

## Lesson Plan:

### Lee Walton: Codes in Drawings

3<sup>rd</sup>-5<sup>th</sup> Grade

## Introduction:

This art lesson relates to the work of Lee Walton. It is a project based on observations, coding, translations, symbols, language, and drawing. The students will come up with a coded language, observe, and draw. This is a lesson that can easily relate to many other disciplines.

## Objectives:

After completion of this lesson, the student should be able to:

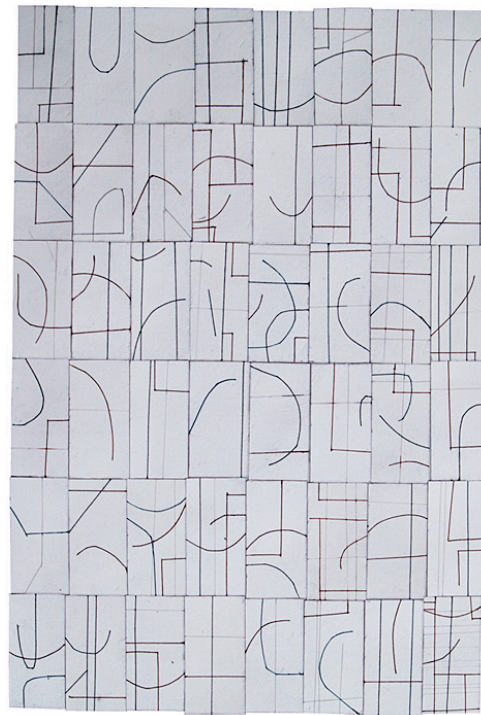
1. Show an understanding of codes, symbols, and language.
2. Demonstrate pencil and/or pen drawing techniques
3. Explain what it is like to observe something over a period of time.

## Instructional Objectives:

The student will review the concepts of combining science and art as well as the media exploration of collage used by Crystal Wagner in a teacher led discussion and print, draw, and cut shapes and patterns found in nature to combine into one large collage to show understanding of the concepts discussed by the teacher. The students will also discuss their finished product during a critique on the end of the lesson.

## Vocabulary:

- Codes/coding
- Translation
- Language
- Symbols
- Line
- Shape



Lee Walton, Lakers vs. Spurs: 48 Minutes, Game 5, 5/29/08, 2008, Ink on paper

## Materials/Media:

- 8.5 x 11 white copy paper
- Copy Paper cut into quarters
- Pens
- Pencils
- Erasers
- Colored Pencils
- Markers
- Poster board
- Something to observe

## Instructional Procedures:

**A. Set** - The teacher will show the students the example of the finished product of the codes in drawing project and ask the students the following questions about the piece:

1. What do you notice about this piece of artwork?
2. What types of materials were used?
3. What type of subject matter was used? Can you tell exactly what it is? Does that matter?

The teacher will then show the work of Lee Walton and explain how he chooses to draw his observations such as play and/or moves during a baseball or basketball game or where people walk in a certain spot. The teacher will show examples of symbols and codes. The teacher will explain that the class as a whole will observe something that happens around the school. \*Note: this could be anything and will vary between schools. A couple suggestions include type of cars in the parking lot, observing a Physical Education class, outside recess, food distributed in the cafeteria, or even just actions during a movie. The teacher should choose with the students will observe prior to the start of class. The teacher will explain that the students must come up with possible scenarios and/or actions and a corresponding symbol. Then the students will combine the symbols in a drawing.

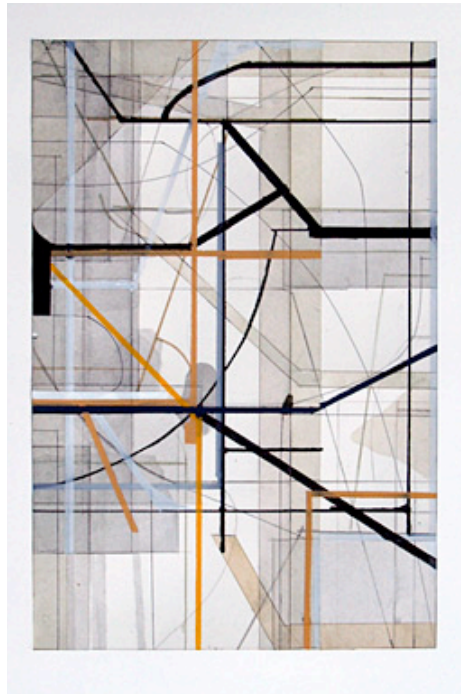
**B. Key Questions** – After finishing the set the teacher will show the students the photo of Lee Walton's art and ask the following questions:

1. Do you remember seeing this piece at the museum?
2. How big is the piece at the museum?
3. What materials has he used?
4. What **patterns** do you see?
5. What types of shapes and lines did Lee Walton use for his observations?

## Who Made It?

### Lee Walton

Walton is a California-born artist and former college baseball player whose complex media drawings at first appear to be based on abstract compositional principles. However, they in fact are coded translations of basketball games and other professional sporting events. Before each game, Walton creates a specific color-coded mark for every possible event or outcome. As action on the field unfolds, he makes marks on sections of paper in sequence so that the flow of the game dictates the final composition. These sections of paper are later arranged in rows to create a single drawing. In this way, Walton's approach represents an unexpected union of sports, chance, time, performance, and artistic process free of conscious control.



*Often regarded as an Experientialist, Walton's work takes many forms- from drawings on paper, game/system based structures, video, web-based performances, public projects, theatrical orchestrations and more.*

*After a two-year affiliation with the Headlands Center for the Arts in Marin, Walton has received many accolades from Museum funded projects (Reykjavik Art Museum of Iceland, Indianapolis Museum of Contemporary Art, SECCA, ICA Boston), public commissions (Art in General, Socrates Sculpture Park, Rhizome at the New Museum of NY, national and international exhibition venues (Island #6, Shanghai, China, Clubs Project Inc., Australia, Ljubljana Museum of Art) and collections (Metropolitan Museum of Art, Martin Z. Margulies Warehouse).*

*Walton holds a MFA in visual arts from the California College of the Arts. His drawings are represented by **Kraushaar Gallery** in NY and his conceptual work is represented by "cwp" (Christopher West Presents). Walton is an Assistant Professor of Art at the University of North Carolina at Greensboro.*

Retrieved from <http://www.leewalton.com/biography/index.html>, Sept. 2009.

Image: *Dodgers vs. Reds, Game 1, 5/19/08, 2008, Ink on Paper*

## **Classroom Strategies** *Day One* Coding and Symbols

1. Review the artwork of Lee Walton, symbols, and coding.
2. Inform the students of the things they will be observing over the next couple of class period. \*Teacher should choose prior to first day of lesson and if permission is necessary, receive prior to onset of project.
3. As a class, choose things that can be observed in the particular scenario.
4. Allow the students to brainstorm codes and symbols based on the things the class chose to observe in the scenario.
5. The students will draw and plan out their symbols and coding.
6. Clean up five minutes prior to end of class.

## **Classroom Strategies** *Day Two-Five* *\*note: could devote less time to observation days in curriculum schedule is too tight.*

### Observation

1. Review the concepts and techniques covered in the previous class.
2. As a class, move to the area that is to be observed.
3. Allow the students to bring their symbol and coding sheet.
4. Monitor as the students work on their codes on the quarter sections of copy paper in pencil, pen, colored pencil or whatever medium they choose during the brainstorming period.
5. Every 5 minutes, give the students a new quarter sheet of paper
6. Clean up five minutes prior to end of class.

## **Classroom Strategies** *Day Six* Combining and Critique

1. Review the concepts and techniques covered in the previous classes.
2. Demonstrate how to combine the quarter sections of observations with glue onto a poster board in order rather than erratic.
3. Hold a short critique of the work and allow the students to explain why they chose the particular code and/or symbols.
4. Clean up five minutes prior to end of class.

### **Practice and Review:**

- The students will review the artist Lee Walton throughout the process, addressing his technique used and combining all observations during Day Six.
- The students will review symbols and coding that has taken place in the English language.

## Learner Involvement:

- Students will answer and ask questions during the discussion.
- Students will be picked as volunteers to help pass out the supplies.
- Students will be encouraged to give feedback to the critique and be expected to talk, at least briefly, about their own piece and how it relates to the artist.

## Learner Environment:

- Teacher will need to prepare by gathering examples of Lee Walton's art found on the Knoxville Museum of Art website as well as the artist's personal site: <http://www.leewalton.com/index.html>.

Teacher will need to prepare by getting permission for the observation days, creating of code for an example, and gathering examples of codes and symbols as a resource.

- Teacher will need to make sure all accommodations have been made for special needs learners.

## Closure:

- Close with positive statements about each student's work.
- Ask the students to think about what they liked and did not like about the project.
- Students will receive a rubric that scores their individual work.

## Alternative/Supplemental Activities:

- This is a project that can be tailored to older age levels than 3<sup>rd</sup>-5<sup>th</sup> grade. In fact, this could be an interesting out of class project from Art II or Advance Art classes in middle or high school. The students could keep a sketchbook and recording observations outside of school (i.e. sports game, traffic in a certain area of the mall, how many times someone say "like").

## Evaluation:

**Informal:** Teacher will walk around the room to make sure the students understand the assignment. Teacher will check individually (time permitting) with each student.

**Formal:** Teacher will grade students according to rubric.

**Reteaching:**

- Teacher will go over the artist at successive intervals in the future.
- Teacher will ask students in successive lessons if they remember the artist Lee Walton and what he did in her art work
- Teacher will remind students of the wonderful job they did on this project even when it has passed, citing specific examples of student work that stood out to those individual students.

**References:**

<http://www.leewalton.com/index.html>

<http://www.knoxart.org/index.html>

**State Standards for Visual Arts:**

3<sup>rd</sup>- 5<sup>th</sup> Grade: 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 5.1, 5.2, 5.3, 6.1, 6.2