

Lesson Three: The Look of A Lion

“The Look of a Lion” is appropriate for elementary or secondary students. “Extreme Makeover,” another version of Lesson Three, is appropriate for older students.

Objectives

1. Students use subject matter to communicate ideas, moods or feelings.
2. Students use color to communicate ideas, moods or feelings.

Arizona Visual Arts Standards

CREATE: Elements and Principles: PO 101 and 202

Identify and use elements and principles (to organize the composition) in his or her artwork.

CREATE: Meanings or Purposes: PO 101

Select and use of subject matter, symbols and/or themes in his or her artwork.

CREATE: Meanings or Purposes: PO 201

Explain purposeful use of subject matter and/or symbols in his or her artwork.

Resources and Supplies

Roy Orbison (PDF)

“The Look of A Lion” PowerPoint Presentation

Copies of “Lion 1” and “Lion 2” images for students to trace or draw on directly (Print out pdfs and photocopy as needed.)

Four large signs lettered: Scary, Serious, Silly and Sad

Colored pencils or crayons

Paper for tracing (light weight paper or tracing paper)

“Look of a Lion Label” for each student

Activities

Review: Return students’ “Exploring Roy Oribson’s Public Image at the Tempe Center for the Arts” worksheet. Share discoveries about how subject matter details and color choices helped reinforce Orbison’s persona.

Assignment: Ask each student to select a photograph tracing (“Lion 1” or “Lion 2”) or to draw their own lion. Ask them to transform the image to communicate a specific feeling (scary, serious, silly or sad). They should add, adjust or remove subject matter details (pose, facial expression, hairstyle, jewelry, accessories, props or background). In addition they should select colors to create an expressive persona.

Technical Demonstration: Show students how to use crayons or colored pencils
with controlled pressure,
to create edges without outlines and
to mix colors by layering.

In Process Feedback: Ask pairs of students to show each other their in-process drawings and point out alterations in subject matter details and color choices. Match students who are altering a different Lion image and attempting to communicate a different feeling.

Completion and Exhibition: When their drawings are complete, ask students to complete “Look of a Lion Label.”

Place large signs (“Scary,” “Serious,” “Silly” and “Sad”) in a classroom location where there is room for a small group of students to stand and be seen by the rest of the class.

Ask a small group of students to come forward to display their drawings. They should also bring their “Look of a Lion Label” folded down so their writing is not visible.

Ask the remaining students to discuss, explain and negotiate the placement of each student’s drawing near the “Scary,” “Serious,” “Silly” and “Sad” sign. Then ask each student to open and read their “Look of a Lion Label.” If the class and designer do not agree on the persona expressed by the drawing, discuss possible ways the assigned feeling might be more strongly expressed through the selection of subject matter or color/s.

Repeat until all students have displayed and read their labels.

Assessment Guides

1. Objective: Students use subject matter to communicate ideas, moods or feelings.

Exceeds Expectations

Drawing uses subject matter (adds, adjusts or removes subject matter details) effectively to communicate the assigned persona. The label accurately and in detail explains how subject matter helps communicate the assigned persona.

Meets Expectations

Drawing uses subject matter (adds, adjusts or removes subject matter details) that relates to the assigned persona. The label explains how subject matter helps communicate the assigned persona.

Approaches Expectations

Drawing adds, adjusts or removes subject matter details and is accompanied with a label that identifies the additions, adjustments or removals.

Fails to Meet Expectations

No subject matter in the drawing is added, adjusted or removed or is not accompanied with a label.

2. Objective: Students use color to communicate ideas, moods or feelings.

Exceeds Expectations

Drawing is fully colored and uses color effectively to communicate the assigned persona. The label accurately and in detail explains how color helps communicate the assigned persona.

Meets Expectations

Drawing is fully colored and uses color that relates to the assigned persona. The label explains how color helps communicate the assigned persona.

Approaches Expectations

Drawing is fully colored and is accompanied with a label that identifies the colors selected.

Fails to Meet Expectations

The drawing is not fully colored or is not accompanied with a label.