



**Art Virtual Learning - Smith, Kroll, Manco**

# **Drawing 1**

**Unit: Op Art**

**Lesson: Practicing Techniques & Creation Day 1**

**May 5, 2020**



# Drawing 1

## Lesson: Practicing Techniques & Creation Day 1

### May 5, 2020

### **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.

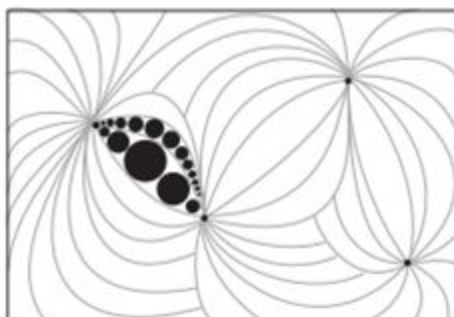
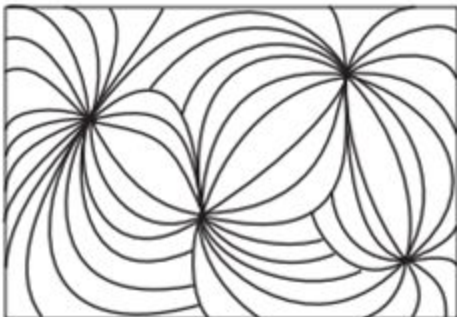
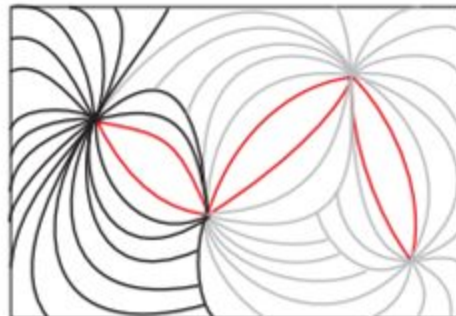
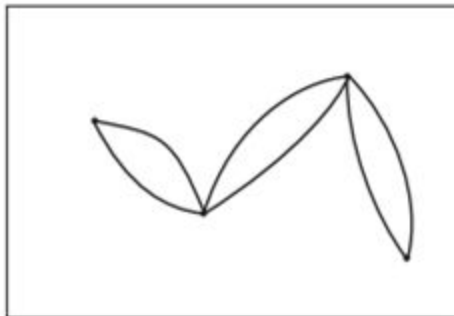


## Bell Ringer:

Refresh your memory on the techniques learned on the previous day, as you will be utilizing some today. Have the examples nearby to look at when needed. You will want to have paper, a pencil, an eraser, a ruler (any straight edge will work), and a compass for today's work.

## curve distortions

Practice on the next page



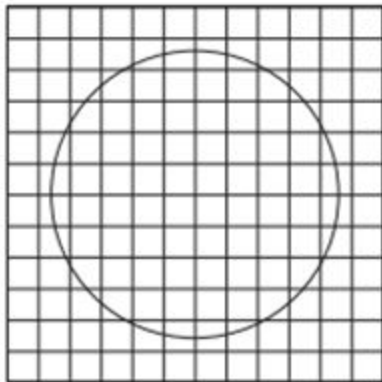
**Lesson:**

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

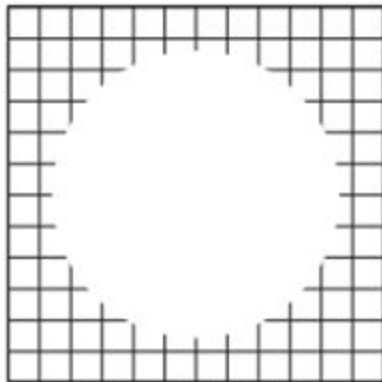


## stretching grids

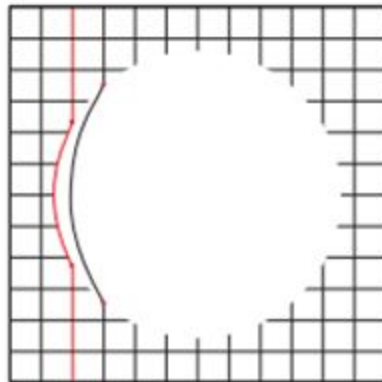
Practice on the next page



After drawing a flat grid - draw a shape, that you want to "pop" from the surface. In this case - it's a circle.



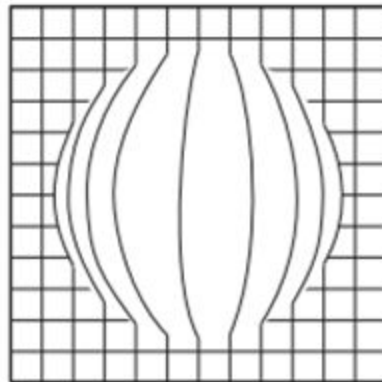
Erase the grid inside the shape.  
 Erase the outline of the shape itself.



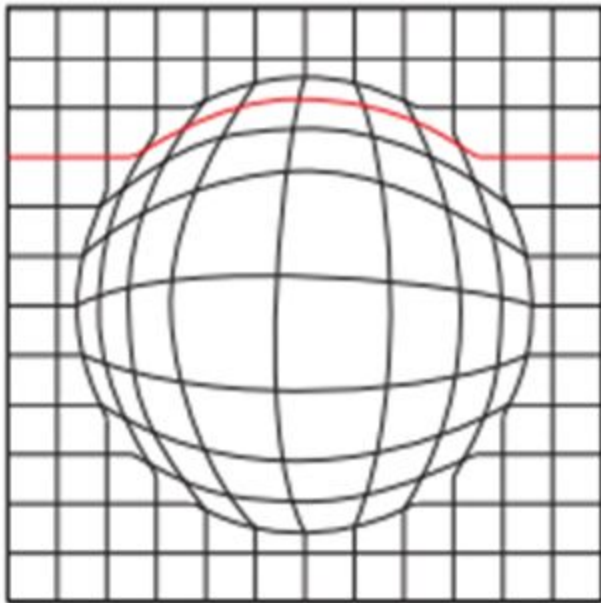
Now connect the broken vertical lines with a curve segment. Make the left segments curve to the left, the right segments - curve to the right.

**Important:**

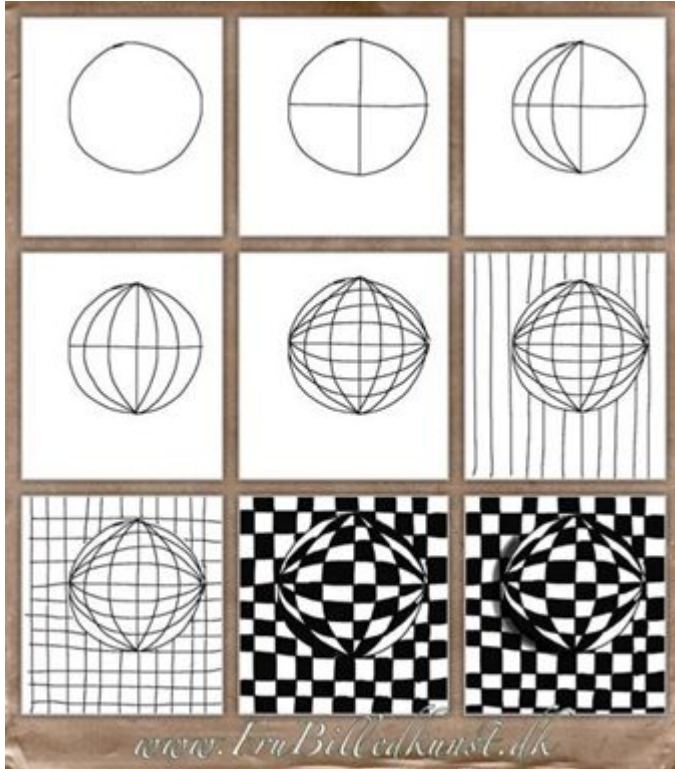
As you add a curve segment - make sure it "flows" into the SAME line. It helps to mark the start and the finish of a curve.



Complete all vertical lines.  
 Double-check that the lines are continuous.  
 Then - complete horizontal lines.



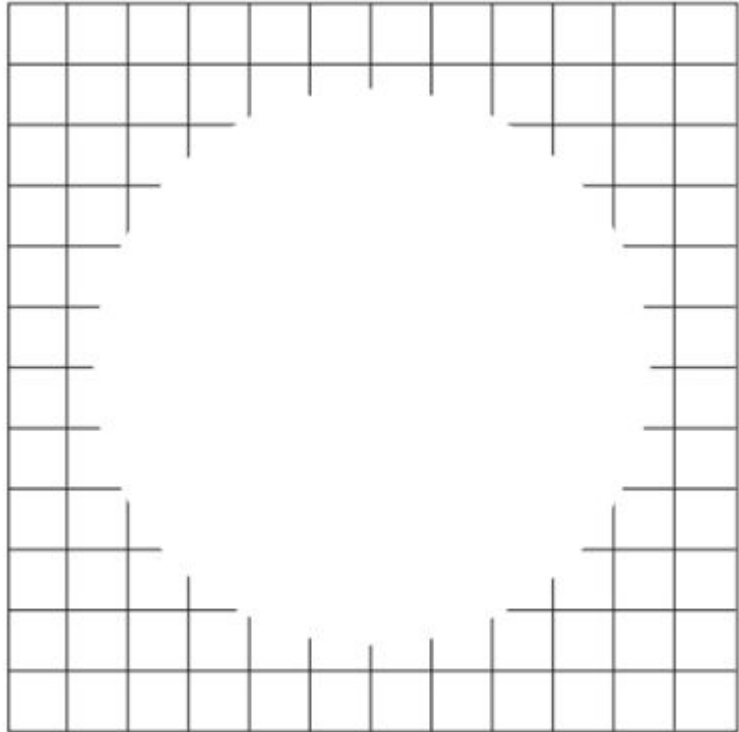
Curve upper segments upward;  
Curve the lower segments downward.



### **Example:**

This one shows another path to making a similar illusion, yet, this is more freehand rather than with a compass and ruler. Both styles are acceptable!





**Lesson:**

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

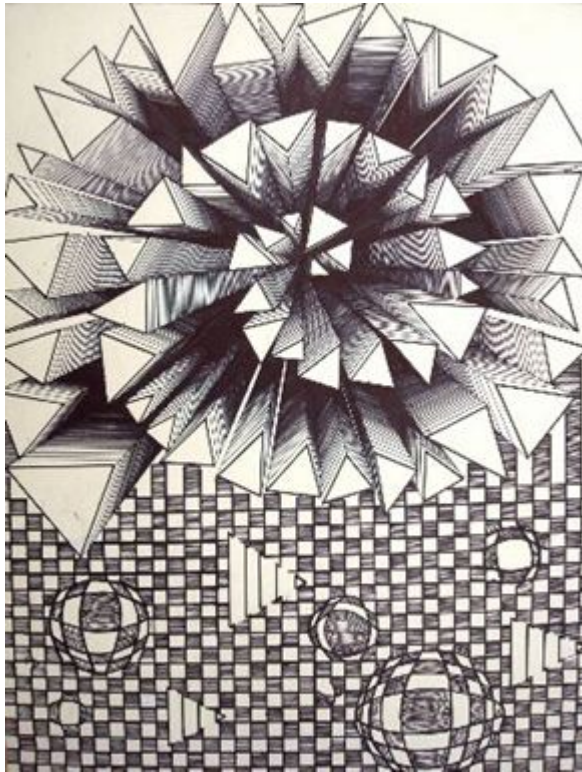
## Lesson:

- Using only patterns or basic shapes - create your OWN design with a 3-D quality or an optical illusion.
  - Make sure that you have completed all the practice styles on the other slides before this part.
- Start with sketching!
  - Create four thumbnail sketches first, it helps narrow down your design.
- Experiment with perspective; use grids, shapes, and lines to create patterns and illusions.
- Reminder: Measurement, exactness, neatness, being precise are all necessary for a successful Op Art piece.

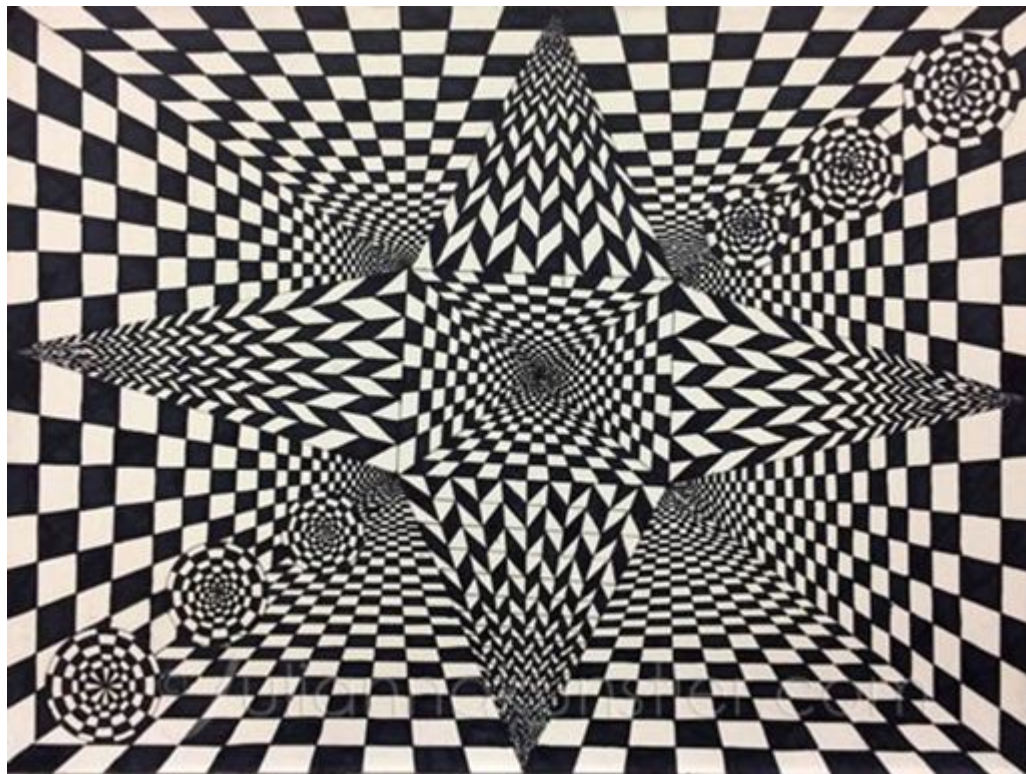
## Lesson:

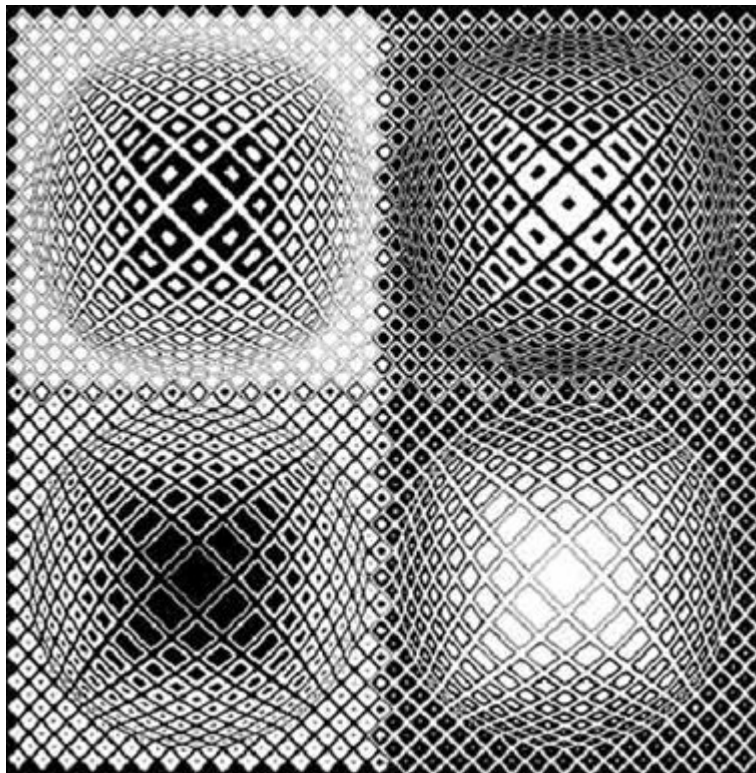
- First, start out with a grid on some of your thumbnail sketches.
- Next, throw in some of the styles you learned.
  - Add perspective to one side (or a few), then start building the illusion of a 3-D.
  - Choose the best idea for the execution. You might even want to combine a few of your ideas into the final design.
- Use the following images as examples, as they should give ideas and not to be copied.
- Reminder: It is best to use a ruler and compass, but not required.
  - This should be done on a larger scale, compared to practice/thumbnails.













## 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:

[Op Art That Pops Off the Page](#)

[Quadrant Optical Illusion Drawing](#)

[Chessboard Hole Drawing](#)

[Op Art Handout](#)