

Exquisite Corpse

Lesson 3



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Grade Level(s): High School Level Foundations class

Time Span: 1, 1 hour and 10 minutes

Essential Question: How do you define art?

Provoking Questions:

What is Exquisite Corpse?

Has anyone ever played this game before?

Where might this character live?

What is its name?

What are the advantages of working collaboratively?

Did you enjoy the random aspect of the game? Why or why not?

Which one is the most exquisite of the corpses? Why?

Can an exquisite corpse inspire a future piece of work?

Lesson Objectives:

-The learner will gain an understanding of the purpose of the Surrealist game, Exquisite Corpse, and analyze its effectiveness in creating art.

-The learner will demonstrate collaboration skills by participating in a game of Exquisite Corpse.

-The learner will analyze and evaluate their peer's work and demonstrate an understanding of the difference between a personal opinion and an informed judgment using the project's criteria and vocabulary.

Main Learning Results:

A1:Artist's Purpose:-Students explain and compare different purposes of artists and their artwork in the context of time and space.

D1:Aesthetics and Criticism: Students analyze and evaluate art forms

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

Materials:

5" x 10" heavy weight, toothless paper, India ink- black, Crow Quill Pen and Nib.

Vocabulary and Visual Provocations:

Surrealism
Exquisite Corpse
Juxtaposition
Distortion
Collaboration

Direct Instruction:

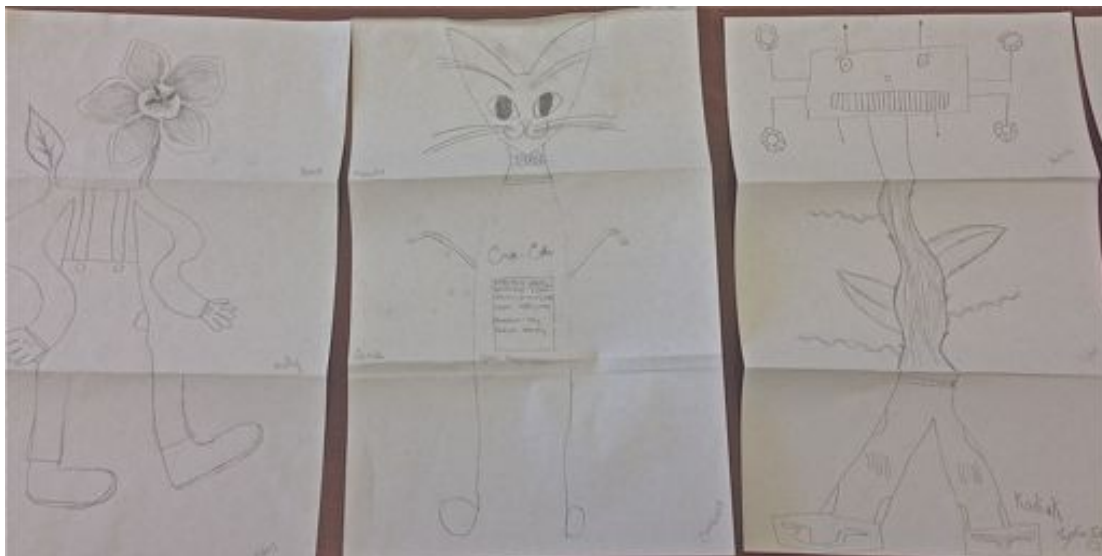
1. Teacher will introduce the project that is a fruitful mix of collaboration, Exquisite Corpse. Has anyone played this game before? The teacher will provide visual examples of what a completed Exquisite Corpse might look like. The teacher will tell the students that Surrealist artists, such as Andre Breton, invented a game at a friend's party that was inspired by a similar writing game where the person would write a word on a piece of paper, fold the paper to conceal part of it and then pass it on the next player for his/her contribution. Surrealist artists subjected the human body to distortions and juxtapositions which resulted in fantastic composite figures that it was such a hit all over Paris that it became a popular game played in the cafe.

2. The teacher will model with a student or a willing teacher how to play the game. Emphasis is put on not looking at what the other players are drawing so that it will be a Surrealist surprise at the end.

3. First, the game will be played with pencil. The students will have 3, 5 minute intervals to draw a head, torso, and lower body portion. The teacher will tell students that this game lends itself to reconfiguring the human body, but to think in terms of animals, hybrid creatures, sea monsters, etc. If an ink splats on your page, go with it and use it creatively! The teacher will use music to signify when to start and stop. Whenever the music gets turned off, that signifies it has been 5 minutes, fold the paper; giving enough of a visual clue for the next person to start, and pass it to the left.

4. Ready....Set...Go...! With each stop the teacher will tell the class which portion of the body they should be concentrating on.

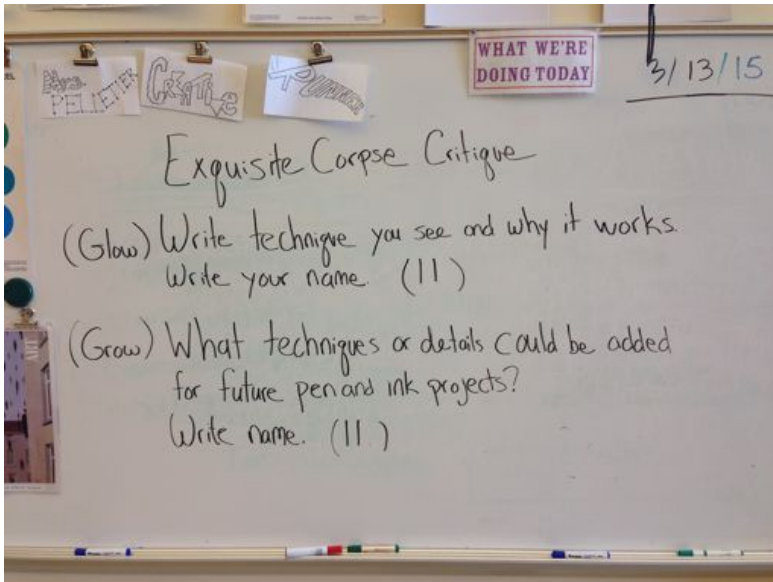
5. After 15 minutes have gone by the teacher will announce it is time to see your Exquisite Corpse! Students will open it and pin it to the wall for a brief class discussion.



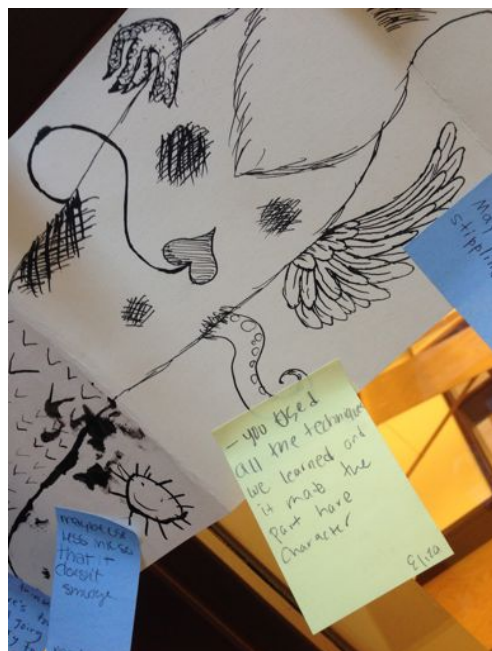
6. Then, students will each get a bottle of India ink, a Crow Quill pen with nib of their choice, a sponge, and a piece of heavy weight, hot pressed paper and go back to their seat to fold the paper into thirds. They will exercise their pen and ink techniques and skills during this game. They will have 7 minutes on each drawing.

8. The three students who worked on their Corpse will go up at a time and answer questions such as: Where might this character live? What's its name? What are the advantages of working collaboratively? Did you enjoy the random aspect of the game? Why or why not? Which one is the most exquisite of the corpses? Why?

9. Each student will take the drawing that they started (the head portion) and get to keep it.

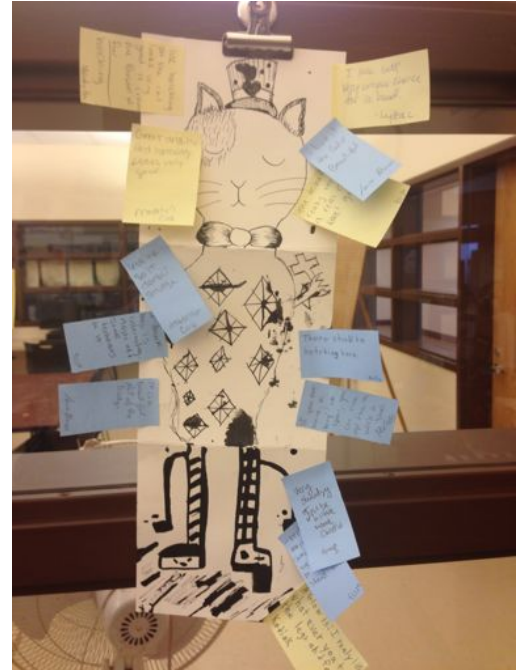


1. Students will have a critique. The teacher will explain that they will pick their top 3 exquisite corpses to write about, but that if they see a corpse with less or no stickies to direct their feedback to that one. Students will get 6 sticky notes and write a glow: techniques that are working and why it works and a grow: where they see techniques or details that need improving and how to do so. Students will write their name on their stickies. Then, the teacher will facilitate the critique by choosing specifics to talk about to aid in student growth.



Clean Up: Students will close ink tightly and return to resource table. They will take the nibs out of their pens and wash all their nibs with soap and water. They can be left out to dry on a towel that is placed near the sink. They will wipe down their area if any ink got on the surface of their table.





Homework:

- 1) Based on what we know about Surrealism, how could this movement have inspired the game Exquisite Corpse?
- 2) How can an Exquisite Corpse inspire a future piece of work?
- 3) Why was it important to collaborate during the Surrealist movement?

1) Based on what we know about Surrealism, how could this movement have inspired the game Exquisite Corpse?

- With the game Exquisite Corpse, you do not know how your art will turn out. This is similar to another form of surrealist art, Automatic Drawing.

2) How can an Exquisite Corpse inspire a future piece of work?

- You can see ideas you would not have thought of with this game. These ideas can inspire future pieces.

3) Why do you think was it important to collaborate during the Surrealist movement?

- So that you keep your artwork in the subconscious part of your mind. If you keep at one piece for too long, you begin to think about the artwork you create.

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.

Assessment:

-The teacher will use a checklist (yes/no) to assess if student is participating in the game.

-The teacher will use their homework to understand if students grasp the relationship between the game and the art movement.

-Teacher will use the sticky notes to assess the level of participation and feedback.

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.

Instructional Resources:

<http://dw-wp.com/2012/04/teaching-comics-to-teens-2-exquisite-corpse/> -Derek Mainhart

<http://smithart7a.blogspot.com/2010/04/41-exquisite-corspe.html> -Exuqisite Corpse Visual