



Lesson: Scribble, Scribble, Scribble!

Artform: Visual Art

Skill Level: Low

Teaching Artist: Raymond Jimenez

LEARNING OBJECTIVES

Introducing nonrepresentative artwork, teaching students to create and respond without the need for imagery.

BACKGROUND INFORMATION AND RESOURCES

Students often create art under the premise that recognizable imagery is successful, and anything else is a failure. This can discourage creativity by establishing the mindset that only readily identifiable things are worth creating, and anything else is a waste of time.

This lesson is to encourage the idea of “art for art’s sake”. We will encourage students to enjoy the immediacy of color, line, and form, without the need or directive of making recognizable imagery.

MATERIALS

- Markers/Crayons/Colored Pencils
- Paper
- Newspaper, tarp, to keep the drawing area clean
- Optional—something to play music

ACTIVITIES

Our brains are weird things. They want to make sense of the world, so they look for patterns in everything. If you look at the clouds, you might see the shape of a dog, even though there isn’t a dog in the sky. Look at the stars and you might see the shape of a bird, even though there is no bird. Look at a car, you might think the headlights are eyes and the grill is a mouth.

Your brain wants to make things orderly, so it finds order even in the most chaotic of systems. In this lesson, we’re going to resist this urge to find the recognizable or familiar and focus on the act of sheer creation.

1. Show the example by Kandinsky. While the students are looking at the image, ask the following questions:
 - a. What do you see in this painting?
 - b. How many colors can you see?
 - c. Are there lines? What kind? How many different lines can you see?
 - d. How does this painting make you feel?
 - e. What mood do you think the painter was in?
 - f. What do you think this painting is about?
 - g. Does art have to look like anything to be art?

2. Tell the students that this is an example of nonrepresentational art, which is a way of saying that there are no recognizable images or symbols, only paint and emotion.
3. Ask the students what colors they associate with happiness, or anger, or laughter, or sadness. What kind of line is an excited line? What about a bored line, or a line that's in love?
4. Provide the students with a sheet of paper and writing utensil, let them know they are going to create their own piece of artwork, like the painting.
5. Have the students close their eyes and scribble on the paper for 3 minutes
 - a. You may want to spread a newspaper, tarp, or something similar so they don't worry about marks going off the page
 - b. Optional—play music to during this time, ask them to respond to the music with their lines
 - c. Have them continuously scribble during this period, they can shake and move about but keep it up until the time runs out
6. Tell them to open their eyes and look at how many different shapes they've made.
7. Have the students color in the different shapes and forms they've created
 - a. Challenge them to use multiple colors
 - b. Challenge them to not use the same colors next to each other
 - c. Tell them to think about what colors they feel like using right now and why.
 - d. Challenge them to fill the entire paper with color, just like the painting
 - e. Optional—play different types of music while they make color choices and ask them to respond to the music.
8. When finished, ask them the following
 - a. Have you looked for recognizable shapes in clouds? Do you do the same things in drawings and artwork?
 - b. Is it easier, harder, or the same, trying to make something that has no imagery or recognizable shapes?
 - c. Does art have rules? Is it okay to break the rules when making art?

ACCOMMODATIONS FOR INCLUDING ALL CHILDREN

Larger markers/crayons may be necessary for students who struggle with fine motor skills



Art of Kandinsky – What do you see in the work?

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