

Negative and Positive Space and the Plants of the Wayside Shrine Trail

Studio Art Lesson Plan



Student Level: Middle or High School

Overview: Students will create a 2D studio project based on the plants of the Wayside Shrine Trail. Students will also explore negative and positive space as a design element.

Next Generation Sunshine State Standards:

Grade 6-8

VA.68.S.2.1	Organize the structural elements of art to achieve artistic goals when producing personal works of art.
VA.68.S.2.2	Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.

Grade 9-12

VA.912.S.2.2	Focus on visual information and processes to complete the artistic concept.
VA.912.S.3.10	Develop skill in sketching and mark-making to plan, execute, and construct two-dimensional images or three-dimensional models.

Materials Needed:

- Student sketches of plants found on visit to wayside shrine trail
- (Optional) Student drawings from *'Trees in the Scrub Handout'* and *'Leaves in the Scrub Download'* (found on Wayside Shrine Trail Website)
- (Optional) Student access to *'The Plants'* section of the Wayside Shrine Trail Website
- (Optional) Digital Camera per student
- Pencils

- Rulers
- 10"x10" heavy drawing paper or watercolor paper
- Black Illustration Pens of various sizes (suggested: Faber-Castell Pit Pins Brush Tip and Pigma Microns 01) or Black tempera or Black India or sumi ink
- Washable plastic palettes (if using tempera or ink)
- Various size soft brushes (if using tempera or ink)

Duration of Lesson:

Visit trail: 45 minutes to 1 hour

Draw design: 2 - 45 minute classes

Render design: 3 to 4 - 45 minute classes

Directions:

A PowerPoint version of these instructions is available for the teacher to present to the class. This PowerPoint also has photographs of a sample artwork in various stages of the assignment. Download the '*PowerPoint for Positive and Negative Space and the Plants of the Wildflower Wayside Shrine Trail*' found on the Wildflower Wayside Shrine Trail Website.

1. Prior to visiting trail, instruct students to make at least detailed sketches of the stems and leaves of at least three of the plants along the trail. Students can also fill out the '*Trees in the Scrub Handout*' and '*Leaves in the Scrub Handout*'. Students may also choose to record the plants they sketched using a digital camera.
2. On the 10"x10" heavy drawing or watercolor paper, demonstrate to students how to create a 1/2 inch border around the edge of the paper using a ruler and pencil.
3. Inside this area, demonstrate to students how to divide the space evenly into three vertical sections, each section will measure 3"x9".
4. Demonstrate to students how to take their three sketches and fill the three sections with a contour line of the plant's stem and leaf structure. Encourage students to 'stretch' the image so that it fills the section. Encourage students to have the stems and leaves of the plant 'touch' the sides of the section whenever possible. For additional reference material, students may choose to refer to their completed "*Trees in the Scrub Handout*", '*Leaves in the Scrub Handout*', '*The Plants*' section of the Wildflower Wayside Shrine Trail Website, and/or their photographs of the plants on the trail.
5. Instruct students that they will now turn their contour line drawings into a design that emphasizes positive and negative space.
6. In the first section, have students use a pencil to lightly label the negative space 'b' for black.
7. In the second (middle) section have students lightly label the positive space 'b' for black.
8. In the third section have students lightly label the negative space 'b' for black.
9. Explain to students that they are to now use the illustration pens/tempera/India or sumi ink to fill in the spaces labeled 'b'. (Students may want to erase the 'b' as they cover the space so that there is no chance of it showing through). Instruction in proper use of rendering materials may be needed prior to student use. For example: smaller more compact spaces

should be filled in with the fine tipped pens/brushes and the larger pens/brushes used to fill in the larger spaces. It may also be desirable to instruct students to run pen/brush lines vertical or horizontal instead of in a circular motion. The teacher may also want to encourage right hand students to render from the upper left to lower right of the paper and left hand students to work from the upper right to lower left of the to prevent smearing of the pen/ink.

10. After artwork is dry, instruct students to erase any visible pencil lines.

Assessment: (worth 20 points each)

_____ quality of preparation work (drawn from sketches/photographs done on the trail, "*Trees in the Scrub Handout*", '*Leaves in the Scrub Handout*', and/or '*The Plants*' Website

_____ quality of drawing framework (paper has 1/2" border and three 3"x 9" sections)

_____ quality of contour drawing (drawn plants are easily recognizable as a particular species found on Wayside Shrine Trail

_____ quality of rendering (subject matter is rendered in a way that emphasizes the positive and negative design element of the plants).

_____ quality of professionalism (artwork turned in on time, has proper heading, paper well cared for)