



## Grade 8 Art Lesson: Surrealistic Portraits

### OVERALL EXPECTATIONS

By the end of Grade 8, students will:

**D1. Creating and Presenting:** apply the creative process to produce art works in a variety of traditional two and three dimension forms, as well as multimedia art works, that communicate feelings, ideas and understandings, using elements, principles and techniques of visual arts as well as current media technologies;

**D2. Reflecting, Responding, and Analyzing:** apply the critical analysis process to communicate feelings, ideas and understandings in response to a variety of art works and art experiences;

**D3. Exploring Forms and Cultural Contexts:** demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.

Develop understanding of elements and principles of design through participation in a variety of hands-on, open-ended visual arts experiences.

### SPECIFIC EXPECTATIONS

#### Creating & Presenting:

D1.1 Create art work that expresses feelings and ideas

D1.2 Demonstrate an understanding of composition using multiple principles of design

D1.3 Use elements of design to communicate ideas, messages and understandings for a specific audience and purpose.

### VOCABULARY

Surrealism, distortion, abstract, vanishing point, perspective, anamorphic, grid transformation

### MATERIALS

- Pencil, ruler, eraser
- 12 x 18 white cartridge paper
- Oil pastels

### RESOURCES

- Posters of Dali, Chagall, Magritte
- DVD of Surrealism
- Handouts of colour symbolism

### INTRODUCTION

1. Present Surrealism (some Online resources)
2. Demonstrate grid distortion and demonstrate composition requirements.

**Reflecting, Responding & Analyzing**

D2.3 Demonstrate an understanding of how to read and interpret signs, symbols and style in art works

D2.4 Identifies and explains their strengths, their interest, and areas for improvement as creators, interpreters, and views of art.

- Gain an appreciation for Surreal art and artists
- Use math skills in transforming an image using grids
- Use imagination - develop problem solving skills - utilize elements/principles of design
- Develop painting/pastel blending skills - color planning

**Cross Curricular:**

- History, Math, Geography, Language Arts

**Procedures:**

Step 1 – Select a picture of a face (optional: a school picture of themselves) and draw a 3cm grid on it with pencil. Use letters down the side of the grid and numbers across the bottom of the grid.

Step 2 – Lightly draw a distorted grid on a piece of 12 x 18 white cartridge paper with pencil. Redraw the face according to the new grid in the left hand corner of the paper making it between 1/2 and 2/3 of the paper in size.

Step 3 – Plan the remainder of composition - Create a Surreal landscape. **The following must be included in the background:**

- a) depth or distance i.e. a row of trees, the 1st the largest and progressively getting smaller in the distance, a road going to the horizon line, etc. going to a vanishing point
- b) an odd animal i.e. a dog with elephant ears
- c) repetition of an object 3 times (make it mean something you want or have that is important to you)
- d) something unusual flying or melting (not something alive)

Step 4 – Complete the drawing using pastels in wild colours to express the emotion within your work, ie Red for anger, Green for energy, Blue for sorrow, etc.

**Concluding Activity:**

Do a class critique and have students analyze the final works

**ASSESSMENT**

- Observation/conferencing
- Project evaluation rubric
- Peer/teacher critiques
- Presentation/journaling