

Lesson One: Welcome to the Magic Show

Objectives

1. Students identify characteristics of trompe l'oeil images.
2. Students use value, light source, shaded areas, lit areas, highlights, and shadow in their drawings.

Arizona Visual Arts Standards

CREATE: Materials, Tools and Techniques

PO 101, 201: Demonstrate purposeful use of materials, tools and techniques in his or her own artwork.

RELATE: Artworlds

PO 104: Identify and discuss members of the local artworld community.

EVALUATE: Materials, Tools and Techniques

PO 001, 101: Describe the visual effects created by an artist's use of tools, materials and techniques in artwork.

Preparation

Preview "Tricks of Perfection" and "How did they do that?" Power Points under "Resources."

Use the internet to locate two works of art, one trompe l'oeil and one not, to use during guided practice #1 activity in this lesson.

Activities

Unit Preview: Introduce the lessons of this *Tricks of Perfection* unit by discussing its two themes. Introduce the *theme in life* (we all admire extraordinary skill) by asking students to identify people they admire who have extraordinary skills and areas in which they demonstrate those skills. For example, a famous soccer player and the team for which he or she plays; a talented musician and the type of music he or she makes; or a family member who has done something extraordinary, etc.

Introduce the *theme in art* (some artists are so skillful they can trick the eye) by showing some famous examples of artwork with which your students are likely to be familiar. Explain that many artists make art that refers to or represents something outside itself. For example, Van Gogh's paintings of sunflowers are NOT actual sunflowers, but a representation of sunflowers made on a flat surface. However, Van Gogh's sunflowers are not realistic enough to fool a viewer into believing that they are real. Some artists desire to trick the eye in a very realistic way; these artists want to make audiences believe that their painting, drawing or sculpture is actually the real object itself. Artwork that tricks the viewer into believing that it is made of something else is called *trompe l'oeil*.

Definitions and Examples: Show “Tricks of Perfection” Power Point to introduce:

- Unit themes and key questions
- Definition of trompe l’oeil
- Local, everyday examples of trompe l’oeil
- Basic ideas of what makes trompe l’oeil effective in fooling the eye
- 3-D trompe l’oeil artworks

Guided Practice #1: Ask students to describe any other examples of trompe l’oeil they may have seen.

Show students two examples of artworks you located using the internet. Ask students to identify which is trompe l’oeil and which is not. Ask students to describe characteristics of each image in order to explain their choice.

Definitions and Examples: Show “How did they do that?” Power Point to introduce:

- Vocabulary terms: shape (two dimensional), form (three dimensional), value, light source, shaded area, lit area, highlight and shadow.
- Tips to making artwork that fools the eye including using a light source to determine where the different values should go.
- Demonstration of how to use value in a crayon drawing in order to make an object look three-dimensional.

Guided Practice #2: Ask students to use the “Basic Form Drawing” Worksheet to add value to a number of basic shapes, thereby creating drawings of forms. If desired, provide students with three-dimensional solids to look at while drawing.

Transfer at TCA: Explain that when students visit *Masters of Illusion* at the Tempe Center for the Arts, they will examine the artworks to locate different three-dimensional forms. The students then will create sketches of specific areas of the artist’s work.

Extension Ideas

Use “Questor’s Questions about Realistic Art” to broaden students’ thinking about trompe l’oeil and other realistic artworks.

Show students further examples of trompe l’oeil artworks by browsing the following terms/artists’ on the internet:

Sistine Chapel
Donald Clapper
John Harberle
William Harnett
Karen Shapiro
International Guild of Realism
Photorealism
Trompe l’oeil
Ultra-Realistic Art

Ask students to create a 10-step value chart that starts with the lightest value (white) and ends with the darkest value they can create (black) using only graphite.

Ask students to experiment using crayons or colored pencils to create different values of one specific color (for example adding white or black to blue to create a 10-step value scale).

Language Arts

Ask students to make standard paper sized posters for vocabulary terms. Each poster should contain the term, its definition, and a drawn or collaged image that demonstrates the meaning of the term. Hang posters throughout the room to help students learn vocabulary terms.

Vocabulary

trompe l'oeil

shape

form

value

shaded area

lit area

highlight

shadow

light source

Assessment Checklists

Objectives:

1. Students identify characteristics of trompe l'oeil images.

Use the following criterion to assess students' participation to "How did they do that?" PowerPoint:

___ Student points to characteristics in Power Point examples.

2. Students use value, light source, shaded areas, lit areas, highlights and shadow in their drawings.

Use the following checklist to assess the "Basic Form Drawing" worksheet:

___ Student's drawing indicates light source with visible mark on paper.

___ Student's drawing includes a lit area, shaded areas, highlight and shadows.

___ Student's drawing use a wide range of values.