



Art Virtual Learning - Smith, Kroll, Manco

Drawing 1

Unit: Op Art

Lesson: Practicing Techniques

May 4, 2020



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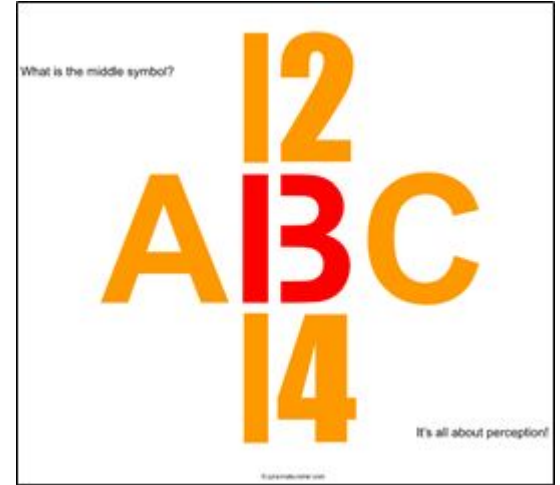
Objective/Learning Target:

Throughout the unit, students will create multiple drawings. These will consist of optical illusions in various styles. The students should be able to understand the process, as well as the meaning behind optical illusions. The students should also be able to manipulate space and shapes to create an illusion of depth, as well as understand patterns and repetition.

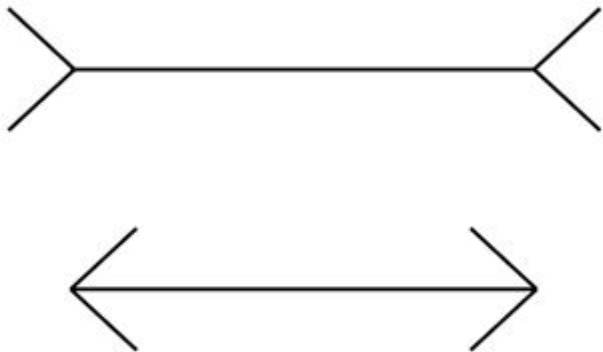


Bell Ringer:

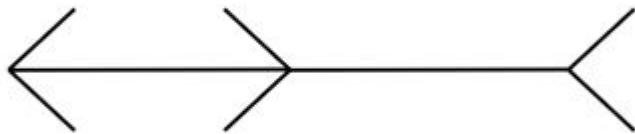
Think of when you have seen an optical illusion in real life. Did it trick your eyes or were you able to tell what it was quickly? Look at these next few slides to see some examples, some can play tricks on your eyes. You will want to have paper, a pencil, an eraser, a ruler (any straight edge will work), and a compass for today's work.



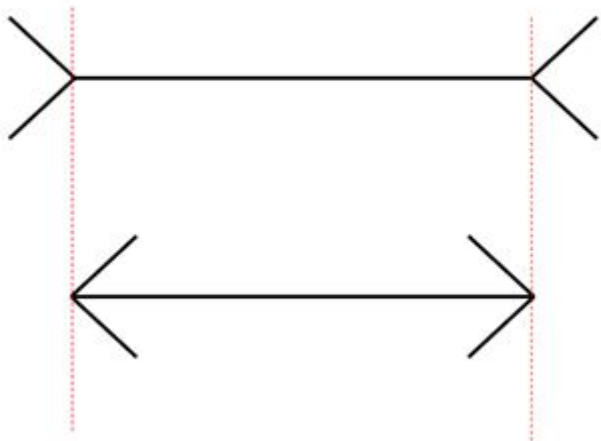
Which line is longer?



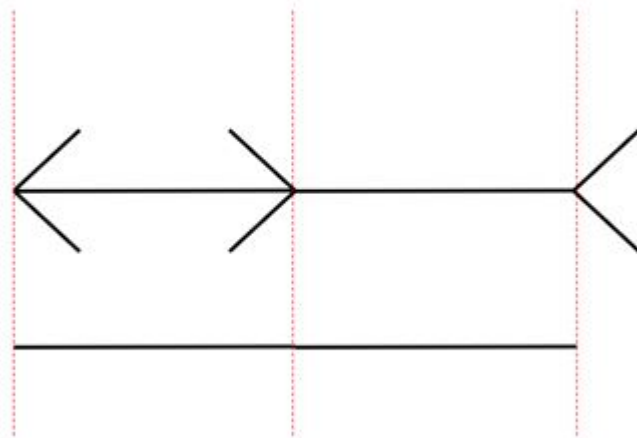
Which segment is longer?



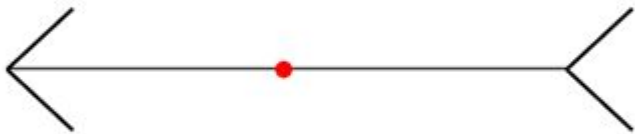
Which line is longer?



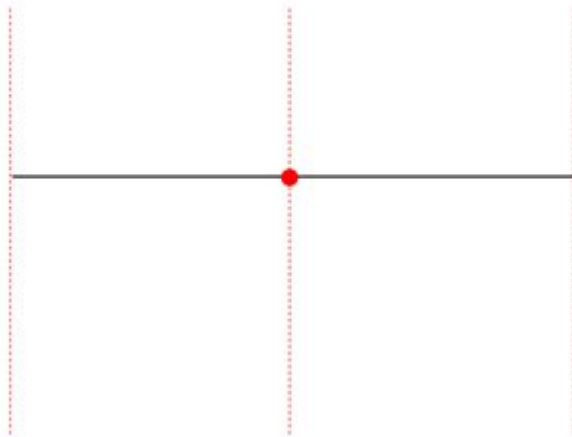
Which segment is longer?



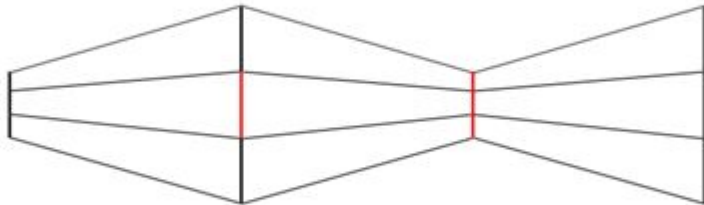
Is the red dot located on the line's midpoint or to the left of it?



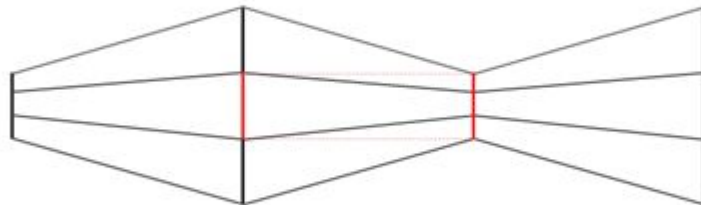
Is the red dot located on the line's midpoint or to the left of it?



Compare the red lines. How much shorter is the front line?

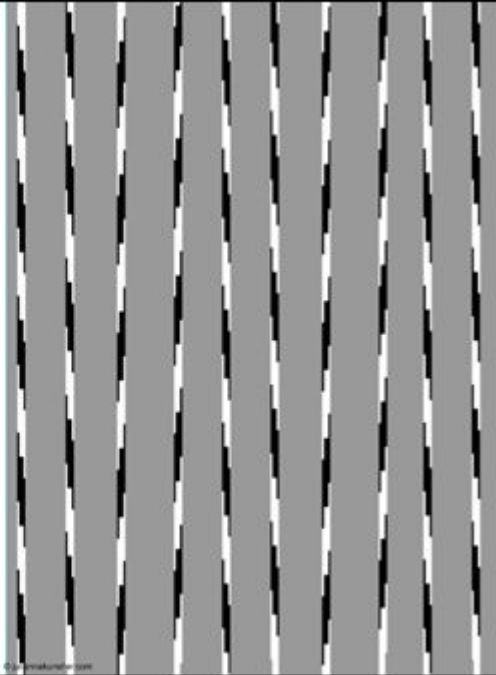


Compare the red lines. How much shorter is the front line?

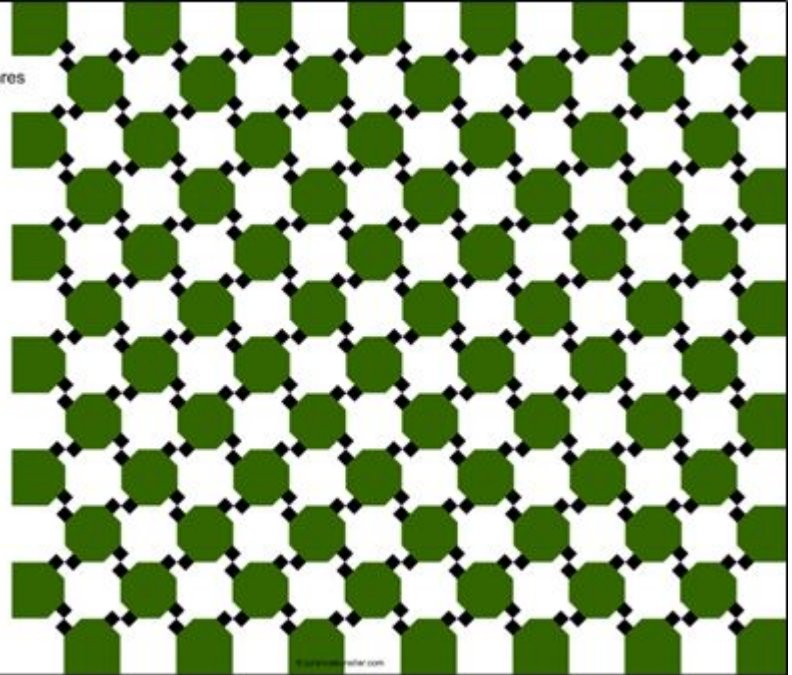


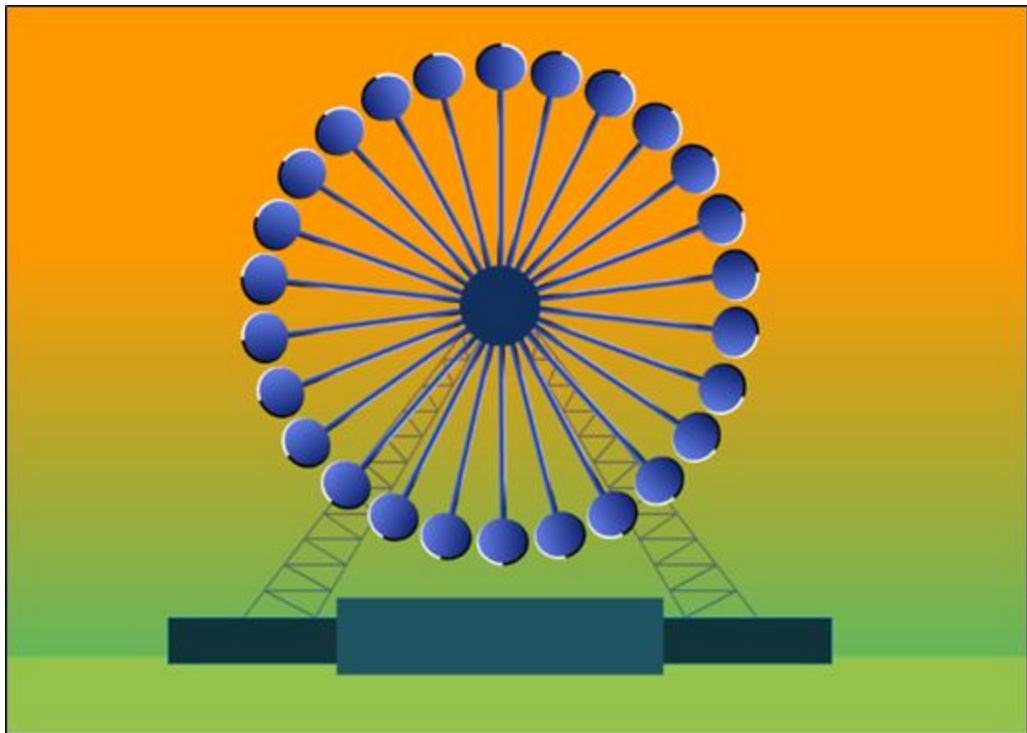
Perspective illusion

Are the lines straight or curved?



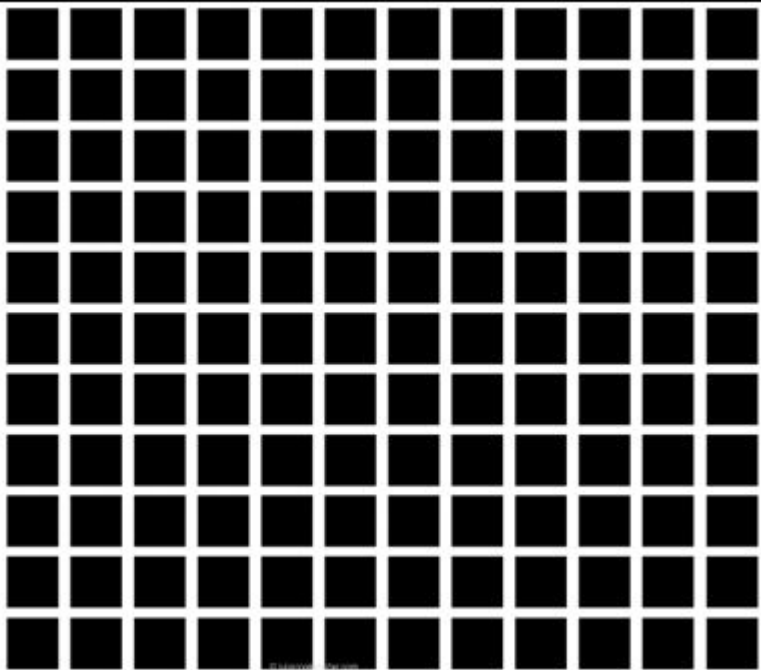
Are the squares parallel?



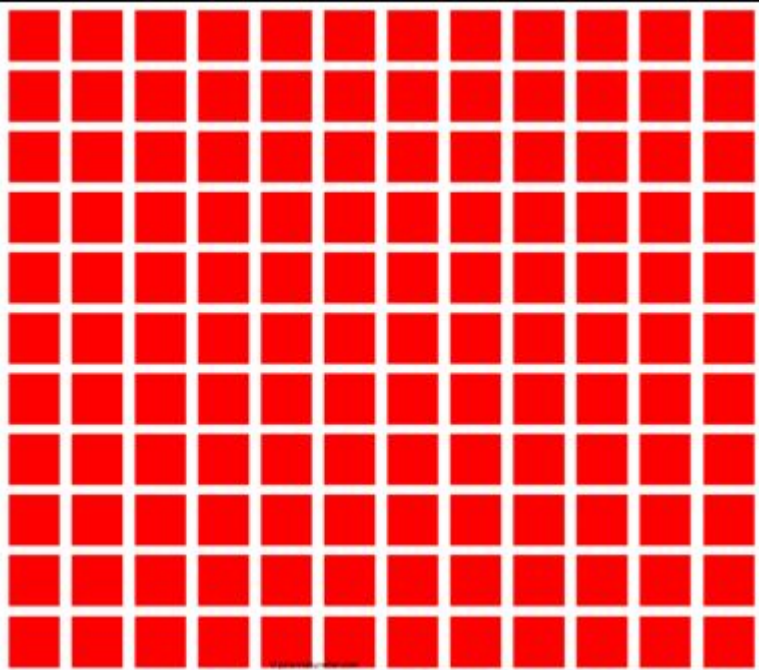


Can you see the wheel moving? Which direction?

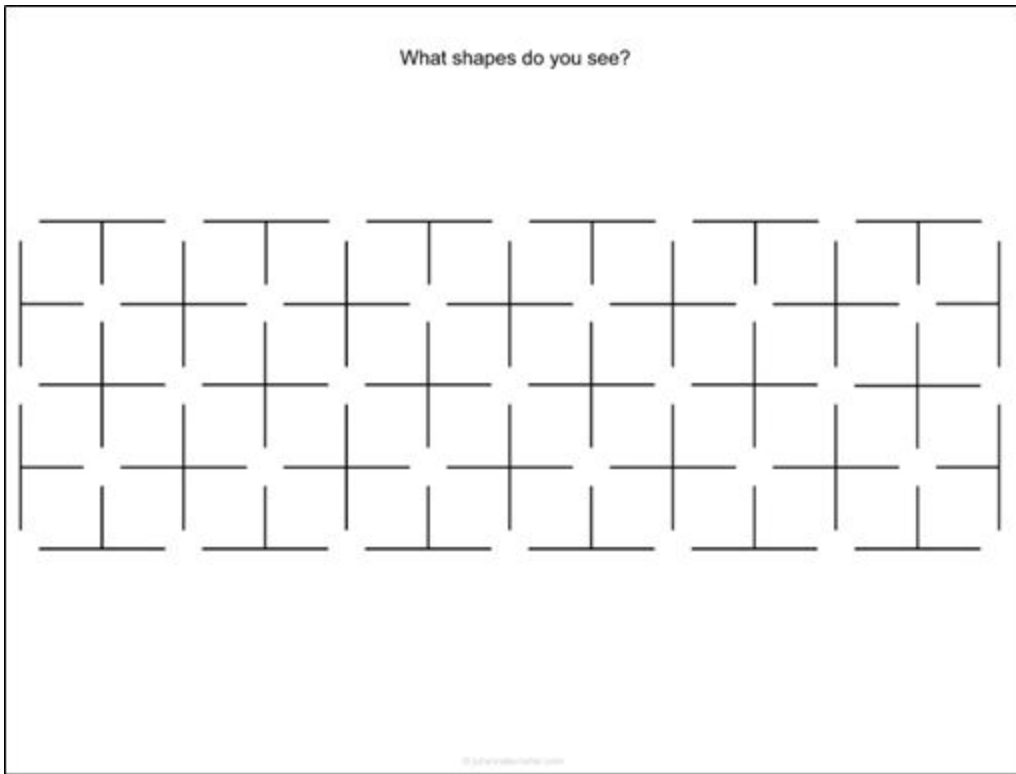
Do you
see grey
dots?



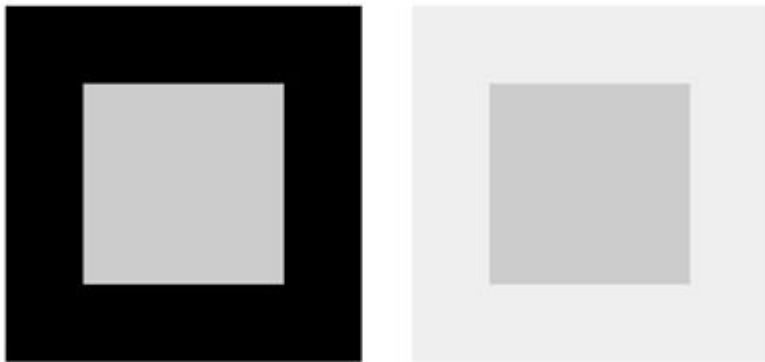
What color
are the
dots now?



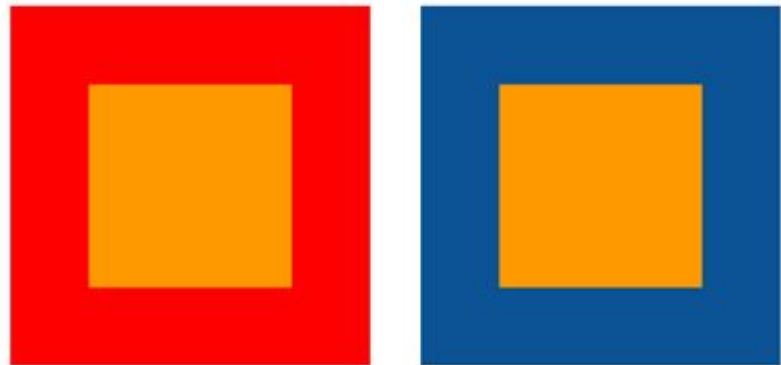
What shapes do you see?



Compare the two small squares. Which one is lighter?



Compare the two small squares. Which one is brighter?



Compare the two small squares. Which one is lighter?



Compare the two small squares. Which one is brighter?





History:

Op-art, also known as optical art, is used to describe some paintings and other works of art which use optical illusions.

Op art works are abstract, with many of the better known pieces made in only black and white. When the viewer looks at them, the impression is given of movement, hidden images, flashing and vibration, patterns, or alternatively, of swelling or warping.

A true Op Art piece “teases” the eye. Straight lines may appear curved, lines wriggle, flat areas undulate. The eye is tricked into seeing things which are not so. Areas may appear to be flattened or stretched. The eye may often be unable to focus when viewing an Op Art piece.

In the mid-20th century, artists such as Victor Vasarely, Bridget Riley and M.C. Escher experimented with Optical Art. Escher's work, although not abstract, deals extensively with various forms of visual tricks and paradoxes.



RAILROAD TRACKS



Draw two sets of railroad tracks.

Note:

1. Rails are spaced evenly at the picture plane (greyline).
2. They "meet" in the vanishing point.
3. Railroad ties change size and spacing as they are further away.



CIRCUS TENT



Draw receding lines to the vanishing point.

Draw straight lines to the grey line. Color in the stripes as shown.

Note:

Changing the direction of the stripes at the black line creates an illusion of the stripes "bending" here.

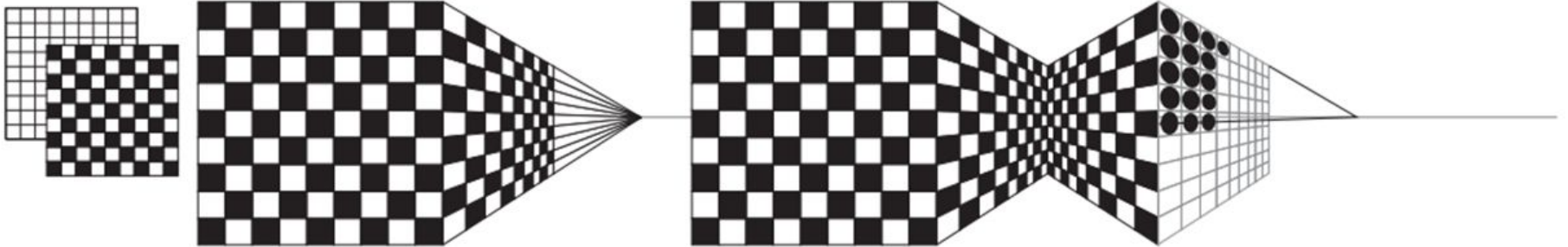


Lesson:
 Draw on this
 slide for practice
 or set yours up
 like the
 examples.

Try this style out on your own.

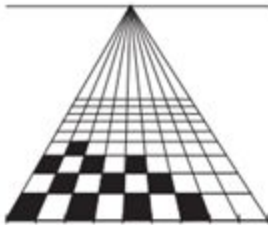
COMBINING GRIDS

You can have multiple vanishing points!



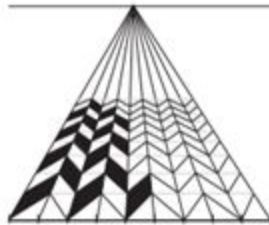
BENT CHECKERBOARD

On the next page:
 Draw a flat grid with a pencil. Then choose a folded or a waved surface to complete with a pen.



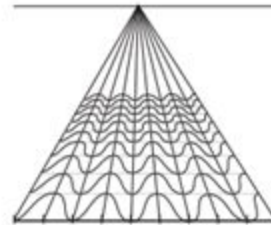
Flat checkerboard

Use the "diagonal" method for this checkerboard.



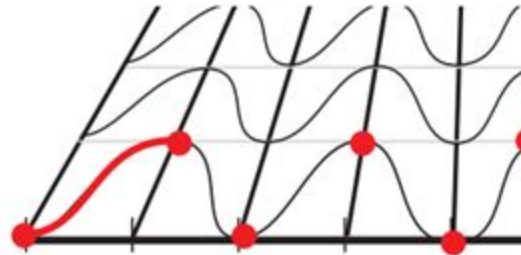
Folded checkerboard

1. Use the "diagonal" method to draw the basic flat grid.
2. Connect the opposite corners of each grid cell to draw a horizontal zig-zag line.



Waved checkerboard

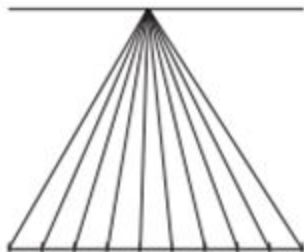
1. Use the "diagonal" method to draw the basic flat grid.
2. Connect the opposite corners of each grid cell with a S-curve.



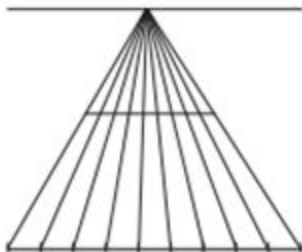


grid in 1-point perspective

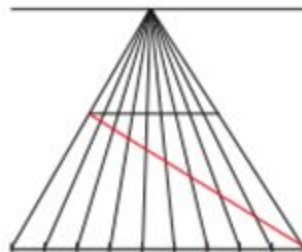
diagonal method



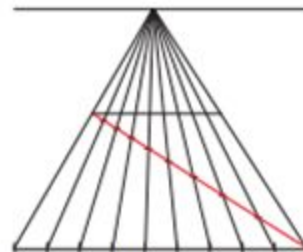
Divide the front side of a checkerboard into 8 even parts. Connect the marks with the vanishing point



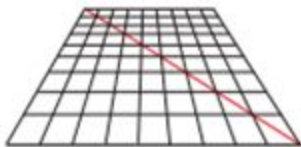
Define the back side of the board with a horizontal line between the two receding lines on both sides.



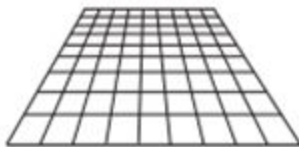
Draw a thin diagonal as shown.



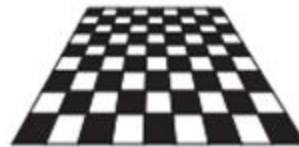
Mark where the diagonal crosses the receding lines.



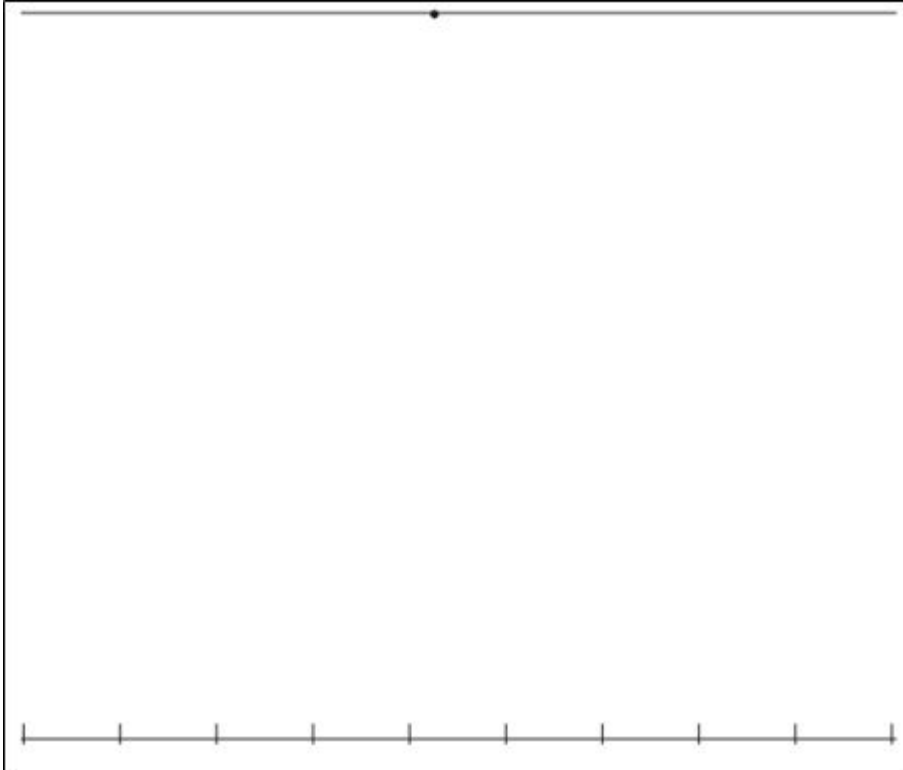
Draw horizontal lines through these marks.



Erase the diagonal



Fill in the grid.



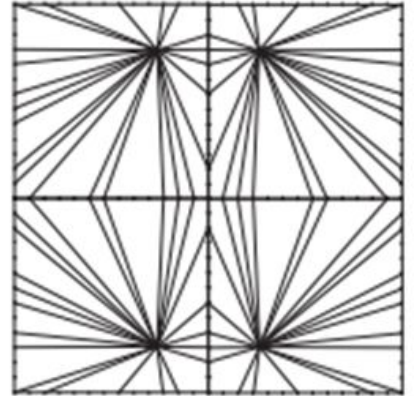
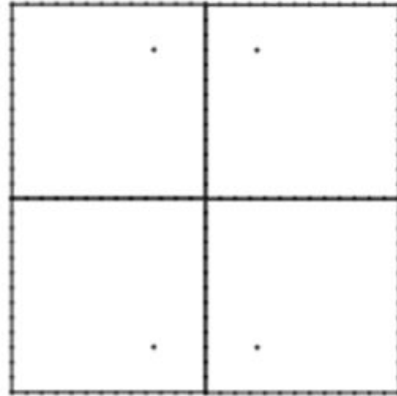
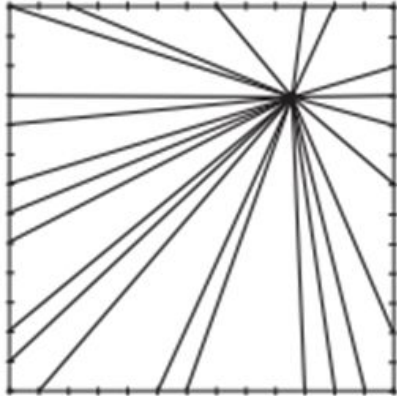
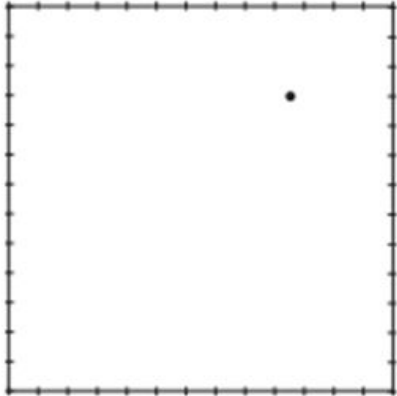
Lesson:

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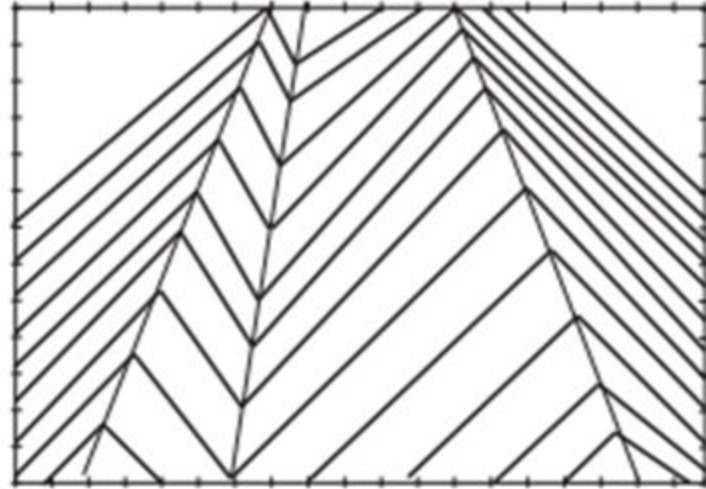
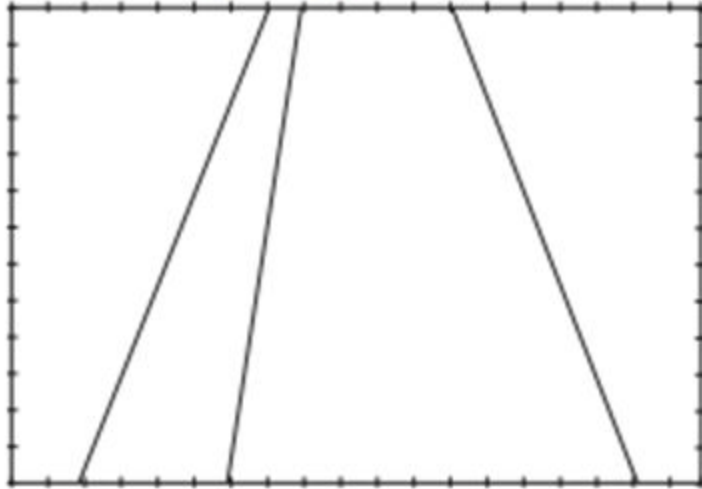
VANISHING POINT ILLUSIONS



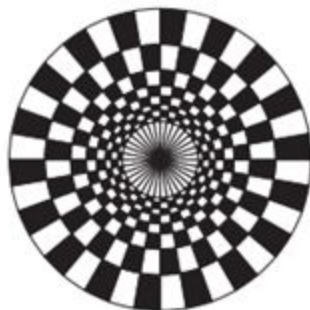
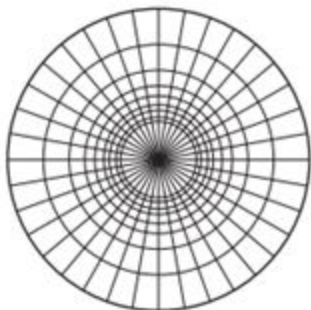
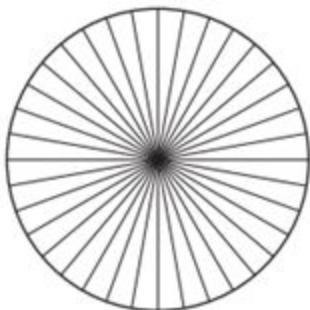
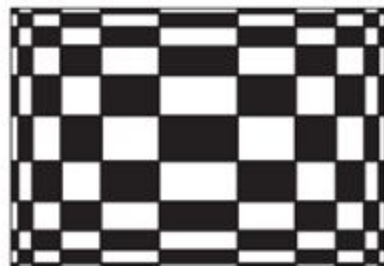
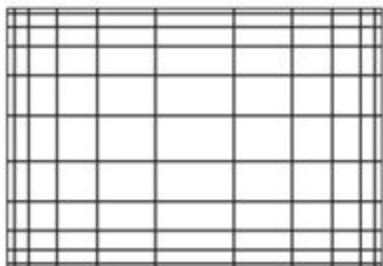
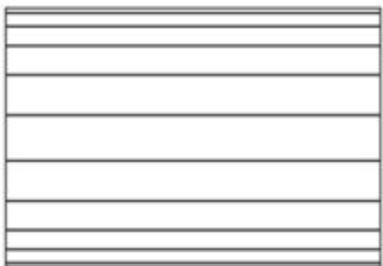
Lesson:

Draw on this slide for practice or set yours up like the examples.

Bent paper

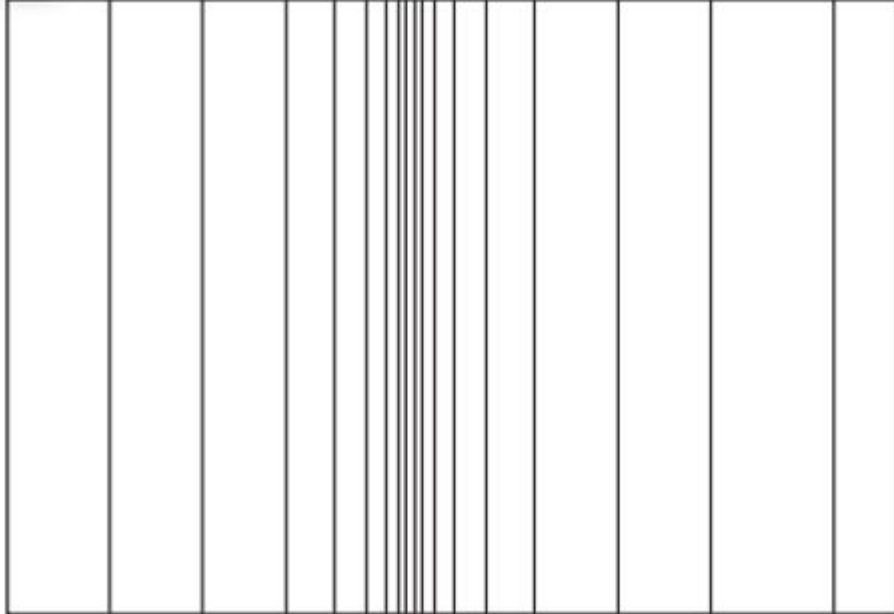


weaving





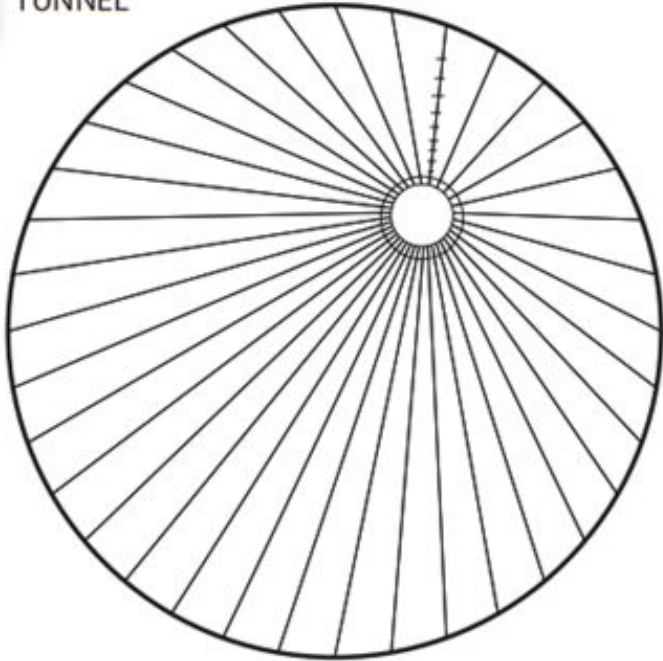
CREASE



Complete the design by adding horizontal lines/curves to the grid, as this will change the thickness of the creases. Fill in the spaces with a checkerboard pattern of coloring. Draw on this slide or set your own up. You can use a ruler or freehand.



TUNNEL



Complete the design by adding circles. Fill in the spaces with a checkerboard pattern of coloring. Draw on this slide or set your own up. You can use a compass or freehand.



Check for Understanding:

Criteria 1: Did the student follow directions?

Criteria 2: Did the student get creative, such as adding their own twist?

Criteria 3: Did the student give effort?

Criteria 4: Craftsmanship: Neat, Clean, & Complete? Skillful use of the art tools and media?

Criteria 5: Student Reflection: Choose 2 prompts below and answer in 2 complete sentences.

1. What would you change with this work if you had a chance to do this piece over again?
2. What is one part of your artwork that you want people to notice when they look at your work?
3. How does your finished artwork tell a story?
4. Did you learn new techniques or processes as part of the work for this project?
5. Did you pick a material or technique that was new or different over something that was familiar?
6. I want to know more about...
7. I'm most proud of...
8. The most challenging thing was...
9. Next time I will remember to...
10. Now I know...



Resources:

[How to Draw an Impossible Triangle](#)

[6 Optical Illusion Drawing Techniques](#)

[Op-Art. Optical illusions. Art lesson.](#)