

# Nasco ARTWORKS

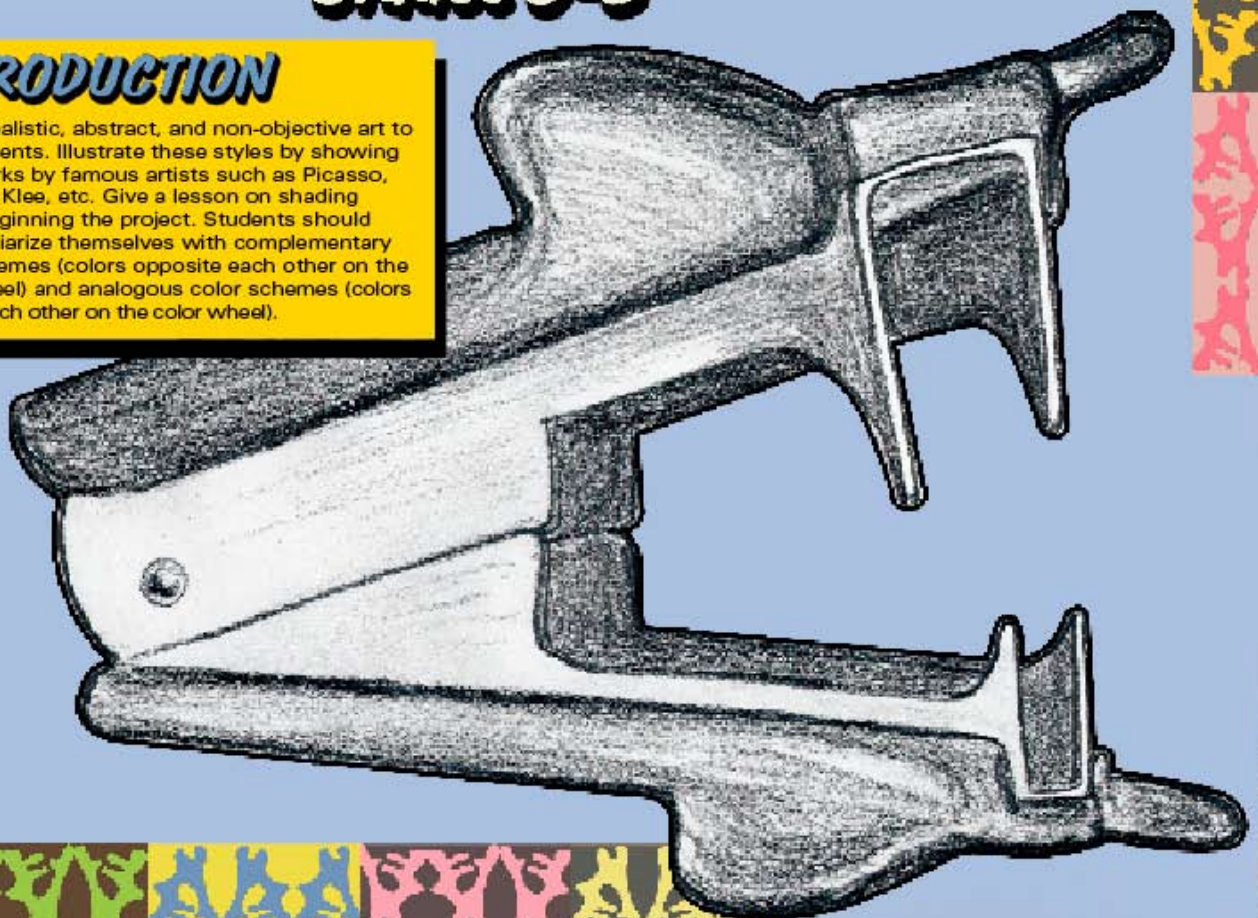
*Developed by Wendy Bowes, New Jersey*

## **REALISTIC, ABSTRACT, AND NON-OBJECTIVE DRAWING**

**Grades 6-8**

### **INTRODUCTION**

Explain realistic, abstract, and non-objective art to your students. Illustrate these styles by showing them works by famous artists such as Picasso, Cézanne, Klee, etc. Give a lesson on shading before beginning the project. Students should also familiarize themselves with complementary color schemes (colors opposite each other on the color wheel) and analogous color schemes (colors next to each other on the color wheel).





# OBJECTIVES

Students will...

- Be able to define and understand the following terms:
  - \* **Realistic:** To view or represent things as they really are.
  - \* **Abstract:** To take away or remove parts from the whole so as to change the form, thus making it less recognizable.
  - \* **Non-Objective:** To alter the shape so it no longer looks like the original object.
  - \* **Negative Space:** The space not taken up by the actual material.
  - \* **Positive Space:** The space taken up by the actual material.
  - \* **Pattern:** The repetition of an element (or elements) in a work.
- Be able to look at a work of art, be it realistic, abstract, or non-objective, and understand how the artist may have come to express it that way.
- Be introduced to artists like Pablo Picasso, Paul Cézanne, Georges Braque, Henry Matisse, and Paul Klee – artists that have qualities of all three forms of art.
- Create realistic, abstract, and non-objective drawings of their own.
- Create a negative and positive space design by connecting the shapes.
- See the progression from realistic to non-objective as they draw their own objects, thus making it easier for them to understand the process.
- Be made aware of the Principles of Design (in this case, balance, rhythm, unity, and repetition) in creating a negative and positive space design.

# STUDENT DIRECTIONS

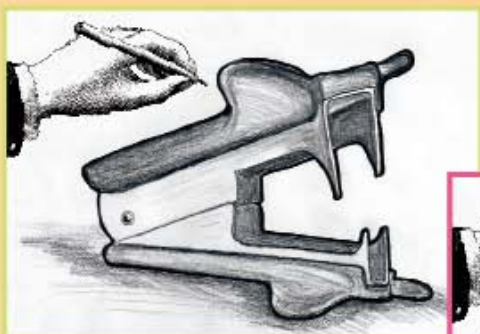
1

Choose an object to draw (scissors, glue bottle, hammer, etc.).



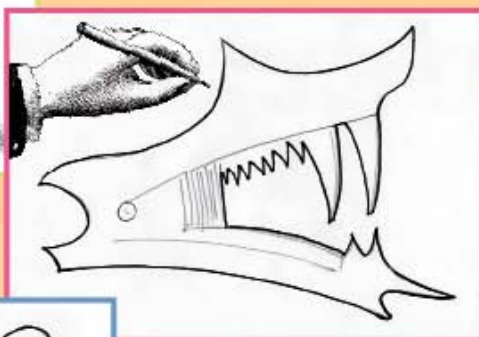
2

Make three drawings (one realistic, one abstract, and one non-objective) of the same object. Use pencil for all three drawings, and then outline with black Sharpie®.



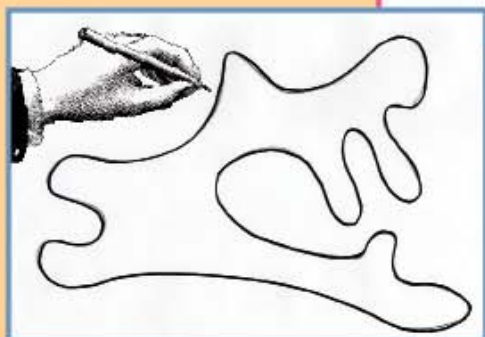
a

To draw your object realistically, draw it exactly as you see it, including all shading and texture.



b

For your second drawing, abstract the form so that it is somewhat recognizable yet altered – no shading or texture should be included.



c

Now create your non-objective drawing. The object will not resemble the original form at all – no texture or shading is necessary.

# NATIONAL ART STANDARDS

## Content Standard #1

Understanding and applying media, techniques, and processes.

## Content Standard #2

Using knowledge of structure and functions.

## Content Standard #3

Choosing and evaluating a range of subject matter, symbols, and ideas.





# 3

After all three drawings are completed, choose to use either the abstract or the non-objective drawing to make a negative and positive space design.



# 4

Choose two different colored pieces of construction paper – one for the background and one for the actual design. You may use complementary colors, analogous colors, neon colors, black-and-white combination, or any other choice that works.



# 6

Trace the template as drawn. The second tracing will be flipped over, the third tracing flipped back to the original position, and so on until the number of drawings needed are completed. This is so the negative and positive forms match up correctly.



# 5

Make a template of the desired shape to be used (tag board will work perfectly).

# 7

Place the shapes on the background construction paper, creating a negative and positive design.



## ASSESSMENT



- Was the student able to render a realistic drawing of the chosen object?
- Did the student have an understanding of how to alter the shape to an abstract form and then a non-objective form?
- Was the student able to understand how a contemporary artist like Matisse arrived at his forms?
- Was the student able to make an interesting pattern by using the negative and positive space created by the abstract or non-objective form?
- Did they use effective color schemes when choosing their colored paper?





*Sharpie.*

## **MATERIALS**

- Nasco White All-Media Drawing Paper, 9" x 12", 50 lb. (Cat. No. **9728251**)
- Design® Drawing Pencils, pkgs. of 12:
  - \* 2B (Cat. No. **9715416(E)**)
  - \* 4B (Cat. No. **9715416(C)**)
  - \* 6B (Cat. No. **9715416(A)**)
- Tag Board, white, 12" x 18" (Cat. No. **9716826**)
- Scissors (Cat. No. **9712473**)
- Rubber Cement (Cat. No. **9726767**)
- Sharpie®, black, fine point, box of 12 (Cat. No. **9717997(A)**)
- Nasco Country School™ Construction Paper, 12" x 18", class set (Cat. No. **9727141**)
- Objects of Interest

# **1-800-558-9595**

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