

Lesson Three: Extreme Makeover

“Extreme Makeover” is appropriate for secondary students. “The Look of a Lion,” another version of Lesson Three, is appropriate for elementary or 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 201 and 301

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

CREATE: Meanings or Purposes: PO 201 and 301

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

Resources and Supplies

Roy Orbison (PDF)

“Extreme Makeover” PowerPoint Presentation

Copies of “Patsy Cline,” “Ritchie Valens,” “Harry Belafonte,” “Joan Baez,” “Hank Williams” and “Aretha Franklin” images for students to trace or drawn directly upon (Print out pdfs and photocopy as needed.)

Colored pencils

Paper for tracing (light weight paper or tracing paper)

“Extreme Makeover Label” for each student

Activities

Review: Return students’ “Exploring Roy Orbison’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 tracing of a publicity photograph designed to project the persona of a singer of Roy Orbison’s era (Patsy Cline, Hank Williams, Ritchie Valens, Joan Baez, Aretha Franklin or Harry Belafonte). Ask them to transform the image to increase its impact on young people today. 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 effective updated persona.

Technical Demonstration: Demonstrate how to use 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 drawing and point out alterations in subject matter details and color choices. Match students who are making over the persona of different entertainers.

Completion and Exhibition: When their drawings are complete, ask students to complete “Extreme Makeover Label.”

Ask all designers of makeovers for one entertainer to come forward and display their drawings. They should also bring their “Extreme Makeover Label” folded down so their writing is not visible.

Lead a group assessment guided by the following questions:

1. What subject matter details did the student add, adjust or remove?
2. How do these alterations in subject matter details affect the feelings, mood or ideas projected by the image?
3. What colors did the student choose?
4. How do these colors affect the feelings, mood or ideas projected by the image?

After each image is discussed, ask the designer to open and read their “Extreme Makeover 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.

Alternative Studio Ideas

PhotoShop assignment in which students alter subject matter details and colors to transform the person of a contemporary politician, entertainer or athlete

Self Portrait assignment focused on subject matter and color

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 transform the idea, mood or feeling on the image. The label accurately and in detail explains how subject matter helps communicate the idea, mood or feeling.

Meets Expectations

Drawing uses subject matter (adds, adjusts, or removes subject matter details) that alters the idea, mood or feeling on the image. The label explains how subject matter helps communicate the idea, mood or feeling.

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 uses color effectively to communicate a feeling, mood or idea. The label accurately and in detail explains how color helps communicate the feeling, mood or idea.

Meets Expectations

Drawing uses color that relates to a feeling, mood or idea. The label explains how color helps communicate a feeling, mood or idea.

Approaches Expectations

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

Fails to Meet Expectations

The drawing is incomplete or is not accompanied with a label.