

Lesson Plan I: Drawing Exaggerated Animals

Introduction:

This will be an art lesson that deals with drawing an exaggerated pose from a selection of animal pictures much in the style of Red Grooms' *The Flatiron Building*.

Objectives:

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

1. Draw from another picture using pencil and paper.
2. Show an understanding of exaggeration.
3. Explain how Red Grooms used exaggeration.
4. Understand how to use oil pastels to create designs.

Instructional Objectives:

The student will review the concept of exaggeration used by Red Grooms in a teacher led discussion and create one pencil/oil pastel exaggeration drawing of animal pictures to show understanding of the concepts discussed by the teacher. The students will also discuss their finished product during a critique on the second day of the lesson.

Vocabulary:

Realistic Abstract Exaggeration

Comical Three-Dimensional

Two-Dimensional



The Flatiron Building, 1995
color etching on paper
45 x 26 inches

Materials/Media:

- 8½ x 11 white paper (to draw animal upon)
- Animal pictures to handout for ideas
- Standard pencils
- Erasers
- Oil pastels (for use in coloring the animal picture)
- Photocopy of Red Grooms' *The Flatiron Building* and *Hot Dog Stand*
- Example of exaggerated animal (to show class)
- List of adjectives

Instructional Procedures:

A. Set - The teacher will show the students the example of the finished product of the exaggerated pose of the animal that has been drawn and ask the students the following questions about the piece:

1. What do you notice about this piece of artwork?
2. Is it **realistic** or **abstract**?
(Explain what these terms mean from vocabulary list)
3. How do you know that this is a picture of an animal?
4. Do you like the way it looks? Yes or No

The teacher will then write down student responses on the board and use this as a launching place for which to show the artwork of Red Grooms and explain his use of **exaggeration** in the piece *The Flatiron Building* and *Hot Dog Stand* and how the students are going to be creating their own pieces using the concept of **exaggeration**.

B. Key Questions – After finishing the set the teacher will show the students the photo of Red Grooms' *The Flatiron Building* and ask the following questions:

1. Do you remember seeing this piece at the museum?
2. What city has the artist reproduced in this artwork?
3. What colors have been used?
4. Do the people on the sidewalk look happy or sad?
5. How has the artist used **exaggeration** to make it look **comical**?

Who Made It?

Red Grooms

Born 1937 in Nashville, TN

Lives and works in New York, NY

During the years when most kids are outside playing in the streets and getting into mischief, Red Grooms was studying art. Born in 1937, Grooms lived in Nashville, TN with its eclectic mix of country music and fanfare. Groom's parents encouraged his artistic aspirations, and he enrolled briefly in school under the tutelage of the painter, Hans Hofmann. After another brief journey into the School of the Art Institute of Chicago, Grooms found a home in New York City in 1957. Grooms admits that he was undisciplined during this time, but through effort he became a better artist over time.

While in New York City, Grooms became friends with several prominent artists such as Allan Kaprow and Claes Oldenburg. These artists staged what is called a "Happening," which utilized improvised sets, costumes, and even action scenes. This would influence his later work as he embarked upon setting up scenes from daily life in New York City with which the viewer could interact.

In 1960 he took a journey to Europe for a year-and-a-half. Upon his return, he found most of his colleagues had embraced the Pop art movement, but Grooms decided to pursue his own tastes in art and began to develop comical forms of art. Grooms' vignettes portray people from wildly different ethnicities and social classes. Grooms has worked in varying mediums such as sculpture, painting, and printmaking, and his work can be viewed in several galleries across the world and U.S. Grooms currently resides in New York City where he continues to fascinate audiences with his creation of life-sized sculptures that remind the viewer of the chaotic nature of city life.

References:

Coppeans, John. [The Exaggerated City Life: A Learning Guide Base on the Works of Red Grooms.](#) Professor: Emilie Ezell, Ed.D, Professor of Art Education. Graduate Studies in Art Education 520 in collaboration with The University of Tennessee and the Knoxville Museum of Art.

Classroom Strategies Day One

1. Start off by using the example of exaggerated animal for the *set* and utilize the questions above.
2. Show the photocopy of Red Grooms' *The Flatiron Building*, *The Bookstore*, and *Hot Dog Stand* and ask the *key questions* above, so that students will gain understanding of how exaggeration was used in Red Grooms' work.
3. Ask for student volunteers to hand out paper and pencils.
4. Ask for other volunteers to hand out pictures of the animals to each table.
5. Remind students of how Grooms used exaggeration to create comical scenes of a big city.
6. Show students the example of exaggerated animal again to help them get an idea for the production part of the assignment.
7. Explain how the animal does not look realistic, but each part of the animal's features has been exaggerated to make it look funny.
8. Explain to students the four steps to completing this project:
 - Draw the animal in a funny exaggerated way
 - Make sure that facial feature look real funny
 - Show students how to use oil pastels and explain that they should use bright colors (only hand out red, yellow, blue, orange, and white) to color in their animal exaggeration
 - Time permitting the students will be allowed to use other pastel colors to decorate the background to make a complete scene.
9. Allow students to begin working on the project (keep in mind that there will be a six minute clean-up time at the end).
10. Walk around to clarify any misunderstanding or offer help.
11. Call students to end the assignment and clean-up
12. End the assignment by having students hang the work on the wall and explain that *Day Two* will be used to discuss the artwork.

Classroom Strategies Day Two

1. Have the students sit in a circle viewing each others' artwork
2. Show the photocopy of Red Grooms' *The Flatiron Building*, *The Bookstore*, and *Hot Dog Stand* again and remind students of Red Grooms' pieces and how it relates to his use of exaggeration for comical use.
3. Ask students what they remember about Red Grooms and exaggeration.
4. Ask students what they did on *Day One*, and if anyone remembers the instructions for the project.
5. Ask the students if they remember what materials that were used to create their animal exaggeration.
6. Ask students to come up one by one and explain that animal they drew and how they exaggerated their piece. (Be sensitive to the students who are shy by giving assistance and asking them question to get them started)
7. Give students a list of adjectives to use for explaining their piece other than just saying "it was good" (List of adjectives)
8. Give feedback about the group as a whole and give positive encouragement about their artwork.
9. Hang artwork in the front of the school to finish this lesson.

Practice and Review:

- The students will review the artist Red Grooms before starting the project on *Day One* by viewing his work and seeing a finished product of their assignment.
- The student will review the artist Red Grooms on *Day Two* before starting the critique on *Day Two*.
- Students will be given ample time during *Day One* to practice a few drawings before putting one down as the finished product.

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 Red Grooms' use of exaggeration.

Learner Environment:

- Teacher will need to prepare paper and supplies before students get to class to avoid wasted instructional time.
- Teacher will need to make sure all accommodations have been made for special needs learners.
- Teacher will need to make certain students understand that art is a privilege, which can be taken away (on an individual basis) if they do not respect each other, the teacher, the supplies, and the room.
- Teacher will group students

Closure:

- Teacher will close with positive statements about each students work
- Teacher will choose volunteers to help hang students' work in the hallways
- Students will receive a rubric that scores their individual work

Alternative/Supplemental Actives:

- Time permitting – students can be broken into groups and give the task of drawing a group exaggerated animal, each member taking a certain part of the animal to draw. The sheet of paper could be larger for this part of the assignment (11 x 14). All participants can do decoration of the picture.
- This project would be hung and discussed in addition to the individual assignment. Each group member can add insight about what they did for the piece.

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 and ask him or her how the piece is going, and asks him or her how it relates to Red Grooms.

Formal: Teacher will grade students according to rubric.

Reteaching:

- Teacher will go over the artist at successive intervals in the future and mention his work in relation to the term of “exaggeration” and “comical”
- Teacher will ask students in successive lessons if they remember the artist Red Grooms and what he did in his 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:

Coppeans, John. The Exaggerated City Life: A Learning Guide Base on the Works of Red Grooms. Professor: Emilie Ezell, Ed.D, Professor of Art Education. Graduate Studies in Art Education 520 in collaboration with The University of Tennessee and the Knoxville Museum of Art.

State Standards for Visual Arts:

I1, I2, I3, I4, II1, II2, II3, III2, IV2, IV3, V1, V3, VI1, VI2

State Standards for Language Arts:

1.06, 4.1.spi.10, 4.1.tpi.1, 4.1.tpi.2, 4.1.tpi.3, 4.1.tpi.23

List of Adjectives in place of saying “good”

Excellent
Awesome
Skillful
Precise
Exact
Accurate
Nice
Pleasant
Pleasing
Enjoyable

Crazy
Outrageous
Chaotic
Superb
Tremendous
Comical
Agreeable
Entertaining

Humorous
Funny
Delightful
Superior
Likable
Correct
Satisfactory