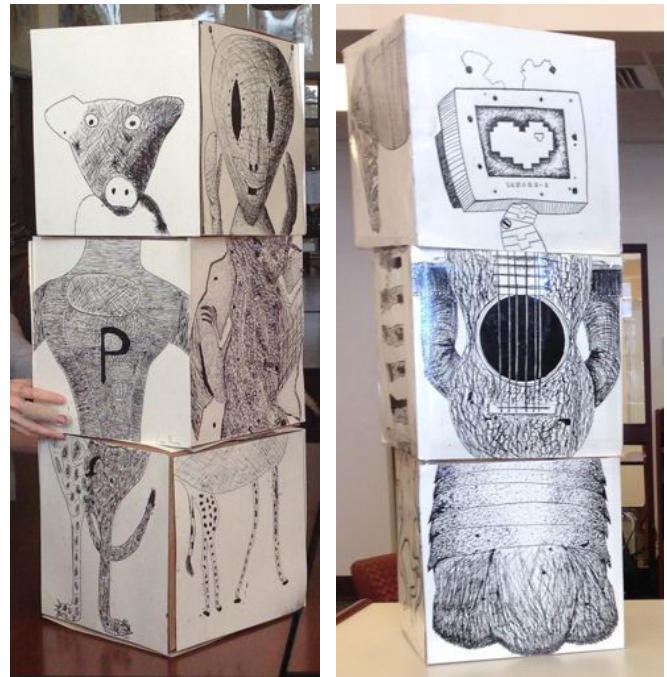


# Exquisite Corpse Cube Project



## Lesson 4

**Author:** Adrienne kitko

**Grade Level:** High School Foundations Course

**Time Span:** 8, 70 minute sessions

**Essential Questions:** How do you define art?

### Provoking Questions:

Why was it important to collaborate during the Surrealist movement?

Referring to the one-on-one sketch approval: "What inspired this figure? Tell me which drawings you find successful?"

What makes you say that?

Referring to in-process critique: Where do you see the techniques working?

What questions do you have for this artist?

How can this piece be improved?

What other technique could satisfy what this person is trying to do?

Where is the darkest/lightest value when you squint your eyes?

### Lesson Objectives:

-The learner will understand how the game Exquisite Corpse reflects and influenced the Surrealist artist of the 20th century.

-The learner will demonstrate when to use the correct application for pen and ink techniques to create value in a piece of work.

-The learner will demonstrate positive interpersonal skills by participating in an in-process and final/interview critique that encourages giving and receiving feedback from their peers, which will lead to success in their artistic practice.

### Materials:

16"x16" hot pressed paper, India ink -black, Crow Quill pen and Nibs, Pencil and eraser, Water container, 12 6"x6" cardboard boxes, packing tape, laminator.

**Vocabulary and Vision Provocation:**

Surrealism

Value

Visual Texture

Exquisite Corpse

Interactive

Collaboration

3-D, Sculpture

**Direct Instruction: Day 1**

1.The students will take their seat and are prompted with questions from the exit ticket about Exquisite Corpse: "How did Surrealism inspire the game Exquisite Corpse? What are the advantages? Why was it important to collaborate during the Surrealist movement?"

2.The teacher and students will read the project handout together..

3.The students will be creating 3, 12" x 12" drawings consisting of a Surrealistic head, torso, and lower body portion employing the pen and ink techniques they have learned. The drawings will be glued onto 12"x 12"x 12" cardboard boxes and will be able to be picked up and turned to reconfigure the interactive 3-D "corpse". There will be 2 sets of Exquisite Corpses and a dialog will be created when the pairs are next to one another.

## Interactive Exquisite Corpse Cube Project Sheet

**Goal:** In this assignment, we will be using the Exquisite Corpse idea by creating a Surrealistic figure consisting of three pen and ink drawings - a head, torso, and lower body portion. The figures will integrate Surrealism by juxtaposing two images or ideas. Ask yourself: What two things are being juxtaposed? What are you saying with this juxtaposition? What are you trying to communicate to the viewer? You will use pen and ink and employ the techniques that we have learned and practiced - hatching, cross hatching, scumbling, and stippling. The drawings will be attached to boxes and will be able to be picked up and turned to rearrange and interact with the 3D Exquisite Corpse.

**Materials:**

Sketchbook

3 Sheets of 12"x 12.5" Paper

Images to Reference

Pencil & Eraser

India Ink

Crow Quill Pen

**Process:**

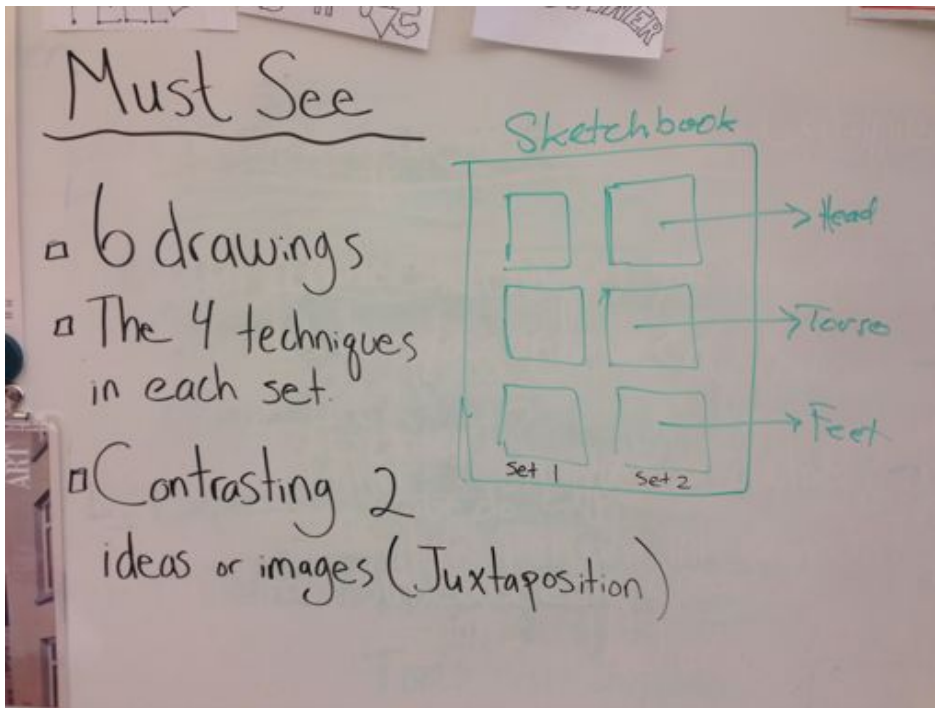
- ❑ In your sketchbook, draw the table below. Here is where you will sketch 2 heads, 2 torsos, and 2 leg/feet portions. Remember, you have artist license to create a Surrealist figure that can be as creative as you are! Inspiration can come from animals, humans, insects, reptiles, amphibians, plants, sea monsters, etc. You will be sourcing images and using them for reference.

Head		
Torso		
Leg/Feet		

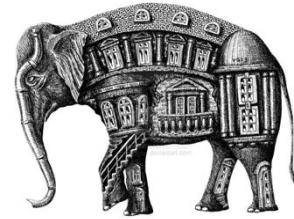
- ❑ After you have 2 sets of sketches, share with me and we will decide together which one will be the best for your final pen and ink drawing.
- ❑ Then, you will get 3 pieces of paper and write your name on the back of each one.
- ❑ Get a pencil, eraser, india ink, and a crow quill pen. First, sketch out your head image in pencil and then go over it with the crow quill pen. Remember to use hatching, cross hatching, scumbling, and stippling to create value and make your image look 3D.
- ❑ Continue above steps for the torso and lower body/leg portion.
- ❑ After all 3 pen and ink drawings are complete, they will be laminated and attached to the appropriate sections on a cube.
- ❑ When the class has completed their drawings and attached them to the cubes, the interactive game of Exquisite Corpse Cubes can be played!

How you will be assessed:

	<b>Utilizing Techniques</b>	<b>Elements and Principles of Design</b>	<b>Integration of Surrealism</b>
<b>Pen and Ink Drawing Criteria</b>	<p><b>1)</b> Produce 3 drawings that utilizes the following <b>techniques:</b> Stippling, Hatching, Cross-Hatching, and Scumbling in order to achieve visual texture and value</p>	<p><b>2)</b> Utilizes the <b>elements of art and principles of design</b> in your composition-how will you create emphasis, how will you create value, visual texture, deal with space, and variety of lines to illustrate within the realm of Surrealism?</p>	<p><b>3)</b> Integrates <b>Surrealism:</b> What two things are being juxtaposed? What are you saying with this juxtaposition? What are you trying to communicate to the viewer?</p>



5. The teacher will pull up images of Surreal pen and ink drawings to discuss how artists have used pen and ink techniques, how one can achieve the Elements and Principles of Design in a drawing, and how juxtaposition can be executed in a drawing.



5. The students meet one-on-one with the teacher to look over their sketches and get approval for 1 head, 1 torso, and 1 leg/foot portion. The teacher will ask the students about their sketches. Such questions will be, "What inspired you this drawing? Tell me which ones you find successful. What makes you say that? Did you use Surrealism exercise did you use to make your figures?"



6. When the teacher approves the sketches, the student will go into the computer lab and print out reference photos. This is an important step in order for the students to see value and the teacher to understand what and how they are seeing an image.

7. Then, students will get a piece of pre-cut 12"x12" hot pressed paper, a Crow Quill pen, India ink, a pencil and get to work. The student will sketch in pencil and go over it with ink. Students will work until end of class.

## Day 2

1. The teacher will start class with introducing 21st century pen and ink artist HENRIK DRESCHER. Born in Copenhagen, Denmark, in 1955, Henrik Drescher and his family emigrated to the United States in 1962. After only a semester of study at the School of the Museum of Fine Arts in Boston, Drescher—strongly encouraged by his teachers—left to pursue a career as a freelance illustrator, while traveling extensively through the United States, Central America and Europe. He eventually settled in New York in 1982.

2. Students will get out their drawings from last class. They will get a piece of pre-cut 12"x12" hot pressed paper (if onto the next portion of the cube), a Crow Quill pen, India ink, a pencil and get to work.

3. Then, the teacher will walk around and informally and formally assess students.





**Day 3:** The teacher will start class with introducing a 21st century pen and ink artist Ralph Steadman. Born in 1936, Ralph Steadman began his career as a cartoonist and through the years diversified into many fields of creativity.



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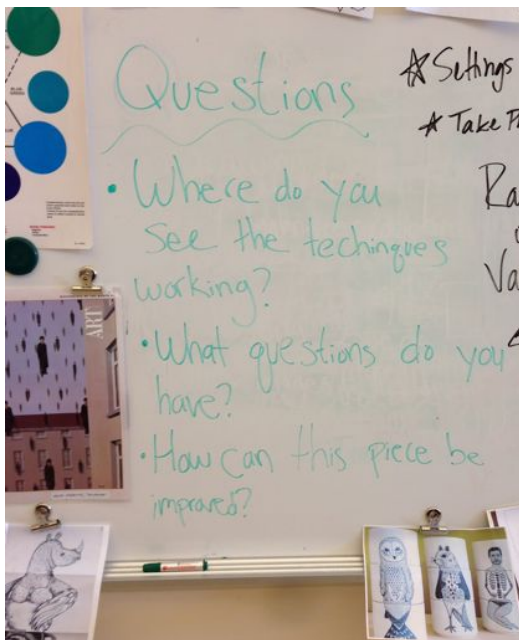
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techniques working? What questions do you have for this artist? How can this piece be improved? What other technique could satisfy what this person is trying to do?



4. Students will get back to work and teaching will continue to walk around the room and continue to use formative assessment and ask them to use the squinting technique to reach all students and keep students on track of the lesson.



## Day 6:

Name:

Wrap Up Slip

Date:

1) Explain what has been the most stimulating or fun part about our Surrealism unit?

2) Did you find automatic drawing or the exquisite corpse game unlocked your creative subconscious?

3) What does a true form of art mean to you?

4) What questions about Surrealism do you still have?





## Day 7

1. Students should be finishing up, if not completed already. They will have a quiz the next class and receive a study sheet and the teacher will read it outloud and ask if there are any questions. Then, students will break up into an interview critique by picking a random number from a container and asking who has their corresponding number.





## Interview Critique

Your Name:

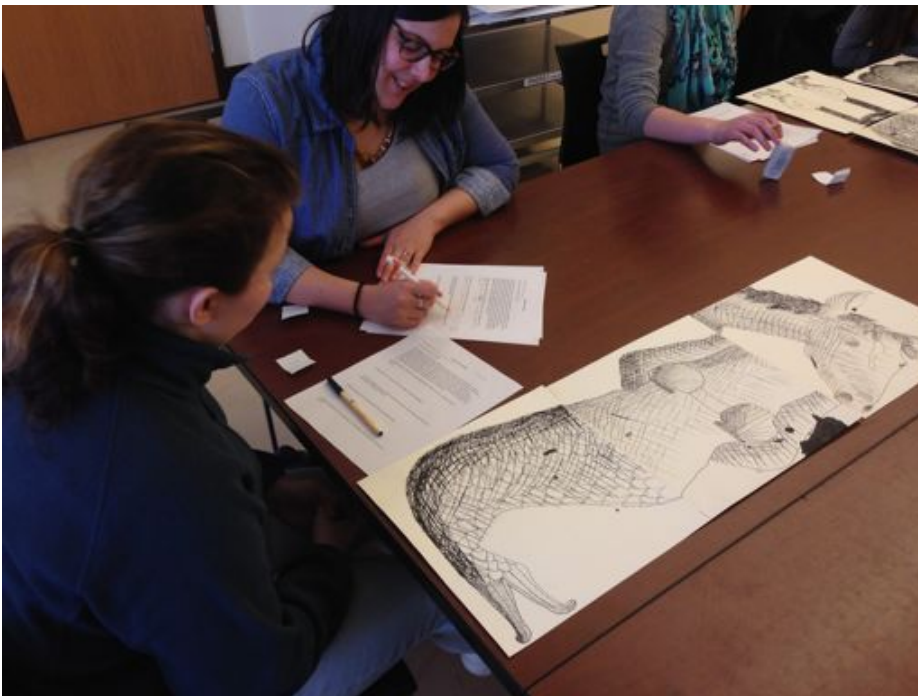
Person You Are Interviewing:

The critique is the primary vehicle through which you get feedback on your work. Improvement in image making is almost always based upon the reactions we get from others after they look at and consider our work. We gain an important kind of objectivity in relation to our work when we listen to what others have to say about it. You will interview a partner and they will interview you. You will have 5 minutes to ask questions and 5 minutes to answer questions. Then, take 5 minutes to give feedback while looking at their work. We will come together and you will share 2 things about your interview.

1. What images or ideas did you juxtapose (contrast) in your exquisite corpse figure?

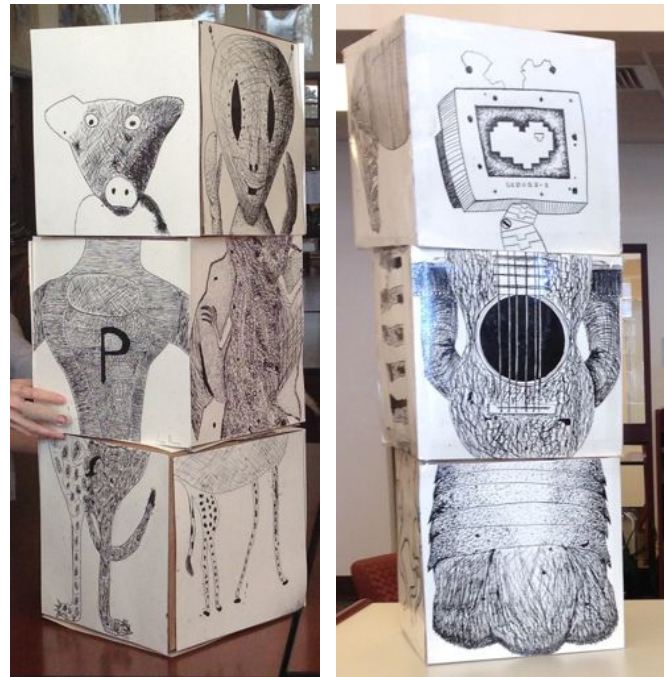
2. How did you come up with the ideas of your drawings?

3. Which drawing do you consider achieved the most value range and show the techniques working well? Why?



4. Which drawing do you consider the least successful? Why?

# Exquisite Corpse Cube Project



## Lesson 4

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**Time Span:** 8, 70 minute sessions

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**Process:**

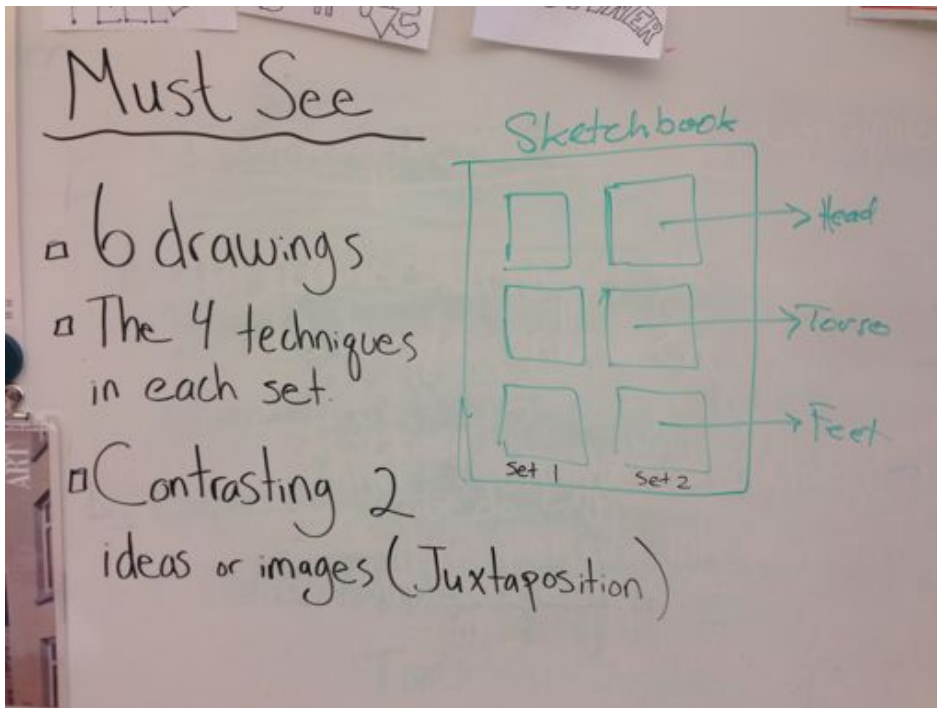
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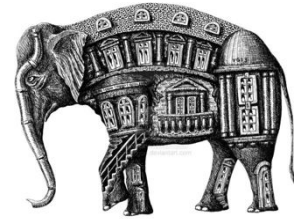
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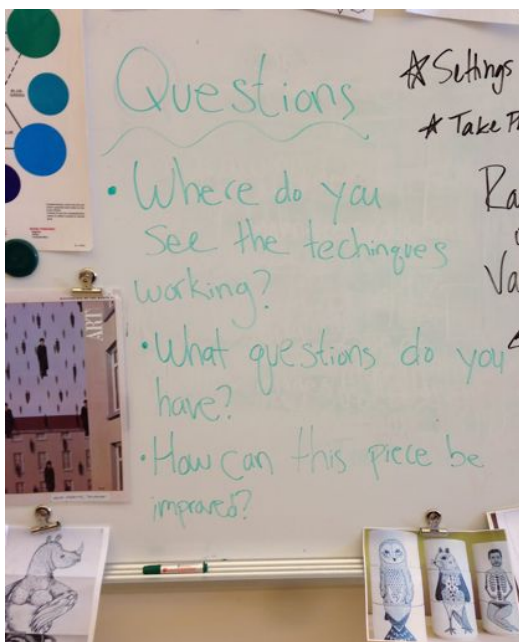
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## Day 6:

Name:

Wrap Up Slip

Date:

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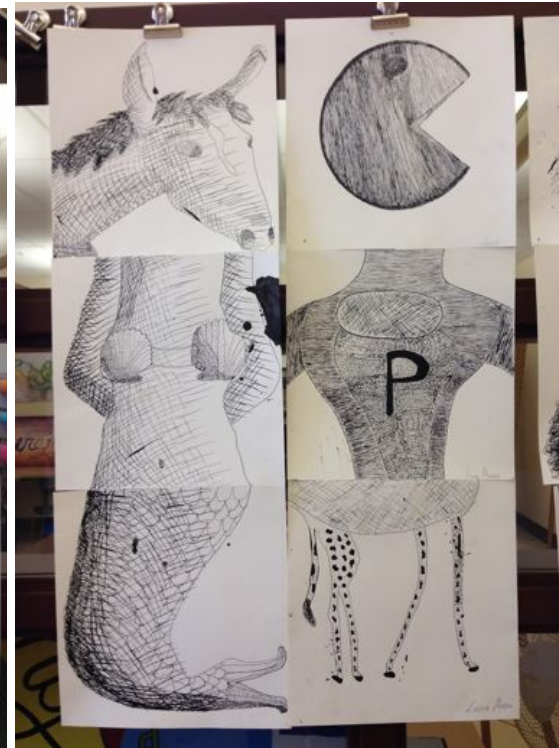
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## Interview Critique

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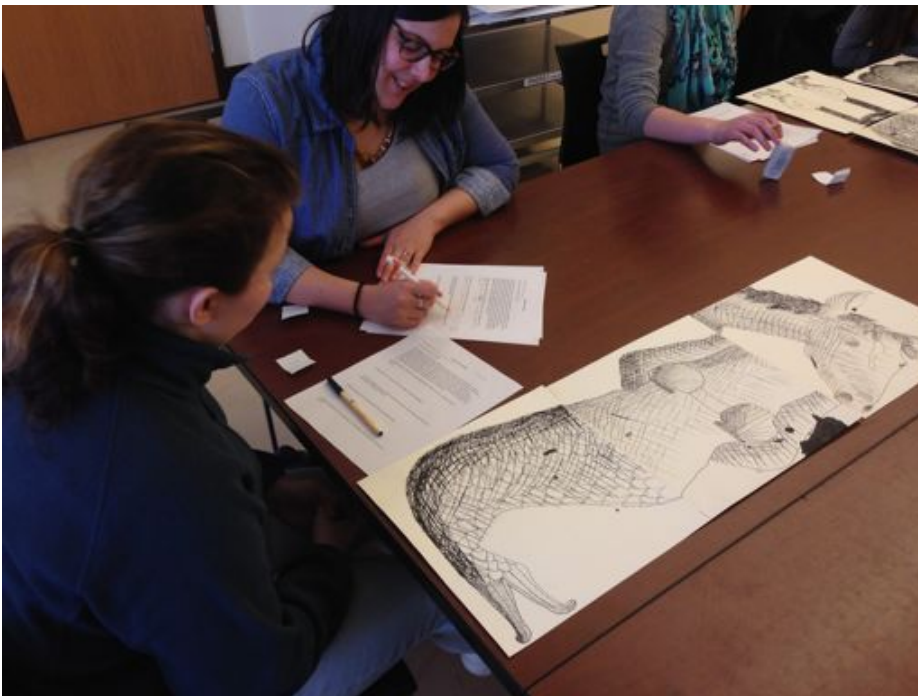
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2. How did you come up with the ideas of your drawings?

3. Which drawing do you consider achieved the most value range and show the techniques working well? Why?



4. Which drawing do you consider the least successful? Why?

Upon completion the students are to hand in 3 works and will complete a **Self-Assessment**:

Assignment	4 - EXCEPTIONAL	3 - STRONG	2 - DEVELOPING	1 - BEGINNING
<p><b>Project Content/Theme:</b> Drawings integrate Surrealist themes (juxtapose) utilizing the 4 techniques: hatching, cross hatching, stippling, scumbling.</p>	<p>Drawings demonstrate adventurous choices and <b>excellent command of appropriate pen and ink techniques, and Surrealism concepts strengthens creative intent.</b></p>	<p>Drawings <b>clearly</b> exhibit the juxtaposition of ideas or images and through thoughtful applications of techniques in support of creative intent.</p>	<p>Drawings show evidence of <b>some</b> requirements, techniques/concepts. Some missing components.</p>	<p>Drawings show no evidence or <b>minimal</b> evidence of requirements, concepts and/or techniques covered, or <b>no project submitted.</b></p>
<p><b>Elements of Design:</b> Line, Texture, Shape/Form Value, Space</p> <p><b>Principles of Design:</b> Emphasis value to show form, Contrast,</p>	<p>Planned carefully, made several sketches, and showed an awareness of the Elements and Principles of Design, shows form effectively through value carefully, used space effectively.</p>	<p>Artwork shows that the student applied the Principles of Design while using one or more Elements effectively; showed an awareness of filling the space adequately</p>	<p>Student did assignment adequately, yet it shows lack of planning and little evidence that an overall composition was planned</p>	<p>Assignment was completed and turned in, but showed little evidence of any understanding of the elements and principles of art; no evidence of planning. Or did not complete the artwork.</p>
<p><b>Work Habits</b></p>	<p>Consistently makes excellent use of class time and comes prepared.</p>	<p>Consistently makes good use of class time and generally comes prepared.</p>	<p>Inconsistently makes use of class time and sometimes prepared.</p>	<p>Often off task and rarely comes prepared.</p>
<p><b>Craftsmanship / Skill / Consistency</b></p>	<p>Consistently demonstrates excellent workmanship. Evident attention to detail. Intentional control of materials. Superior quality in control and craftsmanship.</p>	<p>Demonstrates competent workmanship. Attention to detail. Control of materials. Quality craftsmanship.</p>	<p>Demonstrates developing workmanship, skills. Attention to detail is hit or miss. Inconsistent control of materials and craftsmanship.</p>	<p>Student showed below average craftsmanship, lack of pride in finished artwork</p>
<p><b>Imaginative Expression</b> <i>Visual solution is creative and unique.</i></p>	<p>Student explored several choices before selecting one; generated many ideas; tried unusual combinations or changes on several ideas; made connections to previous knowledge; demonstrated outstanding problem-solving skills</p>	<p>Student tried a few ideas before selecting one; or based on his or her work on someone else's idea; made decisions after referring to one source; solved the problem in a logical way</p>	<p>Student tried an idea, and carried it out adequately, but it lacked originality; substituted "symbols" for personal observation, might have copied work</p>	<p>Student fulfilled the assignment, but gave no evidence of trying anything unusual or showed no evidence or original thought.</p>

<b>Reflective Statement</b> <i>Thoughtful written exploration of creative process, project requirements, and intent reflecting knowledge of the world around you and available resources.</i>	Detailed self-analysis demonstrating insight and objectively related to all concepts, techniques, and process.	Expresses concepts and understanding of design elements and technical skills.	Underdeveloped statements, only some understanding of concepts demonstrated.	Writing incomplete or not attempted.
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**Points:**

24 = 100    23 = 98    22 = 96    21 = 94    20 = 92    19 = 90    18 = 88    17 = 86    16 = 84 15 = 82    14 = 80    13 = 78    12 = 76    11 = 74    10 = 72    9 = 70    8 = 68    7 = 66    6 = 64 0 = Not turned in	93 – 100 = A 85 – 92 = B 77 – 84 = C 70 – 76 = D 0 – 70 = F
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**Final Points/ Grade**

**Comments**

Name:

Date:

1. Think of each assignment as a problem that needs to be solved.

A) Explain the **process** and the **steps** you took to help you solve the problem of designing your exquisite corpse figure. For example, did you explore several choices before selecting one? How did you figure out value in your form?

B) In what ways did you let your subconscious mind direct your drawings?



2. What part of this project was most difficult for you? If you did it again, how would you improve your drawings to be more successful?

3. What images or ideas are you juxtaposing (contrasting) in your exquisite corpse figure?

4. You have created a unique and Surreal character. Give this character life by creating a narrative describing who this character is, where might this character live, what's its name, what does it like to eat, what does it do for work, what are its hobbies, what time period does it come from? Please write in complete sentences and up to a paragraph about your character.

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### Study Sheet for Surrealism Quiz

1. Vocabulary sheet.
2. Be able to describe Surrealism.
3. Pen and ink techniques.
4. Purpose of squinting when looking at your work.
5. Name of the pen and ink we have been using.
6. Defining characteristics of Surrealism.
7. Difference between subconscious and unconscious mind.

**Day 8:**

1. Students will come and take the quiz.

**Art Foundations Surrealism Quiz**

Name:

Date:

1. Unconscious art had never been made before, but André Breton hoped it would replace all other art due to its truthful intent. Explain what André Breton meant by this “truer form of art” idea. How would you define a true form of art? 2pts

2. Describe how to create value in a drawing? 2 pts

3. What was the purpose of the squinting when you looked at your drawings. What did it help you see better? 2 pts

4. How are dreams related to Surrealism? 2 pts

5. What are the two defining characteristics (ingredients) of Surrealism? 2 pts

6. Describe how a game such as exquisite corpse could have been invented during the Surrealism movement. 2 pts

## Vocabulary

Directions: Write the correct letter next to the sentence. 1 point each.

A. Surreal	B. Automatic Drawing	C. Surrealism
D. Crow Quill Pen	E. Subconscious	F. Juxtaposition
G. Exquisite Corpse	H. India Ink	I. Conscious

1. \_\_\_ When two contrastingly different things are placed together, side by side, for comparison or contrast.
2. \_\_\_ Bizarre, not real.
3. \_\_\_ The part of the mind that is the storage room of everything that you are currently unaware of. For example, all of your memories, your skills, all situations you've been through and all images you've ever seen.
4. \_\_\_ A movement in art and literature that sought to release the creative potential of the unconscious mind.
5. \_\_\_ The idea of simply letting whatever is thought to be drawn, thus allowing the unconscious to be exposed on paper.
6. \_\_\_ The part of the mind in which you are aware of. For example: typing, walking, anything you are doing right now.
7. \_\_\_ A simple black liquid that was once widely used for writing and now more commonly used for drawing and was especially favored by Surrealist illustrators.
8. \_\_\_ A game to pass time in French cafés during the 1930s. The game became a technique to unlock the unconscious mind and lead to larger works of art during the Surrealism movement.

9. The writing implement that one dips the nib portion into ink and can achieve various line qualities.

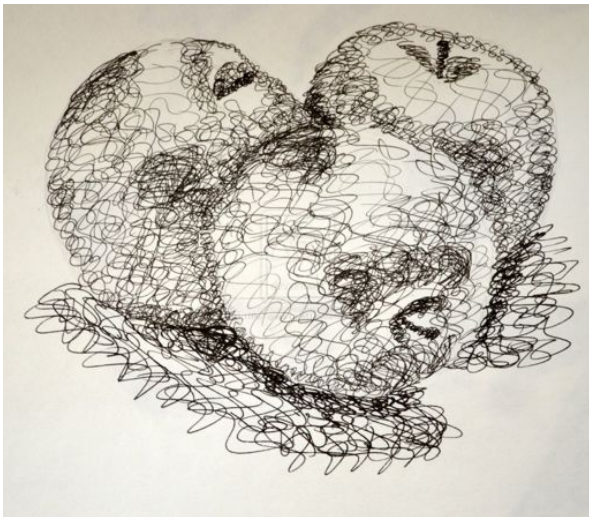
Name That Technique!



1. \_\_\_\_\_ 1pt.



2. \_\_\_\_\_ 1pt.



3. \_\_\_\_\_ 1pt.



4. \_\_\_\_\_ 1pt.



2. Then, students will work in groups of 2 or 3 and adhere their drawings to the cardboard cubes and making sure that all head, torso, and leg/foot portions are organized and on the correct cube.



3. Students will help display the Exquisite Corpse cubes in the library or another public venue. Students will finally take turns interacting with them and seeing all the possibilities!



Documentation educating the community and inviting them to interact:

## When was the last time you played with blocks?

Students in Art Foundations explored the cultural art movement, Surrealism. Born in Paris, France, Surrealism was an art movement in art and literature that sought to release the creative potential of the unconscious mind. Additionally, students were introduced to pen and ink, which was a media favored by many Surrealist artists. A fruitful and exciting way to practice pen and ink is with the game founded by Surrealist artist, Andre' Breton, is a game called Exquisite Corpse. The game was another tool Surrealist artists used to break the cycle of conscious thinking and give the opportunity for the subconscious to freely cultivate creativity.

After a few rounds of the game, the class worked together on a 3D Exquisite Corpse interactive sculpture that gave them the chance to exercise their individual pen and ink skills, while furthering an aspect that made Surrealism unique, collaboration.

Now it is your turn to participate in our interactive game of Exquisite Corpse! Go ahead, pick up the cubes; rearrange them and see what funky, bizarre combinations that can be made and let your subconscious soar!

**Clean Up: Clean Up:** Students will sign their name and leave on the drying rack to dry. Students will close ink tightly and return to resource table. They place their crow quill pens in a container of water placed near the sink. They will wipe down their area if any ink got on the surface of their table. They will hand in their practice papers to the teacher with their name on it.

**Modifications:** Teacher will differentiate lesson by determining source of problems for students and then remediate. Remediations can include the teacher can do hand over hand during a one-on-one instruction for student, the crow quill pen can be modified to help student get a better grip by adding an adaptive gummy grip, the student can use a micron pen or sharpie marker, modifications to material size and alternative techniques will be provided on an individual basis as needed, spoken, written and illustrated instructions will be provided, and physical examples will be available for study and creation.

**Main Learning Results:**

**A2** Elements of Art and Principles of Design - Students evaluate all the features of composition.

a. Evaluate Elements of Art: color, form, line, shape, space, texture, and value.

b. Evaluate Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity.

**B1** Media Skill - Students choose multiple suitable media tools, techniques, and processes to create a variety of original art works.

**B2** Composition Skills - Students use Elements of Art and Principles of Design to create original artworks that demonstrate development of personal style in a variety of media and visual art forms.

**B3:** Making Meaning- Students create a body of original artwork.

- a. Demonstrate sophisticated use of media, tools, techniques, and processes.
- b. Demonstrate knowledge of visual art concepts.
- c. Communicate a variety of ideas, feelings, and meanings.

**B4** Exhibition - Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection.

**D1** Aesthetics and Criticism - Students analyze and evaluate art forms.

- a. Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.
- b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non- print sources.
- c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment.

**E2** The Arts and Other Disciplines - Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.

**E5** Interpersonal Skills - Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.

- a. Getting along with others
- b. Respecting differences
- c. Working as a team/ensemble
- d. Managing conflict
- e. Accepting/giving/using constructive feedback
- f. Accepting responsibility for personal behavior
- g. Demonstrating ethical behavior
- h. Following established rules/etiquette for observing/listening to
- i. Demonstrating safe behavior

**Assessments:**

Formative assessment for participation of giving feedback:

-Question Session/In-process critique

-Final/interview critique

100=Gave thoughtful feedback and spoke to criteria.

50=Some feedback, but did not use criteria to give feedback.

0=Did not participate or very little feedback.

-Summative rubric/self-assessment to assess finished work.

-Surrealism Quiz

**Technology:**

Ladibug Document Camera

Macbook Pro computer that will have a saved Surrealism slideshow.

LCD Projector to project the slideshow on the whiteboard.

Adaptor/dongle for Mac to LCD

**Instructional Resources:**

<http://www.pinterest.com/pin/254805291391057293/> -edward gorey image

<http://www.pinterest.com/pin/408068416210295161/> -elephant image



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

<http://www.ralphsteadmanprints.com/wine-prints.html>

<http://www.edwardgoreyhouse.org/>

[https://docs.google.com/a/meca.edu/presentation/d/1qiOLFmCD7ugYOfzHxIE7cMyZ903hxyQOC8qvSq4C3hc/edit#slide=id.ga85481bec\\_053](https://docs.google.com/a/meca.edu/presentation/d/1qiOLFmCD7ugYOfzHxIE7cMyZ903hxyQOC8qvSq4C3hc/edit#slide=id.ga85481bec_053) -my PowerPoint

<https://prezi.com/54d3a1zq-iul/untitled-prezi/> -My Surrealism Prezi