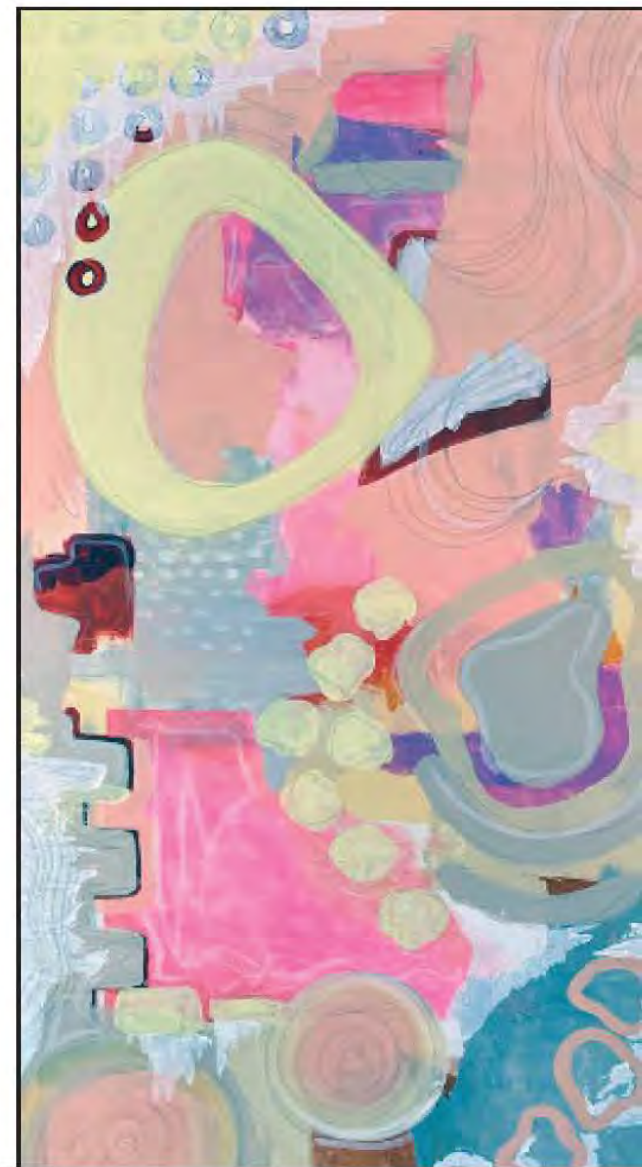


# ART PAINTING PROJECT

## LARGE SCALE ABSTRACT ART



Large Scale Abstract Acrylic  
Line, Shape, Color

NO IDEA:  
• Line, shape, color

ESSENTIAL QUESTIONS:  
• How can you think abstractly and translate that into an abstract work of art?  
• How can you emphasize either line, shape, or color?  
• While incorporating line, shape, and color, how do you create a sense of balance, unity, and rhythm?  
• What inspires can you do?

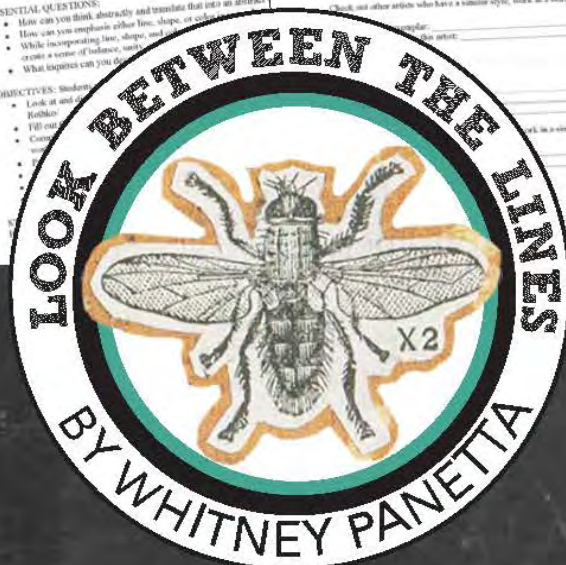
OBJECTIVES: Students will  
• Look at and analyze the work of other artists who have a similar style, work in a similar medium, or subject matter.  
• Create their own abstract work of art in a similar medium, or subject matter.

INSPIRATION

Project:  
Artist example name:  
Favorite work of art by this artist:  
Inspiration: List other artists who have a similar style, work in a similar medium, or subject matter.

NAME: \_\_\_\_\_

Category	Expectations	Possible Points	Comments	Score
Focal Point	Despite being a non-representational work of art, the piece has a strong focal point that brings the viewer into the work of art.	10		
Balance	The work of art has a balance between line, shape, and color.	10		
Unity	The work of art has a sense of unity, even if multiple elements of art are being utilized.	10		
Line, Shape, and Color	The work of art emphasizes one of these elements, but includes all three into the design.	20		
Abstraction	The work of art is abstract. It is non-representational and non-figurative.	20		



LESSON PLAN, PRESENTATION,  
ACTIVITIES, RUBRIC, MORE



# Large Scale Abstract Acrylic

## Line, Shape, Color

### BIG IDEA:

- Line, shape, color

### ESSENTIAL QUESTIONS:

- How can you think abstractly and translate that into an abstract work of art?
- How can you emphasize either line, shape, or color in your abstract work of art?
- While incorporating line, shape, and color into your work of art, how can you also create a sense of balance, unity, and a focal point?
- What inquires can you develop to help you work through this topic?

### OBJECTIVES: Students will...

- Look at and discuss artwork by Piet Mondrian, Wassily Kandinsky, and Mark Rothko.
- Fill out their artist inspiration worksheet.
- Complete their sketchbook assignment and fill out the guiding questions worksheet.
- Participate in an in-progress critique of the work of art.
- Create a work of art that reflects the topic: abstract art.
- Participate in a final critique.
- Fill out a self-evaluation form.

### STANDARDS: <http://www.nationalartsstandards.org/>

#### High School:

- ART:
  - Visual Arts/Creating: VA-Cr2.2.HS.III, Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.
  - Visual Arts/Creating: VA-Cr3.1.HS.III, Reflect on, re-engage, and evaluate relevant traditional

- Large canvases, at least 30"x48" (check Cheap Joe's Art Stuff for great canvases: <https://www.cheapjoes.com/joe-s-prime-1-1-2-profile-cotton-canvas-30-x-48-pkg-of-5.html>)
- If you are on a tight budget consider using cardboard, matboard, or canvas
- Acrylic paint
- Paint brushes
- Additional materials as needed for different ideas and methods:
  - Acrylic paint pour materials: small cups, stirrers, rubbing alcohol, (or similar to improve flow of paint).
  - Painters tape
  - Stencils

### RESOURCES:

- <https://www.youtube.com/watch?v=606396EJcjo>
- [https://en.wikipedia.org/wiki/Abstraction\\_\(art\)](https://en.wikipedia.org/wiki/Abstraction_(art))
- <https://www.art-mine.com/collectorscorner/understanding-abstract>
- [https://en.wikipedia.org/wiki/Piet\\_Mondrian](https://en.wikipedia.org/wiki/Piet_Mondrian)
- [https://en.wikipedia.org/wiki/Mark\\_Rothko](https://en.wikipedia.org/wiki/Mark_Rothko)
- <https://www.wikiart.org/en/mark-rothko/all-works#!#filterName=paintings-chronologically,resultType=masonry>
- <https://www.youtube.com/watch?v=Crxmusp0JM>
- <https://www.pinterest.com/whitneypanetta/look-mark-rothko/>
- [https://en.wikipedia.org/wiki/Wassily\\_Kandinsky](https://en.wikipedia.org/wiki/Wassily_Kandinsky)
- <https://www.cheapjoes.com/joe-s-prime-1-1-2-profile-cotton-canvas-30-x-48-pkg-of-5.html>
- <https://lookbetweenthehines.com/>

### PRODUCT:

- Inspiration worksheet (they will add to this worksheet throughout the year each project)
- Abstract work of art

### VOCABULARY:

- Contrast: art experts refer to it as the arrangement of opposite elements (light vs. dark colors, rough vs. smooth textures, large vs. small shapes, etc.) in a piece so as to create visual interest, excitement and drama. Considered a principle of design with variety.
- Line quality: Using a range of types of line to show expression, texture, movement, light, space, etc. to add interest to a drawing.
- Elements of art: The building blocks of a work of art. The visual components of color, form, line, shape, space, texture, and value.
- Principles of design: describe the ways that artists use the elements of art in a work of art. Includes: balance, emphasis, movement, proportion, repetition, pattern, rhythm, contrast, unity, and variety.
- Figure Ground: Relating to or denoting the perception of images by the distinction of objects from a background from which they appear to stand out, especially in contexts where this distinction is ambiguous. Also called occupied and unoccupied space.
- Composition: In the visual arts, composition is the placement or arrangement of visual elements in a work of art. The term composition means "putting together" and can apply to any work of art, from music to writing to photography, that is arranged using conscious thought.
- Abstract art: art that does not attempt to represent an identifiable subject.

If using this for AP Art present this with another project or two to allow students to select which topic they want to investigate. At the beginning of my AP course I present a variety of project options, allow my students to select two, then they have a month to work on them. I have them complete four works of art in this way to introduce them to the idea of inquiry in a work of art and how to document this process. This is a good way to help them refine technique and learn this process before starting their sustained investigation.

If using this lesson in and Advanced Art course, introduce this as a solo project. Going through the steps of developing questions and documenting their process will help prepare them for AP Art the following year.

### DAY 1: Introduction

- Start class by showing the Large Scale Abstract PowerPoint.
- Engage students in a discussion while you go through the slides.
  - Discuss what abstract thought means:
    - Explain the cookie example and try to come up with a few more. For example: Discussing what you are eating now is concrete thought, discussing what you might have for dinner tomorrow is abstract thought.
    - Discuss the basis of abstract art, that it is non-representative or is difficult to tell what the subject is.
    - Show the *Inside Out* YouTube clip (<https://www.youtube.com/watch?v=06CUJcOx52w>) about abstract thought.
    - Discuss how the characters were going through the stages of abstract thought as well as abstract art.
  - Discuss the process of artmaking and how this assignment is pushing them to the most complex level of artmaking. Although abstract art appears simple, it is the most complex type of artwork.
  - Discuss six basic elements that help create a successful work of abstract art. There are many more factors than this, but these are the building blocks.
  - Look at work by Piet Mondrian:
    - How did his work progress from figurative to abstract?
    - Much of his work is based in nature, is that identifiable in his work?
    - Discuss his simple, geometric, primary color paintings:
      - How do the colors play off of each other?
      - What is the focal point in these works of art?
      - How difficult is it to paint such clean, straight lines and color blocks?
      - How are the pieces unified and balanced?
  - Look at work by Wassily Kandinsky:

- Have the students point out focal points, what is unifying the work, and how the artist strikes a balance amongst the chaos.

### Look at work by Mark Rothko:

- Pull up his work on the Pinterest board (<https://www.pinterest.com/whitneypanetta/look-mark-rothko/>): Discuss his progression from portrait and figurative work to shapes that could represent figures to complete abstraction.
- Discuss the "things to consider" points: how the color interacts, how the shapes interact, how the overall size of the piece is important to the impact.
- Ask them to visualize what it would be like to stand in front of a Mark Rothko, how the color my feel like it's pulsing or envelop them.
- Pull of the *Mad Men* clip on YouTube **WARNING: Mad Men may not be an appropriate show for students. Overall, the show includes adult themes such as drugs, sex, and language. This clip includes the curse word, hell, but is the only instance of adult content in this clip. Please preview and consider if this is appropriate for your class before showing it.** (<https://www.youtube.com/watch?v=Crxmusp0JM>)
  - Discuss the various interpretations of the Mark Rothko painting as well as Bert Cooper's monetary value that he places on the piece.
  - Point out what you will be looking for when grading the works of art: line, shape, color (with an emphasis on one), balance, unity, focal point, creativity, craftsmanship, and effort.
  - Look at the process photos of one artist's work of art (artwork by Whitney Panetta). Discuss each step and at what point the students like it best.
- Pass out the inspiration worksheet. Have them check out more work by Piet Mondrian, Wassily Kandinsky, Mark Rothko, and other abstract artists.
- Pass out the sketchbook homework sheet and the guiding questions sheet.
  - Explain that part of their project grade is developing an investigation of the topic and documenting their process.
  - They need to complete the front of their worksheet and their sketches by the end of the week. The rest of the worksheet needs to be completed by the time they submit their project.
  - Along with the worksheet and completed work of art they also need to submit their sketchbook and 3 in progress images of the work of art.
- Have students complete sketches in their sketchbook, help them select the best medium for their idea, help guide their idea to best fit their portfolio.
- Have students clean up the last five minutes of class.

### DAY 2-5: Creating

- Have students get to work as soon as they arrive to class.
- Float and help as needed.

Make sure the students are going in with a plan. Help facilitate each layer as needed. If they are stuck, have impromptu critiques with their peers. Check in on which element they are focusing on and help guide them to emphasize that element.

The last few minutes of class have students clean up.

### In-progress critique

Pass out the critique talking points worksheet to help guide conversation (if needed).

- Ask who wants to talk first about their own work of art or about another student's work of art.
- Discuss strengths and weaknesses. Try to start and end on a highlight.
- Encourage the class to discuss every work of art.

Have students get to work at the end of the critique.

Allow students to clean up the last few minutes of class.

### Creating

Have students get to work as soon as they arrive to class. Float and help as needed.

Make sure students have a balanced composition, strong focal point, a sense of unity, and are emphasizing line, shape, or color.

The last few minutes of class have students clean up.

### Final Critique, Self-Evaluation, and Submission

Have students participate in a final critique. Not every work needs to be discussed. Encourage students who need help with final touches to ask questions and get feedback.

After the critique have students wrap up their projects and get them ready to submit.

Have each student fill out a 2D Design or drawing checklist worksheet.

Have each student fill out a self-evaluation sheet.

Following the two projects in a month schedule, have the in-progress critique day 8/9, final critique on day 17/18, due date on day 20. Both pieces should be submitted for both the in-progress and final critique.

# LESSON PLAN

BIG IDEA, ESSENTIAL QUESTIONS, STANDARDS, STEP-BY-STEP INSTRUCTIONS, SUPPLIES, MORE



# Abstract Art

Non-Figurative

## Abstract Thought vs. Concrete Thought

- As we grow up, our brains mature and become capable of more things
- Toddlers take this literally because they have not yet developed abstract thought.
- As adults we can remove ourselves from situations and think generally about things. This is abstract thought.

## Abstract Art vs. Figurative Art

- Figurative work looks at specific objects, people, and things
- Abstract art thinks more generally about these things, focusing on painting an eye and making it look like an eye, the focus on shapes, and colors.
- Like abstract thought, abstract art is bigger picture thinking

## The process of artmaking

- Imitation
  - Trying to build the skills and techniques to recreate something
  - Ex. a still life
  - Ex. a portrait
- Interpretation
  - Adding your own thoughts, opinions, and feelings into a work of art.

## Inside Out & Abstract Thought

### What makes an abstract painting successful or not?

- Line
- Shape
- Color
- Balance
- Unity

### Your Assignment:

- Create a large scale abstract work of art.
- You must select either line, shape, or color as the focus of your work of art.
- All three elements will be inherently included in your work of art, but one will stand out amongst the rest.
- Selecting one will give you something to focus on while creating your work of art.
- Your work of art must also include balance, unity, and a focal point.

### Line: Piet Mondrian

- Born March 31, 1872, died February 21, 1952
- Was Dutch painter who is regarded as one of the main figures in the De Stijl movement of 20th century abstract art
- He used a grid and squares of color to create his abstract art
- He was a member of the De Stijl movement
- He was a member of the De Stijl movement
- He was a member of the De Stijl movement



### Shape: Wassily Kandinsky



- Born December 16, 1879, died December 13, 1944
- Was Russian painter and art theorist
- He was a member of the Blue Rider movement
- He was a member of the Blue Rider movement
- He was a member of the Blue Rider movement



### Color: Mark Rothko



- Born September 25, 1903, died February 27, 1970
- Born in Russia, immigrated to the US in 1913
- Was born to a highly intellectual family, attended Yale on a scholarship but later dropped out
- He became interested in art while in the garment district in New York and later enrolled in Hans Hofmann's New School of Design
- He started by painting portraits, but he soon went toward his color field paintings

### Things to consider for Mark Rothko...

- Check out his work
- How do the colors play off of each other?
- Is one secondary to the other?
- Does one appear brighter?
- Are they competing with each other?
- How does the layout of the color blocks and the size impact the piece?
- Does it feel sanctified down?
- How does the overall size of the piece impact the view?
- Imagine what it would be like to stand in front of it.

### Mad Men & Mark Rothko

### The debate of aesthetics...

- This clip brings up many good points about abstract art and the value of art in general
- Things to ponder...
  - Does all art have to have a message?
  - Is art about the subject matter experience?
  - What makes art valuable? Is it the price tag put on it? Who determines that?
  - What do you want your art to communicate?

### Your Grade:

- Success of reflecting either line, shape, or color.
- Success in including balance, unity, and a focal point.
- Craftsmanship
- Creativity
- Effort
- Understanding of abstraction

### Go in with a plan...

- Complete at least three sketches in your sketchbook.
- Research abstract styles, see what inspires you. REMEMBER be inspired but do not copy.
- Work in layers. It may take many layers, experimentation, and experimentation to get to a point when you are satisfied.
- When do you know when to stop?

### Process Pictures:

- The artist's plan
  - Create a work of art that combines organic and geometric styles.
  - Include a pair of color (which will create a focal point).
  - Line will be emphasized.
  - Line will help create unity.
  - Create a balance between the geometric lines and organic paint strokes.
- The base layer makes the piece appear to focus on color but the next layer will incorporate line.



### Things to consider:

- When to stop and when to continue to add to your piece.
- If you have a vision, try to see it to the end.
- Photograph along the way just in case you take it too far and prefer an earlier stage.

# PRESENTATION



## LARGE SCALE ABSTRACT

Artist Research

Check out work by Mark Rothko here:

<https://www.pinterest.com/whitneyvpanetta/look-mark-rothko/>

For additional information, look online to find more about their process and explain their work. Refer to their work and answer the below questions.

1. What is your first impression of Rothko's work?

2. What mediums are they using?

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3. What about their work draws you to them?

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Name: \_\_\_\_\_

## LARGE SCALE ABSTRACT

FINAL CRITIQUE REFLECTION

Take time to carefully look at EVERY work of art on display. Pay attention to the variety of materials and techniques the artists used. Mentally choose a few that really stand out to you. You must choose a different work of art for every question below.

5. Which work of art best reflects abstract art? How?

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Which work of art has the most interesting mark making? How is it used?

## ABSTRACT SKETCHBOOK

DUE: \_\_\_\_\_

After learning about project guidelines for the abstract art project, consider what you want to investigate through this piece. Fill out the first page of the Guiding Questions to get you started. Complete the practice section of the worksheet in your sketchbook to be checked as your sketchbook grade. Complete the worksheet by the end of the project. Turn it in with your final piece.

### THINGS TO CONSIDER:

- Composition: Remember to consider the rules of composition (rule of thirds, golden ratio, etc.), let object run off the edge of the frame, diagonal lines create interest.
- How can you create a non-figurative work of art?
- What elements of art do you want to focus on for your work of art?
- How can you harmoniously bring together multiple elements into a balanced composition?
- Consider what you want to investigate in your work of art.

## CRITIQUE REMINDERS

Always carefully look at every work of art before starting a critique. Focus on details, composition, subject matter, medium, all the different components that come together to create the work of art. Try not to move to the interpretation stage until you have a good handle on the visual and design elements of the work of art.

### DON'T FORGET:

- Always start and end with a highlight. As you look at the artwork make mental notes of things you like.
- A critique is meant to help the artist not tear them down. Make sure your feedback is constructive. Avoid phrases like "I like it." Get specific: "I love the way the red..."

# ACTIVITIES:

ARTIST RESEARCH, CRITIQUE,  
SKETCHBOOK ASSIGNMENT

Name: \_\_\_\_\_

## 2D DESIGN CHECKLIST

Title of work: \_\_\_\_\_

Dimensions: \_\_\_\_\_

Name: \_\_\_\_\_

## LARGE SCALE ABSTRACT ACRYLIC

Category	Expectations	Possible Points	Comments	Score
	non-figurative piece has a point that brings the work of art.	10		
	has a balance of shape, and color.	10		
	has a sense of depth if multiple elements are being used.	10		

Name: \_\_\_\_\_

## DRAWING CHECKLIST

Title of work: \_\_\_\_\_

Dimensions: \_\_\_\_\_

## CRITIQUE REMINDERS

Always carefully look at every work of art before starting a critique. Focus on details, composition, subject matter, medium, all the different components that come together to create the work of art. Try not to move to the interpretation stage until you have a good handle on the visual and design elements of the work of art.

### DON'T FORGET:

- Always start and end with a highlight. As you look at the artwork make mental notes of things you like.
- A critique is meant to help the artist not tear them down. Make sure your feedback is constructive.
- Don't make general statements such as "I like it." Get specific: "I love the way the red hues play off of the blue in the shadows."
- Think to yourself, how will my feedback help the artist?
- Ask the artist if you have questions.

### TALKING POINTS:

- What stands out in the piece first?
- Is the focal point obvious?
- Is the piece well balanced?
- How are the elements of art and principles of design utilized?
- If you were to assign the piece a title of an element of art or principle of design, what would it be? (In other words, which one stands out most in the piece? Ex: Repetition)
- Does this piece better fit into a 2D Design or a Drawing portfolio?
- Is the medium well utilized?
- Does the medium fit well with the subject matter of the artwork?
- Does the work of art reflect strong technical ability?

## SELF EVALUATION

	Poor	Moderate	Good	Strong	Excellent
Medium compliments the subject matter. Technical ability is evident.	1	2	3	4	5
Inventive, imaginative, and creative.	1	2	3	4	5
Intent is clear and well portrayed through the work of art.	1	2	3	4	5
Purposeful composition, follows the rules of composition, and has a strong focal point.	1	2	3	4	5

# CRITIQUE & RUBRIC



Name: \_\_\_\_\_

## 2D DESIGN CHECKLIST

Title of work: \_\_\_\_\_

Dimensions: \_\_\_\_\_

Element or Principle associated with work: \_\_\_\_\_

Explain what ideas are visually evident through this piece:

\_\_\_\_\_  
\_\_\_\_\_

List what materials you used:

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ used to create this work of art:

Name: \_\_\_\_\_

## DRAWING CHECKLIST

Title of work: \_\_\_\_\_

Dimensions: \_\_\_\_\_

Element or Principle associated with work: \_\_\_\_\_

Explain what ideas are visually evident through this piece:

\_\_\_\_\_  
\_\_\_\_\_

List what materials you used:

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ what processes you used to create this work of art:

Name: \_\_\_\_\_

## GUIDING QUESTIONS

### DIGGING DEEPER INTO ARTMAKING

Answer the Inquiry and Investigation questions, then write your three guiding questions below.

Guiding Question 1: \_\_\_\_\_

Guiding Question 2: \_\_\_\_\_

Guiding Question 3: \_\_\_\_\_

#### 1. INQUIRY:

a. What about this topic or medium interests you?

\_\_\_\_\_  
\_\_\_\_\_

b. What do you want to learn through this process?

\_\_\_\_\_  
\_\_\_\_\_

c. What materials do you want to use?

\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

#### 3. PRACTICE:

- Complete at least three sketches in your sketchbook testing out composition, focal point, and technique.
- Test out your materials in your sketchbook.
- Work in your sketchbook until you feel confident in the direction you want to go, then start on your final piece.

#### 4. EXPERIMENTATION:

- Don't be afraid to try something new!
- Experiment in your sketchbook and on your final piece, you can always cover up or change what you don't like.
- Try adding something unexpected.

#### 5. REVISION:

- As you start working on your piece, don't be afraid to try something new.
- If something isn't working, go in a different direction.
- Consider feedback from critiques and discussions.

#### 6. COMMUNICATION:

- In discussion with peers and in critiques see if your ideas visually come across. Revise your piece as needed.
- As you work through the steps to create your work of art, consider your original guiding questions, are you answering them as you move through the process?
- As you work through your written reflection, consider if your piece was successful in visually portraying your ideas and whether or not you answered your guiding questions.

# AP FOCUSED HANDOUTS

## 2D & DRAWING PORTFOLIO CHECKLISTS, GUIDING QUESTIONS HANDOUT

Name: \_\_\_\_\_

### ORDINARY BEHAVIOR RUBRIC

Category	Expectations	Possible Points	Comments	Score
Subject Matter	The subject matter reflects a mundane, everyday, or ordinary aspect of their life. Is personal to the student.	15		
Portrayal	The subject matter is portrayed in a way that elevates it from mundane to a level of fine art.	25		
Elements & Principles	The work of art includes thoughtful use of the elements of art and the principles of design. Emphasis on value.	15		
Line Quality & Surface Quality	The work of art has interesting use of line and experimentation with mediums and surface texture.	15		
Craftsmanship	Overall the image looks neat, well cared for, and thought out.	10		
Creativity	Design is interesting, student thought outside of the box, and experimented with techniques.	10		
Effort	Student used class time well and put thought into their works of art.	10		
			<b>Grade:</b>	

### SELF EVALUATION

	Poor	Moderate	Good	Strong	Excellent
	1	2	3	4	5
	1	2	3	4	5
Well defined	1	2	3	4	5
Composition, use of space, and has a focal point.	1	2	3	4	5
Style distinct	1	2	3	4	5
Original, creative, creates a new use in the viewer, interesting to look at.	1	2	3	4	5
Evidence of investigation through inquiry, practice, experimentation, and revision. (Determine this based on evidence through writing, in progress images, and the final product.)	1	2	3	4	5

# RUBRICS

TEACHER & STUDENT SELF EVALUATION





**PROJECT EXAMPLES**