, Northwestern University
April 7-June 18, 2006

This exhibition of nearly 80 works on paper, the majority from private collections, illustrates the range and mastery of Jim Dine's draftsmanship over more than four decades. Early tool collage drawings are shown alongside powerful portrait and figure studies drawn in a variety of media. In recent years, Dine has created large painterly pastels executed with a bravura that places them somewhere between painting and drawing.

Goals of this Lesson:

1. To examine everyday images.
2. To realize that one can take pop culture and turn it into art.
3. To explore materials, objects, images, and how they can be altered.

Illinois Learning Standards fulfilled:

Fine Arts

State Goal 25: Know the language of arts.

State Goal 26: Through creating and performing, understand how works of art are produced.

Age Level: Middle School
Estimated Time: 110 minutes (may be completed in multiple classes)
Specific Topic: Learning to look closely at images and interpret them.
Subtopic: How to use/render objects with pencil.

Key concepts:

- Learning to see/visualize
- Use of shade/light
- Awareness of Composition

Objectives of this lesson:

1. Students will focus on detail to render artwork.
2. Students will use light and shade to convey shape.
3. Students will learn to either complete their composition based on careful detail, or personal style.
4. Students will be aware of composition while creating their work.

Suggestions for student assessment:

Evaluate student work using the following criteria. It is advisable to share the criteria with your class before asking students to begin the assignment. Does the student work:

1. Convey an understanding composition and its effect on the work?
2. Realize they can convey shape not only through line, but shadow?
3. Acknowledge that they can either create artwork to carefully mimic what is seen or alter it?

Teaching resources necessary to support this lesson: Slides or large copies of Jim Dines drawings that display additive portraits (i.e. his portrait of Chuck Close), or other artwork.

Lesson Plan:

I. Share works of art by Jim Dine, or pieces of art that use an additive method to portraiture. **[10 minutes]**

II. Discuss by asking the following questions:

- What kind of shapes do you see?
- How are the shapes defined?
- Does the artist use shade and light? If so, how? How does the artist complete the “unfinished work,” and why is it necessary?

[10 minutes]

III. Have each student look through popular magazines for either ads or photographs that they think would be interesting to recreate. Once students have chosen a page from the magazine, instruct them to either cut or rip the page in half. Remind them, however that whatever they cut or rip, they will be recreating the other half. Also remind them when cutting/ripping they should be thinking about composition. **[10 minutes]**

IV. Give a short demo with pencils. Explain the differences between hardness and what that will allow them to do (will certain pencils smudge more, are others darker, etc...). **[15 minutes]**

V. Instruct the students to glue one half of the magazine page to their paper and continue with pencil to fill in the forms and details on the other side by looking at the other half of the page. Remind students they can either take a very accurate approach to this project, or they can depart from extreme accuracy to show their personal style as a foil to pop art. **[50 minutes]**

VI. Once students have completed their drawings, set the drawings up so that all students can see what their peers accomplished. Ask students to comment on their own artworks by asking how they decided to portray the other half of the magazine page, cut/rip the page, and why they made these decisions. **[15 minutes]**

Supply List

- ✓ **11"x 14" drawing paper**
- ✓ **Varying hardness of drawing pencils**
- ✓ **Rubber Erasers**
- ✓ **Popular magazines**
- ✓ **Glue Sticks**



Completed work from *Completing as Photograph* lesson plan