

<b>Title</b>	Magritte Mixed Media
<b>Summary</b>	Students will learn about surrealism, juxtaposition and distortion through observing and emulating the paintings of Rene Magritte. Each student will cut out an element in a magazine page, like a single object or a collection of adjacent items. Then they will create a surreal picture by illustrating a strange or unexpected scene for the object to be glued into. The scene can make the object seem larger or smaller than in real life, the scene can make the object look as though it serves a different purpose or has special properties.
<b>Grade/Level</b>	Visual Arts High School Art 1
<b>Time Frame</b>	Six 45-minute classes
<b>Standards</b>	<p><i>Massachusetts Curriculum Frameworks</i></p> <ul style="list-style-type: none"> <li>• 2.11 For space and composition, create unified 2D and 3D compositions that demonstrate an understanding of balance, repetition, rhythm, scale, proportion, unity, harmony, and emphasis. Create 2D compositions that give the illusion of 3D space and volume</li> <li>• 4.5 Demonstrate the ability to describe preliminary concepts verbally; to visualize concepts in clear schematic layouts; and to organize and complete projects</li> <li>• 5.6 Demonstrate the ability to describe the kinds of imagery used to represent subject matter and ideas, for example, literal representation, simplification, abstraction, or symbolism</li> </ul>
<b>Overarching Goal SMART</b>	Students will learn about the Surrealist art movement and apply the concept of juxtaposition to their mixed media drawing.
<b>Understandings and Lesson Objectives</b>	<ul style="list-style-type: none"> <li>• 2.11 Students will delve into representing realistic space and creating harmonious composition by placing their chosen magazine image into an environment of their own design they have created to compliment and juxtapose the original image.</li> <li>• 4.5 Students will plan and sketch their ideas for the surrealist</li> </ul>

	<p>mixed media illustration.</p> <ul style="list-style-type: none"> <li>5.6 Students will learn, discuss, implement and respond to surreal imagery used to visually represent ideas of dreams, imagination, ambiguous interpretation, and humor.</li> </ul>
<b>Essential Questions</b>	What is surreal?
<b>Unit (Guiding) Questions</b>	<ol style="list-style-type: none"> <li>1. How can one reinterpret simple items in the everyday world into something fantastical?</li> <li>2. How can one create an imaginative world where rules do not apply quite as they do in our world?</li> <li>3. How can one make an everyday object entirely transformed by a new context?</li> <li>4. How does a setting determine a narrative?</li> <li>5. Can surrealism be used today as commentary, entertainment, satire etc?</li> </ol>
<b>Knowledge and Skills</b>	<p>Collage Drawing Sketching Brainstorming Foreground, Mid-ground, Background and Depth.</p>
<b>Performance Task/ Activity</b>	Students will create a surreal image which juxtaposes a magazine cutout image with a drawn background.
<b>Motivation</b>	<p>Class discussion Part 1</p> <ul style="list-style-type: none"> <li>I have four words that we will need to know in order to enjoy and learn about a certain painter's works today, and for us to make our own works later <ul style="list-style-type: none"> <li>"What is the definition of 'surreal'? <ul style="list-style-type: none"> <li>It literally means above-real, or beyond our reality</li> </ul> </li> <li>'Context'? <ul style="list-style-type: none"> <li>surroundings, environment, what something is a part of or about</li> </ul> </li> <li>'Juxtaposition'? <ul style="list-style-type: none"> <li>when things are put side-by-side or in the same area to show how they are similar and different</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Class Discussion Part 2</li> <li>• Teacher will now show Works by Rene Magritte to the class and start the circulation of the picture book around the tables for students to flip through quickly</li> <li>• Explain that Magritte was a late 19<sup>th</sup> century French surrealist who was very famous for his style of mostly realistic imagery with one or two very minor twists to reality</li> <li>• Discussion of “La Clairvoyance”, “Son of Man”, “The Listening Room” “Time Transfixed” “Empire of Light” etc. <ul style="list-style-type: none"> <li>◦ “Try to use some of those words we learned and make sense of what’s funny or weird about the images”</li> </ul> </li> <li>• Introduction of Project</li> <li>• Teacher will show example works and explain the project</li> </ul>
<b>Assessment/ Rubrics</b>	<p>Summative Assessment: Rubric</p> <p>Formative Assessments:</p> <ol style="list-style-type: none"> <li>1. Verbal check ins with individual students as they work</li> <li>2. Questions of understanding and VTS during instruction</li> </ol>
<b>Instructional Approaches</b>	<ol style="list-style-type: none"> <li>1. Art History: The teacher will introduce example of works from the art historical movement of Surrealism, and have students discuss what makes something surreal and how they can create their own surreal works.</li> <li>2. Choice-Based: The teacher will give students the concepts and skills they need to work within the prompt of surreal collage, but will allow students to choose what imagery and concepts they wish to explore.</li> </ol>
<b>Sequence of Activities</b>	<p>Day 1:</p> <ul style="list-style-type: none"> <li>• Presentation and discussion</li> <li>• Sketching</li> </ul> <p>Days 2-4:</p> <ul style="list-style-type: none"> <li>• Sketching</li> </ul> <p>Days 5-6:</p> <ul style="list-style-type: none"> <li>• Best sketch onto final paper with taped down object</li> </ul> <p>Day 7-10:</p> <ul style="list-style-type: none"> <li>• Drawing with colored pencils</li> </ul> <p>Days 11-12:</p> <ul style="list-style-type: none"> <li>• Gluing down object</li> <li>• Class critique and reflection questions</li> </ul>
<b>Resources</b>	<ol style="list-style-type: none"> <li>1. Soby, J. T. (1965). <i>René Magritte</i>. New York, NY: Doubleday.</li> <li>2. Venezia, M. (2003). <i>René Magritte</i> (Getting to Know the Worlds Greatest Artists). Danbury, CT: Childrens Press.</li> </ol>

	3. Rene Magritte's Paintings. (2009). Retrieved March 24, 2017, from <a href="http://www.renemagritte.org/rene-magritte-paintings.jsp">http://www.renemagritte.org/rene-magritte-paintings.jsp</a>
<b>Materials</b>	<ol style="list-style-type: none"> <li>1. Colored pencils in cups at each table</li> <li>2. One 9"x12" piece of cardstock white paper for each student at their table</li> <li>3. Magazines at the front table</li> <li>4. Sketching paper</li> <li>5. Pencils</li> <li>6. Scissors</li> <li>7. Glue sticks</li> <li>8. Plastic baggies</li> <li>9. Masking tape</li> </ol>
<b>Key Words / Vocabulary</b>	<ul style="list-style-type: none"> <li>• Surrealism</li> <li>• Juxtaposition</li> <li>• Context</li> <li>• Foreground</li> <li>• Midground</li> <li>• Background</li> <li>• Depth</li> </ul>
<b>Appendices</b>	<ol style="list-style-type: none"> <li>1. Surreal Collage Slideshow</li> <li>2. Exemplar pieces</li> <li>3. Packet with thumbnail sketch pages, reflection questions, and the rubric.</li> </ol>



# Art 1 Week 2 Learning at Home

Objectives:

1. Describe the basic philosophies behind surrealism
2. Analyze one work by Rene Magritte for its surrealist qualities
3. Daily Sketchbook: Draw a round object using value to create the illusion of 3D space

# Activity 1: Watch the following video and respond to the questions on the next slide

*\*\* warning...at about 7:26 into the video they show a segment of a surrealist film that is a little disturbing. Mrs. McFee gets queasy watching it, hopefully you will not!*



What major historical event incited the surrealist movement? Why?

Type Here

How did Sigmund Freud inspire the Surrealists?

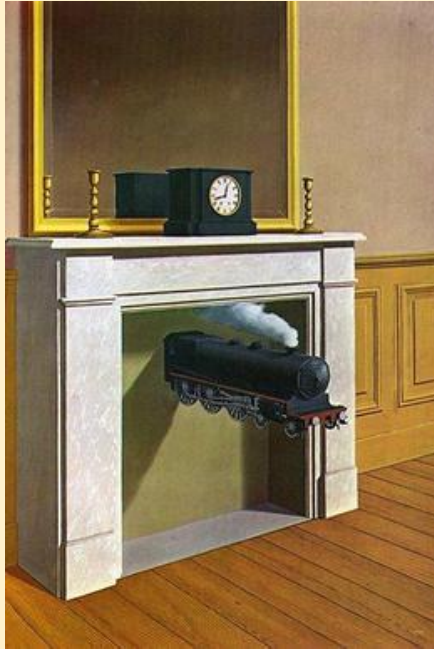
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What ideas did Salvador Dali embrace in his works? Why?

Type Here



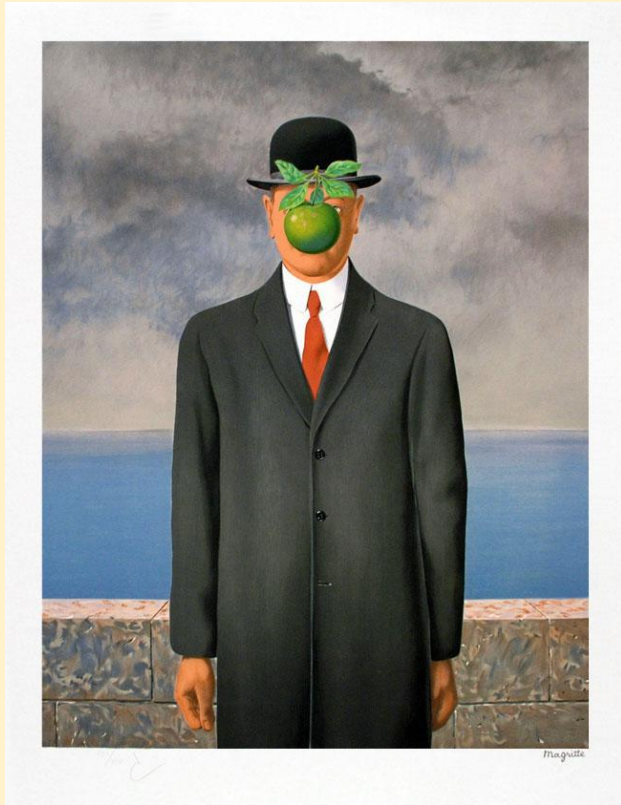
Activity 2: Choose one of the following works by surrealist Rene Magritte to analyze.



Time Transfixed, 1938



Empire of Light, 1950-1954



Son of Man, 1964



La Clairvoyance, 1936



The Lovers, 1928



Golconda, 1953



Watch this video on album cover designer Storm Thorgerson



What makes the Magritte piece you chose surreal? What could it mean? How does it relate to what Storm Thorgerson creates in his album covers?

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## Activity 3: Daily Sketchbook

After watching the demo on the next slide, draw either a spherical object (egg, stress ball, ping-pong ball) or cylindrical object (toilet paper roll, paper towel roll, etc) using values of white, grey, and black to create the illusion of 3D space

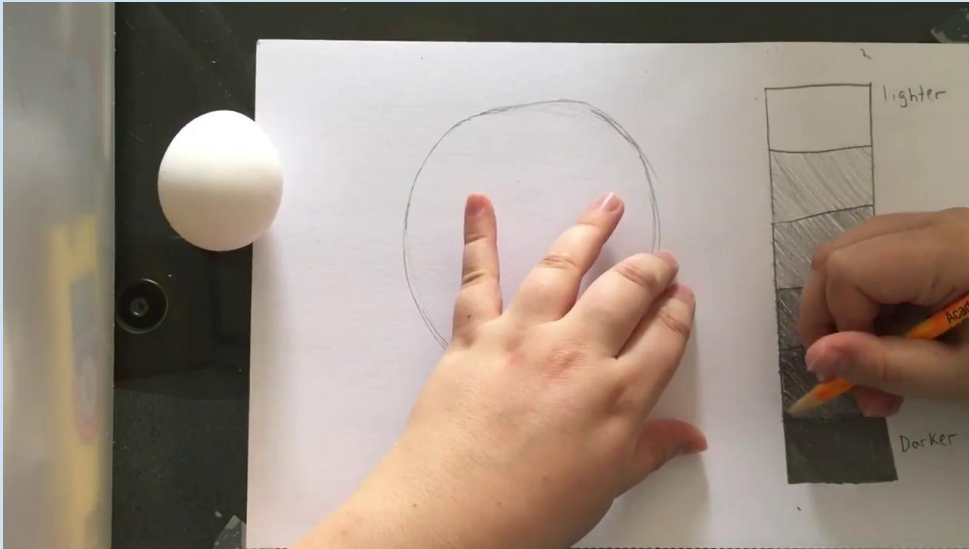
# Value Drawing Demos:

## Sphere

[https://youtu.be/BaNshb\\_uCOM](https://youtu.be/BaNshb_uCOM)

## Cylinder

<https://www.youtube.com/watch?v=FBIJWOIEXJE&t=15s>



Upload a picture of your value scale and shaded object here:



# Bonus activity:

Check this out from the Dali museum.

They turned this painting into a **360 degree experience**

Click on this link

[Archeological  
Reminiscence of  
Millet's Angelus,  
1933-1935](#)



Note: **The Dali-Inspired Subconscious** surrealism activity option was created by the other student teacher in the department and is not my own. The Magritte lesson is continued through this collaborative online learning as **the Magritte-Inspired Juxtaposition** surrealism activity.

# Art 1 Week 3 Learning From Home

Objectives:

1. Define key vocabulary that relates to the surrealist movement
2. Choose ONE of the following Surrealism art assignments that demonstrate visualizing space (foreground, middleground, background):
  - a. A Dali-inspired Subconscious Art
  - OR
  - b. A Magritte-inspired Juxtaposition Art.Brainstorm, gather materials, and sketch ideas for your piece.
3. Daily Sketchbook: Engage in the surrealist practice of Automatic Drawing to inspire your own unique surreal imagery.

# Objective 1: Surrealism Review

Define these terms for the unit so you can apply the concepts into your project

Surrealism:

Type here

Juxtaposition:

Type here

Subconscious:

Type here

Automatism:

Type here

## Objective 2: Choosing One Surrealism Art Prompt: “Subconscious”

### Salvador Dali-Inspired Art Assignment: Imagination and Creativity

The paintings made by Salvador Dalí were abstract, bizarre and imaginative. In order to achieve this style in your own art, you have to unlock your imagination and think outside the box. You can use your dreams as an inspiration as well. Creativity is all about originality. The subconscious means the part of the mind of which one is not fully aware but which influences one's actions and feelings. You need to keep an open mind to access it.



## Objective 2: Choosing One Surrealism Art Prompt: “Subconscious”

### Salvador Dali-Inspired Art Assignment: Imagination and Creativity

For this option, you can cut up pictures from recyclable materials and place them together or you can draw the contents. This should have a foreground, middleground and background. Try to unlock your subconscious and create a dreamlike scene. Things should be placed in a way that they could never exist in reality. The wackier the better; Salvador Dali always made bizarre and unique creations. Using your subconscious mind means keeping the work flowing, keep adding to your piece. Keep an open mind and don't have a set plan, create something unique and unexpected.



# ***Video Demo for Dali Inspired Art***

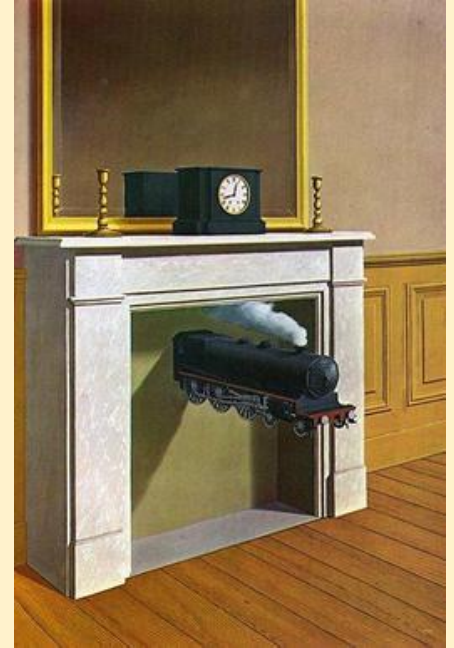
<https://www.youtube.com/watch?v=FBceLGwXAJc>



# Objective 2: Choosing One Surrealism Art Prompt: Juxtaposition Magritte-Inspired Art Assignment



Unlike many surrealists, René Magritte chose to only include *one* surreal element in each of his works. *Son of Man* is an everyday portrait of a man in a bowler hat, with only one surreal floating apple disrupting the otherwise normal scene. *Time Transfixed* has an ordinary fireplace, but the train in that context creates an eerie image. This is because he used [Juxtaposition](#), or the putting together of things in unusual ways to draw attention to differences.



## Objective 2: Choosing One Surrealism Art Prompt: Juxtaposition Magritte-Inspired Art Assignment

For this option, you will create a surreal image by cutting out an ordinary object from a magazine and pasting it into your own drawing of a new context to create a surreal scene. Your magazine subject image and drawn context should **juxtapose** one another, just like Magritte's apple in front of the man's face, or the train coming out of the fireplace.

**Note:** You may draw both the main subject and the context if you so choose.



Exemplar



# Juxtaposition: Magritte-Inspired Art Assignment Demo



# Objective 2: Goals for BOTH assignment options

Your composition will include:

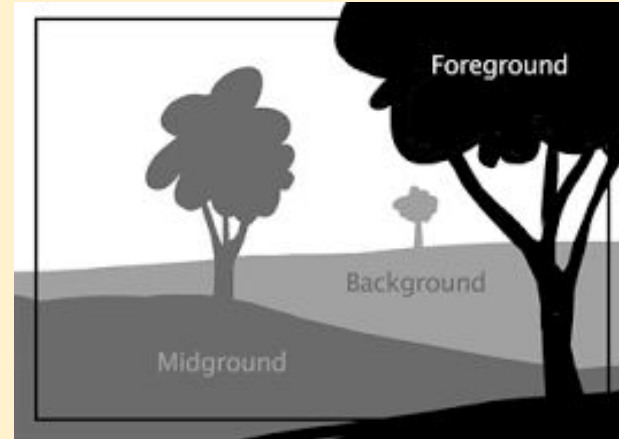
**Foreground**: The front area in a landscape image “closest” to the viewer

**Midground**: The area in a landscape image between the Foreground and the Background

**Background**: the back area in a landscape image “farthest” from the viewer

**Scale**: Scale refers to the size of an object (a whole) in relationship to another object (another whole).

Including all of these will help you create **Depth**, or the illusion of 3D space on a 2D surface



## Objective 2: Brainstorming, Gathering Materials, Sketching

- On the next slide, brainstorm 3 ideas for the surreal piece prompt of your choosing (either Dalí or Magritte inspired)
- Gather materials for each
- Explain how each would be surreal

- Idea #1:
- What materials will you use?
- How will your piece be surreal?

- Idea #2:
- What materials will you use?
- How will your piece be surreal?

- Idea #3:
- What materials will you use?
- How will your piece be surreal?

### Objective 3: Art Prompt: “Subconscious”

#### Salvador Dali-Inspired Art Assignment: Imagination and Creativity

This is an activity that can unlock your subconscious mind by creating an automatic drawing. This is a unique process where you continuously move your drawing utensil without intention. Focus on keeping the movement flowing, and then eventually you might see something begin to form. Once you see a shape or figure you want to continue, you can add more and more. Finally you will have a drawing that displays something you had to reach into your subconscious to create.



# *Video Demo of Automatic Drawing*

<https://www.youtube.com/watch?v=IjS-Knejm4s>

# Art 1 Week 4 Learning From Home

## Objectives:

- Demonstrate key concepts of surrealism
- Create a balanced composition
- Demonstrate visualization of space; foreground, middleground, background
- Reflect on completed surreal designs

# Review

Dali Surrealism- Bizarre, dreamlike, unlocked imagination and unconscious thoughts



Magritte Surrealism- Juxtaposition of objects, unrealistic proportions, emphasis and fantasy



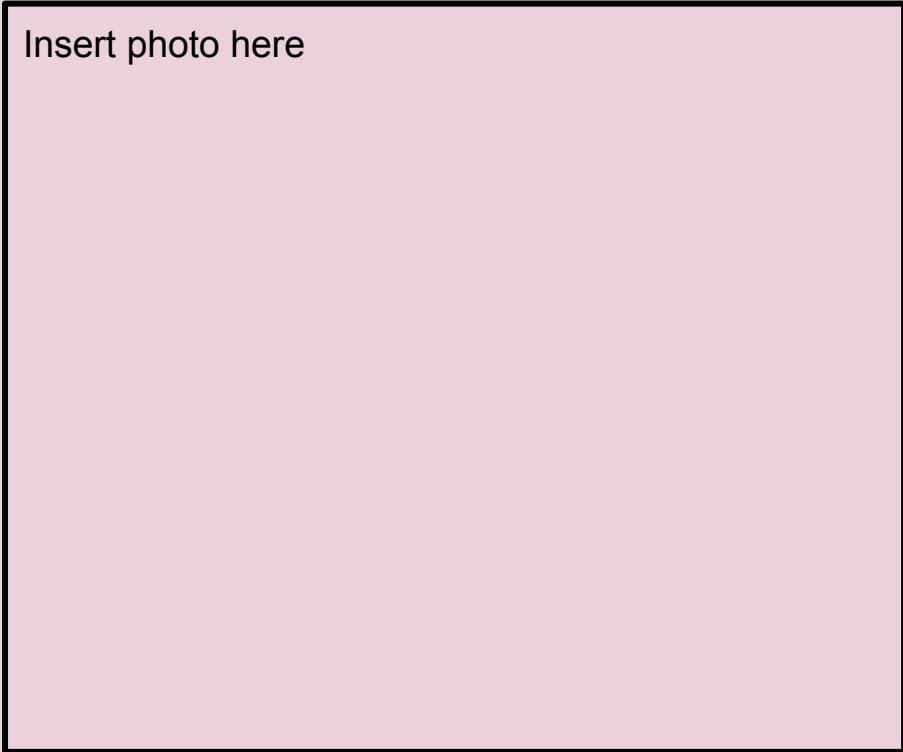


# Activity 1: In Progress Surrealist Artwork

Upload a progress photo of your project. Reminder:

- It should show your understanding of **depth** through the use of **foreground**, **midground**, and **background**.
- Is it surreal enough?
- Should you be adding images/drawings to your composition to make it more dreamlike or bizarre?

Insert photo here



# Activity 2: Resolve Surrealist Artwork

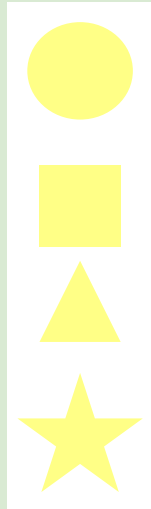
Upload a photo of your finished project. Then answer the reflection questions on the following slide. Your piece must show depth through the use of foreground, midground, and background. Move the shapes to indicate where each is in your image.

Place the circle in the foreground

Place the square in the mid ground

Place the triangle in the background

Place the star on the major focal area of your composition



Insert photo here

# Activity 3: Respond to these Reflection Questions:

How is your artwork surreal? Is there juxtaposition of elements? Explain

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What do you think was successful about your design, does it demonstrate unity/harmony with the elements and principles working together? How? (refer to the **elements** and **principles handouts in the Google Classroom**)

What type of balance did you use? (radial, symmetrical / formal, asymmetrical / informal)

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How could you improve your design? Does it seem fully resolved, or is there an area of the piece that needs something added, altered, or removed in order to improve the overall composition?

Type Here

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

Art One: \_\_\_\_\_

	Master	Skilled	Apprentice	Beginner
2.11 Students will delve into representing realistic space and creating a harmonious composition by placing their chosen magazine image into an environment of their own design they have created to compliment and juxtapose the original image.	-Student creates a composition with a distinct foreground, midground, and background as spatial context for the magazine cutout object. -Student draws objects that are farther away in the illusory space as smaller to show depth	-Student creates a composition with a foreground and background as spatial context for the magazine cutout object.	-Student creates a composition with some other items as spatial context for the magazine cutout object.	-Student does not create a composition with a spatial context for the magazine cutout object.
4.5 Students will plan and sketch their ideas for the surrealist mixed media illustration.	-Student sketches all 8 thumbnails in preparation for their final piece -Student will experiment with multiple magazine cutout objects	-Student sketches more than 4 thumbnails in preparation for their final piece	-Student sketches 1-4 thumbnails in preparation for their final piece	-Student does not sketch any thumbnails in preparation for their final piece
5.6 Students will learn, discuss, implement and respond to surreal imagery used to visually represent ideas of dreams, imagination, ambiguous interpretation, and humor.	Student responds thoroughly in complete sentences to the reflection questions on surrealism and their own work.	Student responds in complete sentences to the reflection sheet on surrealism and their own work.	Student responds in incomplete sentences to the reflection questions on surrealism and their own work.	Student does not respond to any reflection questions.

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

Art One: \_\_\_\_\_

Using complete sentences:

How did you use juxtaposition and context to create a surreal image?

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How does your image create the illusion of depth?

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How could you improve your work going forward?

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