

Messiah College  
Art Education  
**Unit Plan: Mark Making**

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**Grade/Class:** 9-12<sup>th</sup> / Drawing

**Essential Question:** How can paying attention to mark-making improve the quality of our drawing?

**Individual Lessons (Title with EQ's):**

1. Jim Dine Symbols Project > How can practicing mark-making help us to be more creative with our drawing?
2. Chuck Close Group Abstraction > How can we make a unique composition with mark making?

**State Standards:**

- 9.1.12.A: Know and use the elements and principles of art to create works: line, texture, value  
9.1.12.B: Use a variety of appropriate arts elements and principles to produce, review and revise original works (draw)  
9.1.12.C: Integrate and apply advanced vocabulary to the arts forms.  
9.1.12.H: Work safely with materials and equipment: use and application of materials, cleanliness, selected environments, storage

**Anchors:**

**M11.A.2.1** Apply ratio and/or proportion in problem-solving situations. Reference: 2.2.11.A, 2.8.11.P

**Instructional Goals:**

Student will be introduced to several different kinds of mark making through teacher lectures, demonstrations, and studying famous artists. After gaining the skill and knowledge of different mark making method with sharpie markers, students will take a square section of a blown up image and interpret that composition focusing on a specific mark making technique with any kind of medium.

**Instructional Objectives:**

1. Students will know and use appropriate vocabulary when describing mark making techniques. [Standard 9.1.12.A, 9.1.12.C]
2. Students will practice making different marks (stippling, contour line, hatching, cross hatching, directional marks, negative mark making, line weight and width, scumbling, dry brush,..).(Jim Dine piece inspiration)
3. Students will demonstrate mark making and creatively experiment with different mediums (pencil, charcoal, ink and different tools-toothbrush, fingers, sticks...) in order to interpret a composition. [Standard 9.1.12.B]

4. Students will demonstrate 7 different values through their mark making.
5. Students enlarge a portion of the composition using a grid (square composition-Chuck Close).  
[Anchor: M11.A.2.1]

### **Lesson 1: Jim Dine Symbols.**

#### **Lesson Objective**

Students will practice making different marks (stippling, contour line, hatching, cross hatching, directional marks, negative mark making, line weight and width, scumbling, dry brush,..).(Jim Dine piece inspiration)

#### **Instructional Activities (Lesson 1):**

**Day1:** Wednesday 4/6

**Prep: Mark Making PPT, projector on with website pulled up, Mark-Making Wkst, paper**

Introduction: [15 minutes]

Teacher will introduce the mark making unit with a web resource ----->

<http://www.fcids.org/faculty/RebeccaStoneDanahy/web/protected/Responsive%20Drawing/Mark-Makingx.pdf>

- Afterwards teacher will show PPT on the different marks **Students will follow along with worksheet (CFU)**

Activity: [40 minutes]

“telephone ” mark making

- Teacher will take a large piece of paper and start off by making a mark
- While students are continuing to work on their figure drawings, they will add to the mark making and pass it on- the image will be abstract and build on each other **not repeating any marks.**
- Point is that students are not allowed to create the same kind of mark and will have to get creative with their mark making

Closure: [5 minutes]

Display the results of the “telephone” mark making.

- Highlight marks that were really expressive or creative
- Hang up in the room as reference

**Day 2:**Tuesday 4/7

**(Field Trip) Sub Plan:**

(Write on Board and direct student’s attention as they walk in the room)

Do Now:

On a sheet of paper, draw six different symbols. Try to keep them simple.

Examples: heart , star, McDonald’s “M”

(Encourage students to look around the room for inspiration, point out the simple symbols of Keith Herring posted on the cabinets above the Mac Computer)

Work Time:

**When students are done with the Do Now- tell them to put the symbols in their folders**

Students will use this time to finish their figure drawings. Their drawings should be handed in first thing on Friday or at the end of the period today.

**Pass around Mark Making sheet with permanent marker start with Gabbie Belleza**

Closure:

In the last 10 minutes of class have students do a “gallery walk” to view everyone’s drawings. (students will leave their figure drawings on their table and walk around to see everyone’s).

Clean-up at 5 minutes till end of class (12:20)

**Tell students to keep symbols in their folders**

**Day 3:**Friday 4/8

**Prep: PPT of Jim Dine, Post Requirements on board, Post Rubric, Cut paper size, prepare teacher example (cooking demo style)**

Introduction/Demo: [10 minutes]

Teacher will demonstrate the steps for the next project and explain to students that this will be a **quick project and the purpose to use different mark making techniques to create an interesting series of symbols**.

During Demo- teacher will use “think-aloud” strategy to model making good choices

1. Pick the best symbol- for this project something that is relatively simple, area on the inside that can be filled in with marks (Teacher will choose from their 6)
2. Enlarge symbol if necessary- needs to be a presence on the paper
3. Use tracing paper to repeat 8 times- show transferring one- talk about placement options
4. (pull out paper with all 8 transferred) begin creative mark making- stress thinking about value, student don’t have to “color in the lines”- students can use watercolor-
5. **BE CREATIVE- experiment on a different scrap piece of paper**

Teacher will then go over Project requirements

- Students will choose one of their symbols to repeat 8 times.
- Each symbol will be filled/created using a different mark
- Students should include 3 or more different values in their symbols.
- Medium: Sharpie, Fine Sharpies (Students can add color with watercolor or colored pencils. )  
(Post on board)

Guided Practice: [40 minutes]

Students will start work on their project. Teacher will walk around and check up on each student’s progress.

Closure: [10 minutes]

Teacher will show Power Point on Jim Dine- ending with inspirational image *Hearts with Watercolor* for the next project.

- focus on his mark making, focal point, common motifs

CFU Questions:

What kinds of marks did you see in Jim Dine’s work?

What tool do you think he used to get this effect?

**Day 4:** Monday 4/11

Refocus: [5 minutes]

- Demo how to make different marks with a sharpie.
- Annouce/Discuss when Jim Dine Symbol's piece should be due as a class

Work Time: [40 minutes]

Students will work on their Jim Dine Symbol's pieces

Closure: [5 minutes]

Gallery Walk- students will travel around to look at other student's mark making

Review requirements for this project.

**Day 5:** Tuesday 4/12

Refocus: [3 minutes]

Demo how to add color to the Jim Dine's piece to add interest

- Could you use mark making when painting with color? Yes
- Teacher will use watercolor on top or lines created with sharpie markers

Work Time:[ 40 minutes]

Students will finish working on Jim Dine pieces

Closure: [8 minutes]

(scholastic Mag) Show images of VanGogh's work- talk about his expressive mark making with color.

- How important is mark-making to VanGogh's work?
- Describe how you think he got this affect.

Discuss Date for moving on- next project intro on thursday

**Day 6:** Wednesday 4/13

**Prep: Print Trad.&NonTrad Mark Making Resource papers for students**

Refocus: [2 minutes]

Pass out – “Traditional and Non Traditional” Mark Making tools list and go over briefly- stress how this list is not exhaustive and how to use this as a resource. (for next project)

Work Time: [40 minutes]

Students will be finihsing up Jim Dine inspiration- last day before intro of new project

Closure: [5 minuts]

Look over the list given to you- is there anything you can think of to add – Brainstorm as a class

## **Lesson 2: Chuck Close Group Abstraction**

### **Lesson Objectives**

- Students will know and use appropriate vocabulary when describing mark making techniques. [Standard 9.1.12.A, 9.1.12.C]
- Students will demonstrate mark making and creatively experiment with different mediums (pencil, charcoal, ink and different tools-toothbrush, fingers, sticks...) in order to interpret a composition. [Standard 9.1.12.B]
- Students will demonstrate 7 different values through their mark making.
- Students enlarge a portion of the composition using a grid (square composition-Chuck Close).  
[Anchor: M11.A.2.1]

### **Day 1:** Thursday 4/14

Preview New Project: [6 minutes]

Hand out parts of image- have students start thinking of creative mark making techniques

- Reference Non Trad. Mark making

Work Time: [40]

Students will work on Jim Dine symbols

Break: [2]

Gallery Walk in middle of class to let students get inspiration from other's work

Closure: [2]

Show AP student work with interesting mark making as examples for next project/ inspiration (text, palette knife with paint)

### **Day 2:** Friday 4/15

Introduction of New Project: [8 minutes]

Teacher will explain to students they will be given a random square with part of an image on it.

- They must re-interpret this design with a focus on mark making
- Show PPT with inspiring artists

Students can use any material they want (traditional or non-traditional) but need to stay true to the composition

Work Time: [40]

Students can still work on Jim Dine Symbols or plan out their next project

Closure: [2]

Pull out Traditional & Non. Trad. Mark Making sheets from Wednesday

- Students should bring in materials for tomorrow's class

### **Day 3:** Monday 4/18

Demo: [5 minutes]

Teacher will demo how to make a grid on the paper and map out image composition. This will be the first step in the process.

- Teacher will also review how to use the grid as a reference when drawing- making a grid on the small piece also. **Stress how important it is for the students to render the image well.**

- Teacher will then talk about how the next step is up to students – to focus on the most creative kind of mark making that would fit for the image

Work Time: [40]

Last day to work on Jim Dine Symbols project. Teacher will go around and conference with each student about their idea for the next project. (stress for students to bring in materials for tomorrow)

Closure: [5]

Go over rubric for next project with students.

CFU: Why is it important that you stick to the composition of your piece?

#### **Day 4:** Tuesday 4/19

Prep: Print value scales, Make flower image, gather materials for demo

Demo: [5 minutes]

Teacher will hold up the teacher's square and talk about the abstract areas

- [CFU: Brainstorm as a class how we could make the boring areas more interesting with mark making]

Work Time: [40]

Students will start mapping out their drawing first. They can also experiment making values with their materials.

Closure: [2]

Teacher will stress staying true to the value/make-up of the image as the abstraction takes place.

- Teacher will show broken up image of a flower with different photoshop effects done to it. Apart the pieces are very different, together they make up the whole of a flower still.
- Remind students that they **MUST have materials to work tomorrow**

#### **Day 5:** Wednesday 4/20

Prep: Value Scale Worksheet

**(field trip)** Sub Plan:

Students will work on their projects. If students do not have materials mark down names and have them create a 10 step value scale. (Work Sheet)

#### **Day 6:** Thursday 4/21

Prep: Chuck Close PPT

Refocus: [15 minutes]

Teacher will introduce Chuck Close with a PPT [CFU: Before we start, how does Chuck Close relate to what we are learning right now?]

-Have you seen his work before? Have you ever seen it in person? Why do you think he would work like this?

- Background

- Place in art history
- Images of his work
- How he relates to mark making

Show Video: <http://www.plumtv.com/videos/artists-studio-chuck-close>

- Each row will be responsible for one question during video

[CFU] 1. What does Chuck Close say about the process he uses? 2. How does Chuck Close's art differ from pointilism? 3. How does Chuck Close use mark-making to create his image? 4. How does Chuck Close use the grid?

Work Time: [30]

Students will work on their projects independently

Closure: [5]

[CFU] If Chuck Close were teaching you about mark-making, what would he say about it?

Announce Due Date: Friday

### **Day 7:** Monday 4/25

Refocus: [5 minutes]

Teacher will talk about the importance of multiple values. (Hold up full-key images)

CFU: What is full key?

- Teacher will focus on showing 7 different values in the demo (use value scale)
- Teacher will hand out value scales as a reference along with rubrics



Work Time: [40]

Students will work on their abstraction pieces- teacher will monitor progress pushing students to make more progress and reminding them of Friday due date.

Closure:[2]

Teacher will hold up a student's work that is already showing some great values

### **Day 8:** Tuesday 4/26

Refocus:[5 minutes]

Janet Fish images- drawing with paint and the placement of colors

CFU: How does mark-making affect this artwork? Brushstrokes as mark making

Work Time: [30]

Students will work on their pieces

Closure: [15]

Progress critique

- what's working well?
- What needs to be done?

**Day 9:** Wednesday 4/27

Refocus: [2 minutes]

Announcement/Reminder: Friday is the goal for finishing this project

-Teacher will go around and check up on each student individually

Work Time: [30]

Students will work on their pieces

Closure: [2]

Teacher will showcase student's work that has made significant progress and is focused on mark-making (reminder that the focus of the project is mark-making)

**Day 10:** Thursday 4/28

Refocus: [5 mins]

Teacher will bring in her own artwork to talk about the mark-making in two different states of the same print and how it affects the aesthetics

CFU: I have two prints here of at different states, I like the one better than the other, keeping in mind what we've been talking about which one do you think I like better and why?

- Focus on the pros and cons of each and the **mark-making**

Work Time: [30]

Students will continue working on their pieces

Closure: [2]

Take out rubrics- teacher will remind students to be checking if they are meeting standards

**Day 11:** Friday

Motivation & Activity: [25 minutes]

Students will be allowed to continue working on pieces if they need time. Teacher and students will clear a space in the middle of the room to try to put the finished pieces together. (Students not done will be motivated to see what the pieces will look like once they are all together)

Closure: [2]

Teacher will announce when the final due date is for this project: Wednesday 5/3

**Summative Assessment**

See Rubric

Formative: Jim Dine Inspired Symbols, mark-making worksheet, teacher observation daily

Summative: Chuck Close Portrait Break-up

**Modifications and Accommodations**

Scaffolding:

Provide Graphic organizers and resources to support learning,

"Telephone" activity: guided practice, has students building on each other's knowledge instead of their own, teacher starts drawing

Students will use the tool of the grid to foster success in rendering the composition at a larger scale.

Challenge:

Students are challenged to think of and create their own unique symbol.



Students are challenged to think “out of the box” when it comes to materials used for project.

### **Resources/Research:**

<http://www.slideshare.net/brentpgreen/af-unit-4-mark-making-drawing-techniques>

Experimenting with materials (toothbrush, masking tape, feathers, sticks, fingers,

Janet fish, Jim Dine, Vija Celmins, Chuck Close, Franz Jozef Kline, Henri Matisse, Van Gogh

<http://www.fcds.org/faculty/RebeccaStoneDanahy/web/protected/Responsive%20Drawing/Mark-Makingx.pdf>

<http://hubpages.com/hub/ModenMarkMakingRevealed>

Jim Dine: <http://www.youtube.com/watch?v=dRdDdV7vZ6I>

“I grew up with tools, I came from a family of people who sold tools, and I’ve always been enchanted by these objects made by anonymous hands”

“books based on my I’ve come to believe my handwriting in my handwriting and that it is an extension of my draftsmanship”

“bringing something to consciencosness is just wan

“m ability to to look and my ability to draw and to observe closely, I’ve done this all my life, I never thought I would be anything else , I never had a choose, is all I can do”

<http://www.youtube.com/watch?v=EqLNe9Xqucc>

-using these objects as metaphors of loss, stand-ins for personal pain

<http://www.artnet.com/magazineus/features/scobie/jim-dine6-28-10.asp>

“where do your images come from”- Dine:“They don’t come from anywhere. They come from dreams and they come from my childhood”

“They’ve been working on me for a long time. I saw the Walt Disney movie when I was six, and I was very frightened by it, enchanted by it. And I identify with it. I was a liar, little boys are liars. And then in the ‘60s I found a Pinocchio doll in a junk store, and I bought it, it was a beautiful thing, it was papier-mâché with real clothes sewn by hand, probably made in Japan. And I kept it for years until, in the ‘90s I had to do something with it.

All the time I was identifying with the boy, but now, you know it is a great story because it’s a metaphor for art, this old man brings the puppet to consciousness through his craft, and in the end I am Geppetto, I am no longer Pinocchio”Hearts- “a template for all my emotions. It’s a landscape for everything.It’s like Indian classical music -- based on something very simple but building to a complicated structure. Within that you can do anything in the world. And that’s how I feel about my heart

### **Words**

- Value to model form – light and shadows visually define forms, creates the illusion of a third dimension through shading, full key, highlight, cast shadow, core shadow, light side, dark side, reflected light
- Contour line drawing- a line that defines a form or edge, an outline
- Line weight and width-
- Hatching- parallel lines where the distance between them helps to create tonal values in a drawing
- Cross-hatching- drawing two layers of hatching lines at an angel to each other to create darker values
- Directional marks
- Negative mark making- pulling out /removing with a eraser
- Stippling
- Scumbling

### **Images:**

<http://artwallblog.blogspot.com/2010/02/meet-art-wall-artist-nancy-julson.html>

### **Materials:**

See day to day preps

Large White drawing paper, sharpie markers, watercolor, assorted materials