

OBJECT DRAWING PROJECT

Graduation Lesson Plan

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SD#36

BIG IDEAS

- The creation of photographs relies on the interplay of mind and body.
- Traditions, perspectives, worldviews, and stories are shared through aesthetic experiences

WHAT STUDENTS WILL DO

- Create photographic works using sensory inspiration, imagination, and inquiry
- Explore photographic possibilities and take creative risks
- Develop and refine photographic skills and techniques in a range of styles and genres

WHAT STUDENTS WILL KNOW

- image development strategies in photography
- materials, processes, techniques, and image-making technologies, used in alternative photographic processes
- influence of visual culture in social and other media
- creative processes
- image development strategies in photography

MATERIALS & TECHNOLOGIES

- Found photograph
- Scissors
- Glue
- Pencil
- Pencil Crayons or Markers
- White backing paper

PRE-CLASS PREPARATION

- print out article about Joe Rudko's work
- create example if desired

PROCESS

For this project, students will be taking inspiration from the artist Joe Rudko, who created the cover art for Death Cab For Cutie's album *Kintsugi*.

Joe Rudko has made numerous collages in this style, a series of which he calls *Object Drawings*. There is an article about his work, under "Resources & Reference" on the next page.

The student's task is to take inspiration from Joe Rudko's work and create an Object Drawing of their own. Remember, his process uses found photos, so they will have to find some photos! Make sure they use a photo that is shared under a Creative Commons license if they choose to use online photos. They can also use their own family photos for this.

I give three options for approaching this project:

- Beginner: Copy the method used for the album art for *Kintsugi*. (using step-by-step instructions)
- Intermediate: Take inspiration from a different Object Drawing by Rudko (replicate the arrangement of elements in one of his other works)
- Advanced: Create your own unique method and design inspired by Rudko's process (no copying anything).

Creative Commons

Most images you find on the internet are copyrighted, which means students do not have legal permission to use the images in their work. The Creative Commons is an internet movement started to help creators share their work freely to be used to adapt or reuse.

Encourage students to use this website to search for photos under creative commons:

<https://search.creativecommons.org/>

You can recommend they use Flickr to search on this portal; there are endless images there.

STEPS

1. Have students choose a level (beginner, intermediate, advanced)
2. Get them to find a photo (or two, if they want to go above and beyond!) either on the creative commons, or any physical prints of found photos they may have.
3. Print the photos for them if they're in colour, otherwise they could probably print it themselves in your library.
4. Next, they should cut the photo into strips and arrange them how they like on the backing paper.
5. Remind them to glue them down lightly (in case they change their minds).

RESOURCES & REFERENCES



Joe Rudko's
Object Drawings



Joe Rudko's
Vulnerable Objects

6. They can use markers or pencil crayons to extend the tonal values or colours of the strips of photo to connect them or extend them in whichever method they choose.
7. They may wish to trim excess of the backing paper if they desire when they are done.
8. Have them write an artist statement about their work, describing the process they chose, the image they chose, successes, struggles, and future considerations.

ADAPTATIONS & MODIFICATIONS

The three options to approach the assignment are designed to give room for students of various capabilities.

ASSESSMENT & EVALUATION

Students will be marked on the following:

- Creativity (how unique is your work?)
- Skills (how well made is it; does it follow the process; did you use a photo without copyright?)
- Reflection (artist statement: talk about your artistic choices, struggles and successes, future considerations)

EXTENSIONS OR POSSIBLE CROSS-CURRICULAR CONNECTIONS

Historical photographs could be given to students, and they could be tasked with researching the history connected to that photograph, which would connect with Social Studies curriculum.



These are very simple samples of cutting a photo in strips and filling in the space. Graduation level students are capable of a more complex design, turning multiple strips into an object, as with Joe Rudko's many examples.