Lesson Name: Robert Irwin’s untitled (dawn to dusk) and Observation Drawing
Grade Levels: Pre K-3

Guiding Inquiry: Why is perception an important element in viewing and making art? How does viewing Robert Irwin’s untitled (dawn to dusk) move us to be heightened perceivers? How does an exercise in close looking transfer to artmaking? How does learning how to look aid in learning how to draw? How do different drawing techniques relay different expressive meanings?

Materials: Tools to draw. Variety of media, including printmaking materials (brayers, plexiglass, ink, erasers, paper); charcoal, conté crayons, newsprint; malleable wire.

Lesson Objectives:
• To connect an exercise in close looking—in perceiving, to an exercise in observation drawing. To learn that slowing down and taking the time to actively observe the world aids students in becoming stronger artists.
• To learn that drawing is a practice of seeing and that, through drawing, we learn that every individual perceives of the world differently.
• To experiment with various drawing and markmaking techniques and to explore the capacity of different materials to create expressive meaning.
• To learn about contour and mass, and to think about the diversity of lines and shapes present in an object. To play with representing a variety of lines, shapes, and expressive details of an object through drawing.

Procedures:
1. To begin, Chinati Educators lead students through Robert Irwin’s untitled (dawn to dusk), asking them to closely observe their surroundings, taking note of everything they see. Interacting with Irwin’s installation becomes an exercise in perception, where students gain a deeper appreciation of the world around them. Educators lead students in a discussion of their observations, preparing them to transfer these observation skills to drawing. Students are also asked to consider Irwin’s use of light as a medium.
2. With their observing eyes sharpened, students return to the Chinati Art Lab to partake in a series of drawing exercises. Students are provided with drawing materials and an object to observe and sketch. Students first explore the various marks their drawing implement can make; subsequently, they are asked to make either a contour or a mass drawing of their object. Both contour and mass drawing allow students to consider the diversity of lines and shapes they can represent in drawing. Students may begin with either mono printing, a process where students roll ink onto a Plexiglass plate and use an eraser to etch an image of their object into the ink, or charcoal drawing. As this lesson is adaptable to a variety of media, students in this workshop may also explore drawing with Sharpies, conté crayons, and/or chalk. Through this exercise, students further explore proportion and relationships between parts.
3. Moving outward from the 2D page, in this workshop students have the opportunity to draw with wire and/or LED lights. These processes introduce students to spatial thinking in drawing, as well as different expressive modes achievable through different kinds of media.

Learning Outcomes:
• Artists aren’t just see-ers, they are perceivers. Artists closely observe the world around them to heighten their ability to represent the world in art.
• Artists can use a variety of drawing or printmaking materials to express different ideas, emotions, or meanings.
• Artists consider many aspects of an object when representing it on a page, such as contour, mass, line, and shape. Through practice and experimentation, artists devise methods for piecing all of these elements together in a cohesive drawing.
• Artists can use simple, everyday tools to help us notice and appreciate the beauty of the world.
• Artists, through composition, representation, or installation illuminate new ways of perceiving the world, an object, or a person. By reframing our view of the world, artists ask us to consider new viewpoints.
TEKS Fine Arts Alignment:

§117.102. Grade K (b)- 1 (A) gather information from subjects in the environment using the senses.

§117.102. Grade K (b)- 1 (B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including repetition/pattern and balance, in the environment.

§117.102. Grade K (b)- 2 (C) use a variety of materials to develop manipulative skills while engaging in opportunities for exploration through drawing, painting, printmaking, constructing artworks, and sculpting, including modeled forms.

§117.102. Grade K (b)- 4 (B) express ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers.

§117.105. Grade 1 (b)- 1 (A-B) identify similarities, differences, and variations among subjects in the environment using the senses; and identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments.

§117.105. Grade 1 (b)- 2 (C) increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms.

§117.105. Grade 1 (b)- 3 (D) relate visual art concepts to other disciplines.

§117.108. Grade 2 (b)- 1 (A-B) compare and contrast variations in objects and subjects from the environment using the senses; and identify the elements of art, including line, shape, color, texture, form, and space, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, and balance.

§117.108. Grade 2 (b)- 2 (C) identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculpture, including modeled forms, using a variety of materials.

§117.108. Grade 2 (b)- 3 (C-D) analyze how art affects everyday life and is connected to jobs in art and design; and relate visual art concepts to other disciplines.

§117.111. Grade 3 (b)- 1 (B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity.

§117.111. Grade 3 (b)- 2 (C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials.

§117.111. Grade 3 (b)- 3 (C-D) connect art to career opportunities for positions such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers; and investigate the connections of visual art concepts to other disciplines.

§117.111. Grade 3 (b)- 4(B) use methods such as oral response or artist statements to identify main ideas found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums.