

Pen and Ink Lesson 2

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Grade Level: High School Foundations Course

Time Span: 2, 1 hour and 10 minute session

Essential Questions: How do you define art?

Provoking Questions:

Does anyone want to start us off by sharing a section they liked or found interesting in the reading?

What were the artists' perceptions, beliefs, and values of the Surrealist movement?

What is this artist trying to say?

What does this image say to you?

What about this image makes you think that?

How did the artist achieve his/her intention or idea?

How do you think a dip pen works? How about a reservoir pen?

What is value?

What is visual texture?

Lesson Objectives:

-The learner will examine visual provocations of Surrealism for artistic communication and expression.

-The learner will discover different pen and ink techniques such as hatching, cross hatching, scumbling, and stippling.

-The learner will use these techniques in a low stakes exercise by experimenting with a practice handout and piece of blank paper.

Materials:

Crow Quill Pen, metal nibs, India Ink-black, Water container, Practice handout, sheet of toothless paper.

Vocabulary and Vision Provocation:

Surrealism

Pen and Ink

Visual Texture

Value

Gridiant

Crow Quill Pen/Dip Pen

Reservoir Pen

Nib

Hatching, Cross-hatching, Scumbling, Stippling

RENÉ MAGRITTE LES BIJOUX INDISCRETS, 1963. Belgian

RENÉ MAGRITTE, LE POISSON, Belgian.

Andre Masson, French. "Portrait d'Andre Breton". Original pen and ink drawing. 1967.

TÊTE EXPLOSIVE, Dali, pen and ink, ink wash, ballpoint pen and gouache on paper, Circa 1952

Direct Instruction: Day 1

1. Students and teacher will all sit at the same table and discuss Daniel Gregory Turkel's writing "*The Message of Surrealist Art: Automatism, Juxtaposition and Dreams*". The teacher will facilitate a conversation by asking, "Does anyone want to start us off by sharing a section they liked or found interesting in the reading? What were the artists'?"

perceptions, beliefs, and values of the Surrealist movement?" After all students have shared and the Surrealism movement has been recapped, students will be introduced to artists that employed Surrealism, pen and ink, and ink wash in their work.

2.The teacher will lead a slideshow of various pen and ink images that represent Surrealism. Starting with a quote from Max Ernst ,”Creativity is that marvelous capacity to grasp mutually distinct realities and draw a spark from their juxtaposition.”

The teacher will tell the name of the artist, what country they originated, and the dates of when the work was made.



RENÉ MAGRITTE



Andre Masson



Salvador Dali

3.The teacher will facilitate a think, pair, share session which will then turn into a group discussion of what the artist is trying to communicate with us from his/her work. “What is this artist trying to say? What does this image say to you? What about this image makes you think that? How did the artist achieve his/her intention or idea?” The teacher will use informal group assessment and look for at least 1/3 of the class goes beyond description and references expressive/emotional qualities of the visual provocation.



4.Then, using the Ladibug portable camera and projector, students will watch the teacher will demonstrate various pen and ink techniques including: hatching, cross-hatching, stippling, and scumbling on the whiteboard. The teacher will hold up a crow quill pen and ask if anyone has used this medium to draw with before? The teacher will explain that pen and ink is a traditional, versatile media has been used by artists since ancient-Egyptian times, for sketches, or finished drawings. It is also one of the main mediums involved in book illustrations and in Surrealist drawing.



5.The teacher will give the history behind the term 'pen and ink' and how it denotes a drawing technique involving the use of black and other coloured inks which are applied to a support (generally paper) with either a dip pen or a reservoir pen. There are two basic types of pens: dip pens and reservoir pens. The teacher will ask, "How do you think a dip pen works? How about a reservoir pen?" Dip referring to a feather pen that was once dipped into ink-think Ben Franklin era-and reservoir referring to what we use everyday-Bic pens- that has the ink stored inside the penholder. Metal pens or crow quill pens are classified as dip pens. They are loaded by being dipped into the ink.

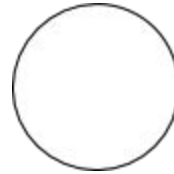
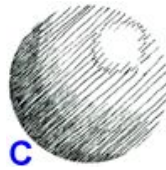
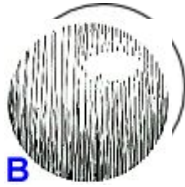
6.The teacher will hold different sized nibs in her hand and note that the nib itself is referred to as the pen, while the main shaft is called the penholder. Nibs serve as a temporary reservoir for the ink. There are tons of different shaped nibs, each of which produces different marks. The teacher will demonstrate the flexibility of a nib and show how students can predict the weight of line they will be making by testing the nib first by looking at the splay. Ultra-fine lines are best made by crow-quill pens and that is what we will be experimenting with today.

6."What is value? What is visual texture?" The teacher will use the handout to demonstrate how to create value with pen and ink, emphasizing on pressure of the pen and the sounds the pen make that let one know if they are going in the correct direction.

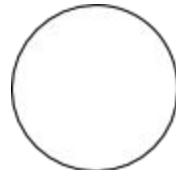
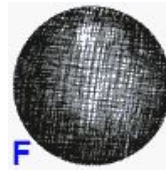
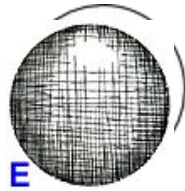
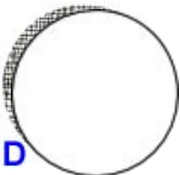
Pen and Ink Techniques Practice Sheet

Name:

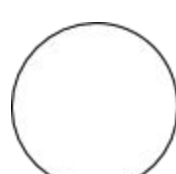
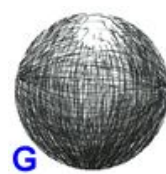
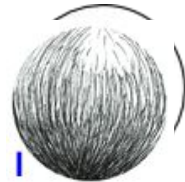
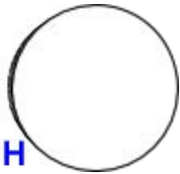
1) Hatching



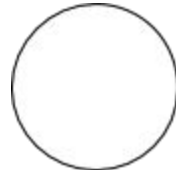
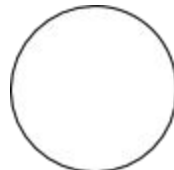
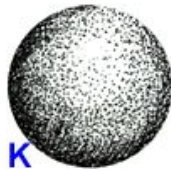
2) Cross-hatching



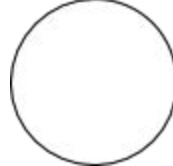
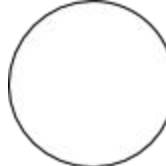
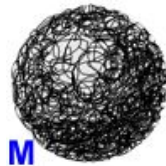
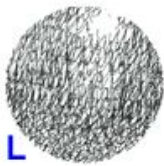
3) Curved Hatching



4) Stippling



5) Scumbling



Extra LIGHT

LIGHT

MEDIUM

DARK

Extra DARK

Scribbling



Stippling



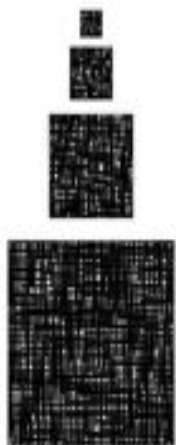
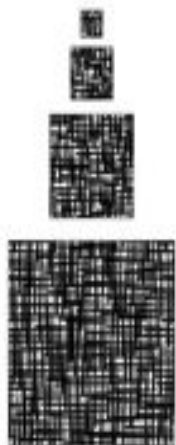
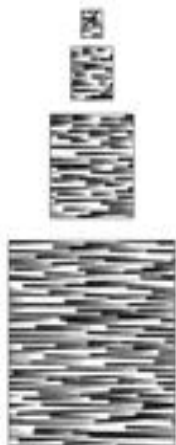
Hatching



Cross Hatching



Name: _____ Per _____



	Extra LIGHT	LIGHT	MEDIUM	DARK	Extra DARK
Scribbling					
Stippling					
Hatching					
Cross Hatching					

Name: EXAMPLE Per _____

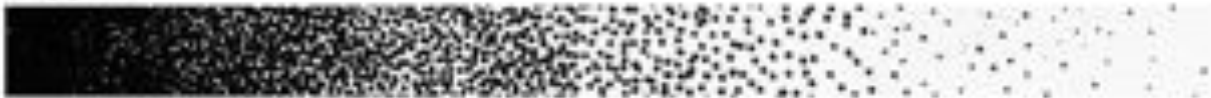
Hatching



Cross Hatching



Stipple



Random Mark



name _____

block _____

value scales using line



lightest (1)

example (cross hatching)

darkest (6)

--	--	--	--	--	--

cross hatching

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hatching

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scribbles / squiggles

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zig zags

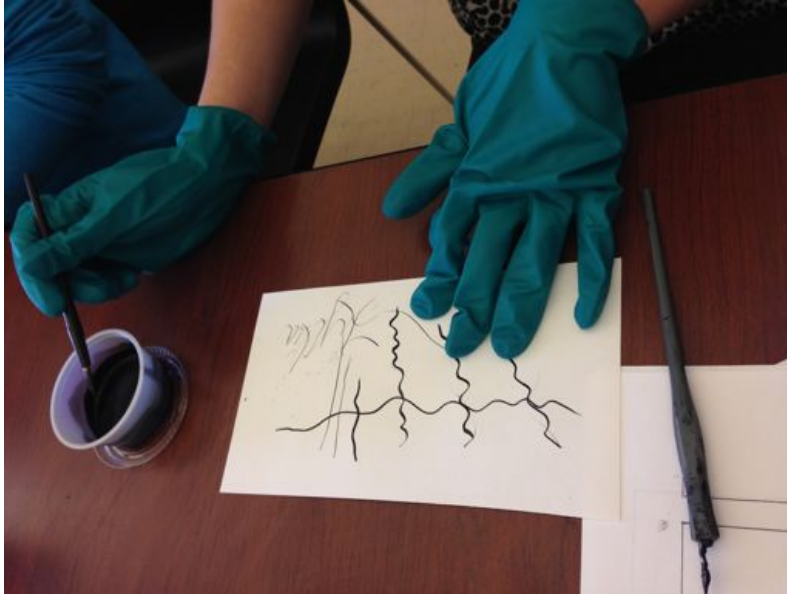
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invent your own technique

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combination of 2 or more techniques (from above examples)

7. Then, the students will take a crow quill pen, a bottle of India ink, and a worksheet, a piece of toothless scrap paper, and return to their seat to experiment and explore. Students will be asked to experiment and play with different lines.



8. Next, the students will experiment with automatic drawing again. By exploring an unknown media in a spontaneous way that will aid in students taking risks and gain a better understanding of what the media can and cannot do.

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.

Homework: Homework # _____

Due: Next class

Surrealism is a way to deconstruct realistic images and rearrange them in a fun and creative way. A visual pun is an image inspired by a two-word phrase that invites the idea of a play on words. Below is a list of visual puns. You will illustrate a two-word phrase using the images of the objects related to their meaning. Ensure you use the whole page and demonstrate all 4 techniques: hatching, cross hatching, scumbling, stippling. A pen or pencil will suffice, and adding color is optional.

Pick **two** visual puns to draw:

1. Firecracker
2. Artwork
3. Horseradish
4. Starfish
5. French Fry

Day 2:

1. Students will lay their homework out at their seats and the group will take a gallery walk around to view each other's work.



2. Students will hand in homework in appropriate bin and get their pen and ink handouts out and begin practicing.

3. When students are finished they are to ensure their name is on it and hand it into the teacher. This will be used for assessment.

Modifications:

Teacher will differentiate lesson by determining source of problems for students who can't acquire basic techniques and then remediate. Remediations can include: that student will complete as many practice items as they can, teacher can do hand over hand during a one-on-one instruction for student, the teacher can change nib for student, the crow quill pen can be modified to help student get a better grip by adding an adaptive gummy grip, and students can close their eyes if having trouble feeling spontaneous in their drawing.

Assessments:

-Informal group assessment look for at least 1/3 of the class goes beyond description and references expressive/emotional qualities of the homework reading and visual provocations.

-Teacher use formative assessment by monitoring student progress to see that all identified techniques are practiced by using their handouts.

-The teacher will use the writing homework assignment to formally assess if the student understands the perceptions, beliefs, and values of the Surrealist movement.

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.

A3: Media, Tools, Techniques, and Processes-Students explain the effects of media and their associated tools, and techniques and processes, using elements, principles and expressive qualities in art forms and genres.

B3 Making Meaning-Students create artworks that communicate idea, feelings, and meanings and demonstrate skill in the use of media tools, techniques, and processes.

Technology:

Ladibug 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.visual-arts-cork.com/drawing/pen-and-ink-drawings.htm> -pen and ink history

<http://www.christies.com/lotfinder/drawings-watercolors/rene-magritte-le-poisson-4995714-details.aspx> -rene margritee

http://www.liveauctioneers.com/item/11142013_andre-masson-original-pen-and-ink-drawing -andre masson images

<http://www.mutualart.com/Artwork/TETE-EXPLOSIVE/291A47F24FA1210A> -dali

<http://www.theartstory.org/movement-surrealism.htm> -quote