

Jim Dine: Pop Art, Value, Shading, Hearts

How does the study of value and shading create dimension in objects such as Jim Dine's hearts?

LESSON OVERVIEW/OBJECTIVES

This lesson introduces art techniques of value and shading. Students will learn about the pop artist Jim Dine and his work. By working with hearts in the style of Jim Dine, students will practice value and shading both with single hearts and intersecting hearts while experimenting with color and contrast.

KEY IDEAS THAT CONNECT TO VISUAL ARTS CORE CURRICULUM:

Based on Utah State Visual Arts Core Curriculum Requirements (3rd Grade)

Standard 1 (Making): The student will explore and refine the application of media, techniques, and artistic processes.

Objective 1: Explore a variety of art materials while learning new techniques and processes.

- a. Practice using skills for beginning drawings.
- b. Use simplified forms, such as cones, spheres, and cubes, to begin drawing more complex form.
- d. Make one color dominant in a painting.
- f. Establish more natural size relationships among objects in drawings.
- g. Portray cast shadows as falling opposite their source of light.
- h. Explore the design possibilities of a 3-D object by examining views of it from many angles.

Objective 3: Handle art materials in a safe and responsible manner.

- a. Ventilate the room to avoid inhaling fumes from art materials.
- b. Dispose and/or recycle waste art materials properly.
- c. Clean and put back to order art making areas after projects.
- d. Respect other students' artworks as well as one's own.

Standard 2 (Perceiving): The student will analyze, reflect on, and apply the structures of art.

Objective 1: Analyze and reflect on works of art by their elements and principles

- a. Determine how artists create dominance in their work; e.g., size, repetition, and contrast.
- b. Examine significant works of art and point out how the artists have created an illusion or feeling of depth.

Objective 2: Create works of art using the elements and principles.

- b. Group some significant works of art by a common element or visual characteristic.
- c. Discover how an artist has thoughtfully used all of the space within an artwork.
- d. Create a work of art that uses all of the space on the paper.
- e. Create a work of art that uses contrast to create a focal point. Use that to convey the most important idea or part of the work.

Standard 3(Expressing): The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes.

Objective 2: Discuss, evaluate, and choose symbols, ideas, subject matter, meanings, and purposes for their own artworks.

- a. Group significant works of art according to theme or subject matter.
- b. Judge which works of art most clearly communicate through the use of symbols.
- c. Create symbols in art that express individual or group interests.

INSTRUCTIONAL OBJECTIVES:

Visual Arts

Students will:

- Learn about the artist Jim Dine, a pop artist who was influenced by hearts.
- Learn about art techniques of value and shading.
- Draw hearts both singular and intersected
- Understand shape and form.
- Understand how value and shading can create dimension
- Experiment with color and contrast

SUPPLIES

- Pencils
- 8-1/2" X 11" white paper
- White copy paper
- Colored Pencils
- Crayons
- Oil pastels or comparable such as Conte colors
- Erasers

VOCABULARY

Pop Art - Pop Art was a style of modern art in the 1960's that used the imagery of mass-media, mass-production and mass-culture as a critical or ironic comment on traditional fine art values.

Symbolism - is the practice or art of using an object or a word to represent an abstract idea. An action, person, place, word, or object can all have a symbolic meaning.

Shape: An element of art that is two-dimensional, flat, or limited to height and width.

Form: An element of art that is three-dimensional (height, width, and depth) and encloses volume. For example, a triangle, which is two-dimensional, is a shape, but a pyramid, which is three-dimensional, is a form. Cubes, spheres, ovoids, pyramids, cone, and cylinders are examples of various forms.

Value: The lightness or darkness of tones or colors. White is the lightest value; black is the darkest. The value halfway between these extremes is called middle gray. It is an important tool for the designer/artist, in the way that it defines form and creates spatial illusions. Contrast of value separates objects in space, while gradation of value suggests mass and contour of a contiguous surface.

Shading: To introduce degrees of darkness into (a drawing or painting) in order to render light and shadow or give the effect of color. To render the values of light and dark in (a drawn figure, object, etc.), especially in order to create the illusion of three-dimensionality.

INSTRUCTIONAL PLAN

Lesson Introduction:

Before beginning the lesson, show images of Jim Dine's heart paintings as well as other images of hearts. Give them a few minutes to respond to the images. Encourage comparisons and contrasting statements as well as descriptions of what they see.

Introduce your students to concepts of symbolism and pop art. You can refer back to Lesson #2 to refresh their memories. Explain that artists can use objects (real or imaginary) words and letters to represent an abstract idea such as hearts. Its how artists represent these objects or words that showcase the style of art and elements of art that were used in the making of the work. Tell students that you will be discussing Jim Dine and how hearts influenced his work. They will be creating their own hearts in the style of Jim Dine while they learn about and experiment with value and shading. These art techniques are important ways of creating dimension, light, shadow and color.

About the Artist

Jim Dine was " Born in 1935 at Cincinnati, Ohio. He studied at the University of Cincinnati and at the Boston School of Fine and Applied Arts in Boston, Massachusetts from 1953 to 1957. In 1957 he received a Bachelor of Fine Arts degree from the Ohio University, Athens. He moved to New York in 1959. As one of the founding pop artists, he staged his first Happenings with Claes Oldenburg and Allan Kaprow at the Judson Gallery, New York. He had his first one-man exhibition at the Reuben Gallery, New York. Between 1960 and 1965 he had various guest professorships, among others at Yale University, New Haven, and Oberlin College, Ohio. He was represented at the Venice Biennale in 1964, and at the documenta "4" in Kassel in 1968. Since 1967 he has taught at the College of Architecture, Cornell University, Ithaca, New York. He lives in New York and London. In his paintings, drawings, sculptures, graphics, collages and assemblages he combined different techniques with handwritten texts and words and set real everyday objects against undefined backgrounds. The objects were both commonplace and personal, both poetic and ironic, reflecting his own feelings about life such as his series of hearts. His constantly varied bathrobe, transparent to the gaze of the world, was a kind of metaphor for a self-portrait. In the 70s he turned to representational painting of a traditional kind."

Lesson

- Start by showing some examples of a value strip going from black to white. Give students strips or papers with strips photocopied onto them. These strips can be divided into squares so that students can color in each square doing from dark to light. See attached examples.
- Next, show some examples of shading, how the concept is similar to value where it goes from dark to light. You can show examples of cross hatching, pixel drawings, blended shading etc.
- On white copy paper, have students draw a large heart with pencil. Using their pencil have them practice shading going from dark to light. Have samples of Jim Dine's hearts visible. To assist this process, you can have students draw two intersecting hearts and they can shade the intersections, and/or they can draw lines through the heart to create different areas that can be shaded.
- When ready, give students their art paper. If the teacher would like, paper can be folded so as to make Valentines Cards. Have students draw their heart or hearts with intersecting lines or parts to create interest and shapes for shading. Using crayons, pastels, colored pencils etc., have students shade their hearts and heart parts. You can have them use a color palette or free choice. You can offer a suggestion to make their backgrounds shaded in an opposite way of the heart. For example, if the heart is shaded dark to light top down, they may want to reverse the direction of shading in their background to create contrast. Backgrounds can have patterns etc. to complement the hearts. The focus should be on the shading.
- Save time for students to share their drawings with one another. Talk about what the process was like. Celebrate their efforts at value and shading with hearts just in time for Valentine's Day giving!





Jim Dine
monotypes et gravures

A Basic Pencil Shading Techniques

STIPPLE

Shade using short marks and dots



Great for Shading:

- " Fruit
- " Moss
- " Animal Skin

CROSS-HATCH

Shade using overlapping lines that go in different directions



Great for Shading:

- " Trees
- " Rocks
- " Mountains

LINEAR

Shade using lines that go in the same direction



Great for Shading:

- " Hair
- " Fur
- " Grass

GRADATED

Shade using consistent pressure by laying the pencil led on the side



Great for Shading:

- " Human Skin
- " Sand
- " Sky

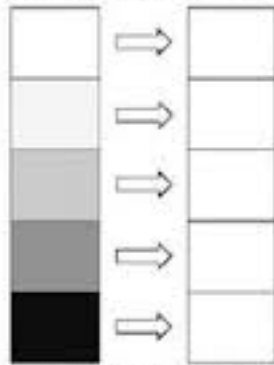
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VALUE



Using **VALUE** in Drawing

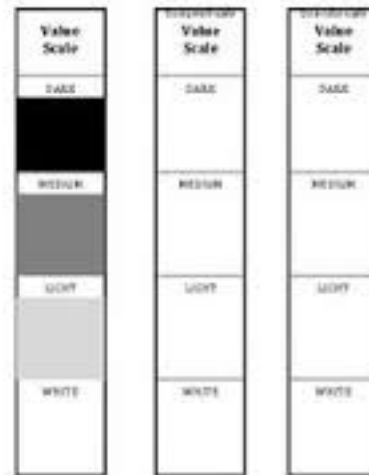
When artists use **value**, they are using a **variety of shades**. This helps their artwork look more realistic, gives the composition more dimension, and appeals to the viewer's eye.



Above is an example of a value scale—it shows **graded** value, from white, light gray, medium gray, and dark gray, to black. Using **pressure** to change the value tones, fill in the blank set of value scales to use as a reference for your artwork.

Value

VALUE IS THE LIGHTNESS OR DARKNESS OF A COLOR.



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Additional Resources:

Google search for Jim Dine reveals an array of images, art lesson ideas and more.

Pinterest for Jim Dine