

Cubist Guitar

By Jake Tedesco



OBJECTIVE:

We'll be looking into the Cubism movement and utilizing an unconventional technique to encourage our students to create like a cubist. We'll learn how to look at an ordinary object, deconstruct it mentally, then reassemble it on our paper with an abstract perspective. Ideally we'll be "looking at things in a different way" and creating our own cubist masterpiece, and having some fun on the way.

HISTORY / INSPIRATION:

This project is inspired by the Cubism movement of the early 20th century.

The movement was founded by Pablo Picasso and Goerges Braque, in Paris, France, in the early 1900s. Many people credit Picasso and Braque for the introduction of cubism, but it was actually another famous artist who inspired them both. At this time, Paul Cezanne, who was very well known as part of the impressionist movement, among other things, was approaching the end of his career. His later pieces depicted subjects as simple brush strokes, resembling blocks (cubes). Cezanne had several exhibits around Paris from 1904-1906 and again after his death in 1907. Picasso and Braque both saw these exhibits.

Picasso and Braque were inspired by the simplification of the subject and began experimenting in a similar style. They began looking at a subject, disassembling it in their mind and reconstructing the subject in abstract fashion. To take it a step further, they attempted to show multiple perspectives in the same piece. The result became what we call "Cubism". In 1907, Pablo Picasso released his painting, *Les Femmes d'Alger (O. J. R. Version O)*, which is considered the first Cubist piece. Picasso is considered the godfather of Cubism, most likely because he had already established a reputation for his artwork, but Braque was just as influential and received recognition later.



The movement itself evolved as it grew and more artists picked up the style. Cubism became an influence in culture and remained at its height from 1907 - 1920. It is said to be one of the influences for the Art Deco movement, and still draws interest today.

MATERIALS:

- ☐ 8 1/2" x 11" White, 67lb. Vellum paper
- ☐ Sketch pencil (preferably with no eraser)
- ☐ Pink eraser
- ☐ Ink Pad (make sure it is a pad and not "foam")
- ☐ Chalk Pastel set
- ☐ Polymer eraser (docents only)

PREPARATION:

There is little preparation. We will only be giving students materials as they use them. We will be starting with paper and the sketch pencil, followed by ink pads and pink erasers, finishing with chalk pastel. Please make sure everything is ready to distribute when needed.

INSTRUCTIONS:

Please refer to the visual guide along with written instructions.

Part 1: Sketch

Hand out paper and pencils. Tell students not to start drawing, we will all be drawing together. Once everyone has paper and pencil, we need to explain the sketch.

The sketch is our "plan" for the rest of the project. We don't need erasers because:

1. There is no right and wrong in art, and
2. Today, we'll be erasing all of our pencil anyway.

This sketch is just a plan, so please draw lightly so we can erase (if we draw too dark, no eraser can help).

I ask everyone to pay attention and do the best you can.

Note: I do keep an eraser and if there is a student who is very upset during the sketch, you can go help them erase. We want to discourage erasing if we can as it will slow down the class extensively once one starts erasing, all the students will want to.

Let's start drawing: We are drawing a guitar. It will become "abstract" later, but we still need to start somewhere. Where should we start? We'll start with the hole in the middle.

1. Have your students draw a circle somewhere toward the middle of their paper. This is our starting point.
2. Next, we want to draw a skinny rectangle that points toward the circle. This is the "neck" of the guitar.

3. Now add another shape on the end of the rectangle that is farther away from the circle. This will be the "head stock" of the guitar.
4. Now we need to draw the "body" of the guitar. This is usually a round shape with indents toward the middle. We want to draw each side. They do not have to be the same.
5. Add the sides of the guitar by mimicking the shape of one side of the guitar. This can also be done on the neck and headstock.
6. We should have a rough image of a guitar. That is the whole sketch. Collect pencils and get ready for ink.

Part 2: Erasers and Ink

Put ink pads on desks and hand out erasers. Tell students not to start until you can demonstrate.

These erasers have 3 usable corners (see visual guide). Each of these sides can be pressed onto the ink pad and used as a stamp to make a straight line. You will want to point out that not all of the lines on our guitar are straight. Since we are only using straight lines, we'll have to be creative. Students do not have to "trace" the lines on their paper. Instead, I want them to use those as a suggestion, but stamp straight lines however they like. We are now looking at our guitar as a cubist.

1. Demonstrate the 3 ways to use the eraser.
2. Stamp a couple of lines on your sample, be sure to make something that was round more square.
3. Let the kids start stamping. Have them start with the straight lines first to get a feel for the eraser.
4. Next have them work on the rounded parts. Remind them we are not looking to make them round, instead interpret those shapes into "cubist" versions.
5. Let students add to the guitar. Think about things that might enhance the guitar. Did you add strings?
6. Finally, add a background. Use random shapes and lines to enhance the piece. Remember, it doesn't have to look like a guitar anymore, just the idea of one.

Note: Remind students that sometimes "less is more". We will be coloring the individual "cubes" of our piece, so if there are 10,000 of them, it can become difficult. However, I want them to be creative.

7. Collect the erasers and close the ink pads. It's OK to let the kids wait a minute while you are doing this, we want the ink on their paper to have a moment to dry.
8. Docents go to each student and help them erase pencil lines that are still visible. The ink will not erase, and should not smear. If you can't get all the pencil off, don't worry. We will be coloring over it anyway.

Part 3: Pastels

Hand out the pastels, and again, ask students not to start until after your demonstration.

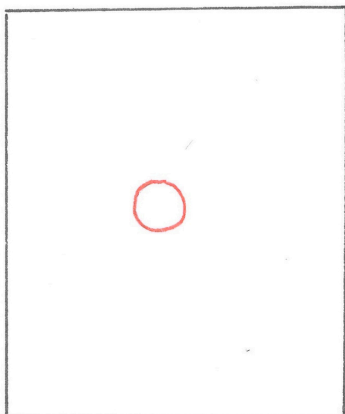
1. We're going to use the chalk to fill in each "cube" of our picture. Ideally, we want to draw close to the ink lines we just created, but not over them. The ink should show through no matter what, but we'd still like to keep the lines visible.
2. Demonstrate how to use the chalk pastels. Here are my recommendations.
 - a. Take a piece of chalk and trace just inside the lines on any "cube".
 - b. Use your finger to trace the chalk and draw it toward the middle of the "cube". This will partially fill the cube, with color being darker on the outside and lighter in the middle.
 - c. Use same technique as above, but with more chalk to fill the "cube" a solid color.
 - d. Add a stripe of chalk on one side of the "cube" and use your finger to pull it across the cube. This will give a color fade from side to side, or top to bottom, depending on how you did it.
3. Tell the students there is one color we cannot use - black. Our lines are black and we want to see them. Any other color is fine. Start coloring.
4. When everyone is done, have them pick a color of chalk and write their name in the bottom corner of the piece. We always take credit for our work.
5. (Optional) You can use hairspray to spray each piece. This works as a fixative, and is much more cost effective than buying fixative from the art store.

That's it. Congratulate your students on a job well done and enjoy the artwork!

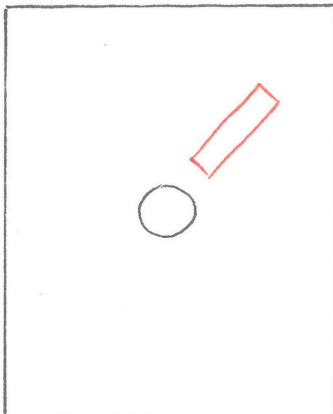
ADAPTABILITY:

This project should be suitable for all grades. For TK-K, I would limit the ways to use eraser to just one (middle position) as it is the easiest to use. That would be the only adaptation.

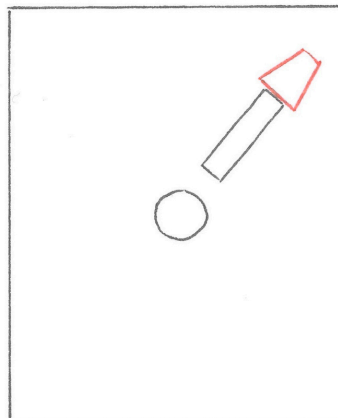
Part 1: Sketch



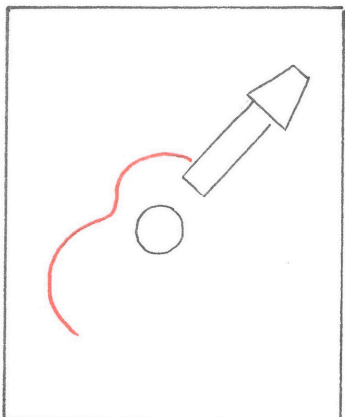
1. Draw a circle near the middle of your paper.



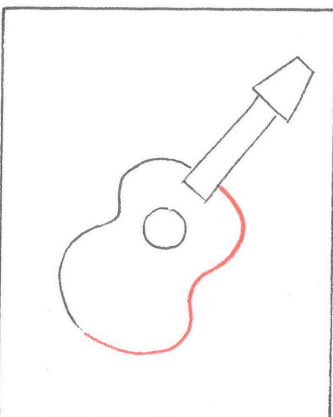
2. Add a rectangle for the "neck" of the guitar.



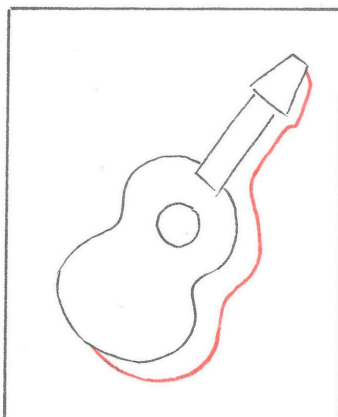
3. Draw a shape at the end of the rectangle for the "head" of the guitar.



4. Draw one side of the guitar. Think of a "M" shape with rounded corners.

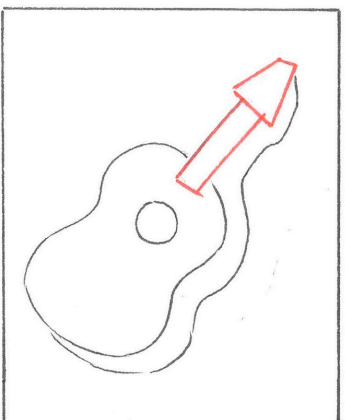


5. Now draw the mirror image of that side for the other side. They do not have to be identical.

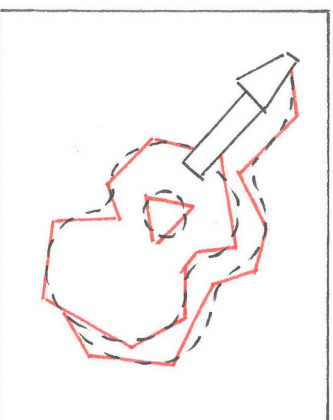


6. Finish by drawing a line that mimics the entire side of the guitar to add another dimension.

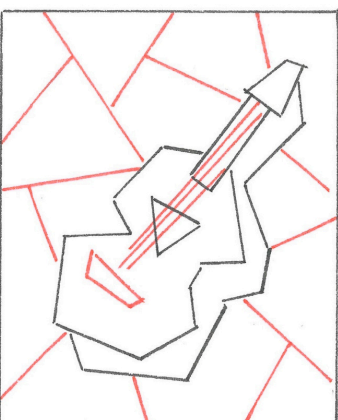
Part 2: Stamp



1. Use the eraser (See materials guide) to stamp your lines. Start with the straight lines to get a feel for it.



2. Stamp the round shapes of the guitar. Your pencil is a "suggestion", stamp it how you like.



3. Stamp details (strings/decorations) and add shapes to the background. They will become "cubes" when we color.

Cubists, Guitars and Picasso

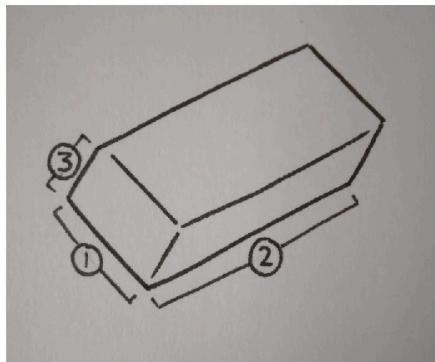
Materials Guide



Materials:

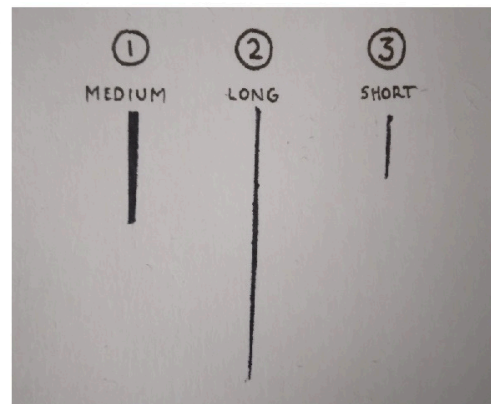
- 8 1/2" X 11" Drawing Paper (67lb. Vellum)
- Sketch Pencil
- Pink Eraser
- Black Ink Pad (Archival Ink)
- Set of chalk pastels (12 or 24)
- Hi Polymer eraser (Docents only)
- Hair spray (optional) for fixatif

Eraser (Stamp) usage:



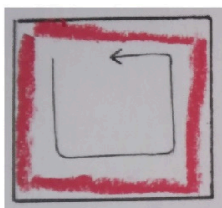
-Our eraser has 3 sides that we can stamp with. Each with a different length.

-This guide shows the 3 recommended sides to use and their approximate lengths.

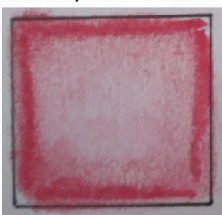


Chalk Application Techniques

1. Line

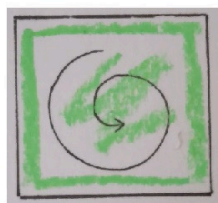


Trace the inside part of your shape with your chalk.

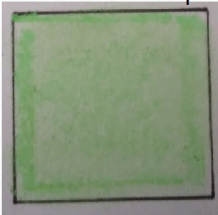


Follow your lines w/ your finger leaving inside lighter.

2. Fill

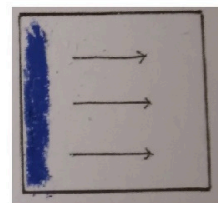


Same as "Line" but add more chalk in the middle of the shape.

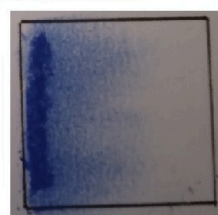


Rub chalk in a circular motion, stay in the shape until solid.

3. Fade



Line one side of your shape with a thick line of chalk.



Pull the chalk across your shape, leaving one side darker.