

Ask®

Sneaky Art Tricks

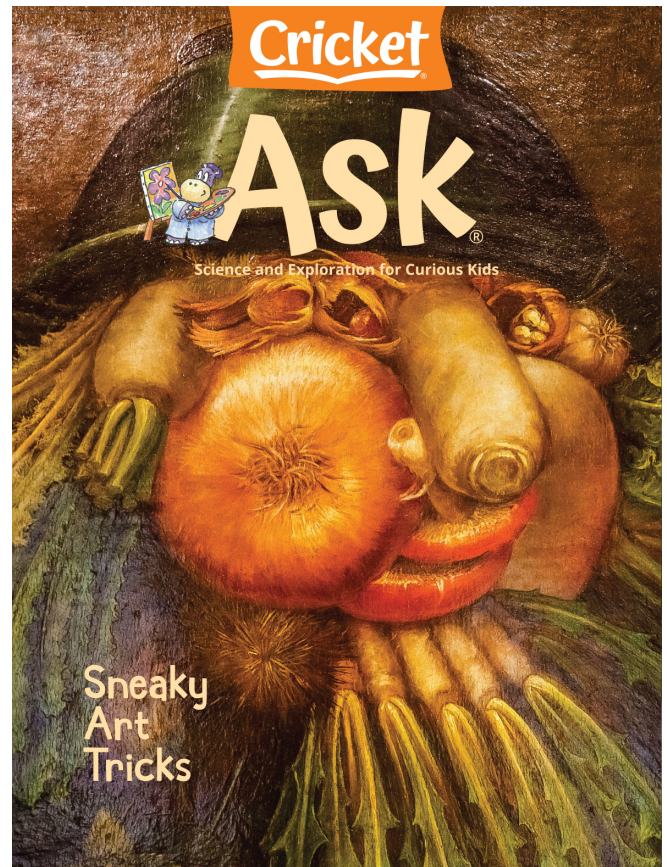
This month's issue of ASK exposes the tricks and talents that artists use to manipulate perception. Readers will enjoy articles that reveal forgeries, explain techniques and debate the moral question of 'owning a color'.

CONVERSATION QUESTION

What techniques do artists use to create their masterpieces?

TEACHING OBJECTIVES

- Students will learn how artists create realistic drawings.
- Students will learn how Han van Meegeren's forgeries fooled the world.
- Students will learn about the scientifically created color, Vantablack.
- Students will explain various art techniques.
- Students will demonstrate the ability to properly sequence and explain a studied process.
- Students will analyze evidence from a scientific text.
- Students will use mathematical concepts to draw a scene using perspective.
- Students will write a reflective essay.
- Students will complete a mini-research project that studies the function of color in the natural world.



In addition to supplemental materials focused on core STEAM skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

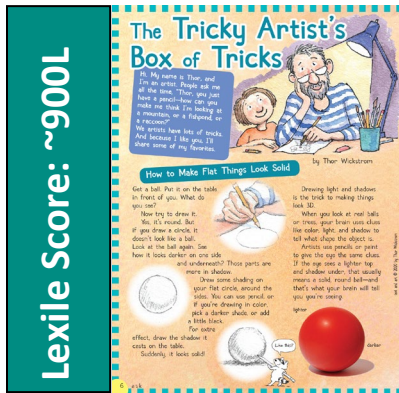
- **The Tricky Artist's Box of Tricks**
Expository Nonfiction, ~900L
- **The Art of Faking**
Expository Nonfiction, ~900L
- **The Color No One Can See**
Expository Nonfiction, ~700L

Ask® Teacher Guide: November/December 2020

The Tricky Artist's Box of Tricks

pp. 6–11, Expository Nonfiction

Enter into the artist's studio and learn the tricks of the trade. Students will learn various techniques that artists use to create realistic drawings and paintings.



RESOURCES

Tools and Tricks

OBJECTIVES

- Students will learn how artists create realistic drawings.
- Students will explain various art techniques.
- Students will use mathematical concepts to draw a scene using perspective.

KEY VOCABULARY

- **foreshortening** (p. 9) to reduce or distort in order to convey the illusion of three-dimensional space as perceived by the human eye
- **perspective** (p. 8) a technique for depicting spatial relationships on flat surfaces
- **vanishing point** (p. 8) the point in a drawing or painting where parallel lines seem to meet at a distance

ENGAGE

Conversation Question: What techniques do artists use to create their masterpieces?

Distribute the article and have students immediately turn to page 11 and study the text box labeled, *How to draw Marvin!* Read through the five steps with the class and then provide drawing paper and allow five minutes for drawing. Were the instructions helpful? Why?

INTRODUCE VOCABULARY

Post and discuss the key terms and definitions. Use books and the internet to show the class examples of those artists' tools (foreshortening, perspective and vanishing point) in various artwork. Have students use the terms to discuss what they see. Find a video clip of an artist at work or invite the art teacher to your classroom to demonstrate techniques.

READ & DISCUSS

Reinforce comprehension of the concepts presented in the article by using the following prompts to direct discussion.

1. How can an artist create realistic drawings using only a pencil?
2. Explain the color tricks discussed in this article.
3. How does an artist create perspective?
4. Why is the use of shadowing an important technique for drawing realistically?
5. How are simple lines used by cartoonists (and emojis) to convey feeling?

SKILL FOCUS: Constructing Explanations

INSTRUCT: Guide students to obtain information from the text and captions in the article. Remind them that the article was written to present the reader with knowledge of the techniques that artists use to create realistic drawings. Instruct students to reread the article and distribute the *Tools and Tricks* worksheet. Students should record the explanations for each technique listed and explain how it aids the artist.

ASSESS: Collect and review graphic organizers. Have students revisit the text to correct errors, if necessary.

EXTEND

Mathematics Reread the passage on page 8 that states how artists use math to make scenes look real. Remind students that creating a vanishing point that uses lines and angles gives a drawing perspective. (Lines and angles are the foundation of geometry.) Have students use information from the subsection, 'How to Make a Scene' to practice this mathematical concept and create their own masterpiece.

Tools and Tricks

Refer to the article, "The Tricky Artist's Box" to gather information that details the techniques that artists use to create realistic drawings and paintings.

How does the artist...
make flat things look solid?
make things appear hard or soft?
draw someone pointing at you?
draw a face?

Ask® Teacher Guide: November/December 2020

The Art of Faking

pp. 18-20, Expository Nonfiction

Grab your palette and dip into this article that details the process of one of the most successful art forgers, Han van Meegeren. Learn how he used a painstaking process to recreate famous artwork and sell it for millions of dollars.



RESOURCES

The Art of Deception

OBJECTIVES

- Students will learn how Han van Meegeren's forgeries fooled the world.
- Students will demonstrate the ability to properly sequence and explain a studied process.
- Students will write a reflective essay.

KEY VOCABULARY

- forgery (p. 18)** a person who makes an illegal copy of something to deceive
- national treasure (p. 18)** a thing, place or person that is greatly valued by the people of a country; usually an emblem of the nation's cultural heritage or identity.

ENGAGE

Conversation Question: What techniques do artists use to create their masterpieces?

Today, multi-media platforms constantly bombard us with fake images...some are slightly altered while others are totally falsified representations. Why is creating forgeries easier today than it was hundreds of years ago? When would we rather believe that a fake is real than know the truth?

INTRODUCE VOCABULARY

Post and discuss the key terms and definitions. Have a class discussion about **forgeries** and **national treasures** that students are familiar with from books, movies or in real-life. Arrange small groups and instruct them to create a two columned chart that lists **forgeries** and **national treasures**. Fictional or nonfictional items can be placed on the list as long as they can offer a point of reference for the listing.

READ & DISCUSS

Read the article aloud with the class. Have students reread the article in small groups to answer the questions below. Discuss responses.

- Who was Han van Meegeren?
- What was unique about how Han van Meegeren escaped his punishment of death?
- Why did Han van Meegeren choose to copy Vermeer's work?
- What mistakes led to Han van Meegeren getting caught?

SKILL FOCUS: Sequencing a Process

INSTRUCT: Review the article and guide students to notice that there is a very specific process that Han van Meegeren utilized when creating his forgeries. Distribute the *Art of Deception* graphic organizer and instruct students to condense the process into four important steps that detail how he recreated these famous masterpieces.

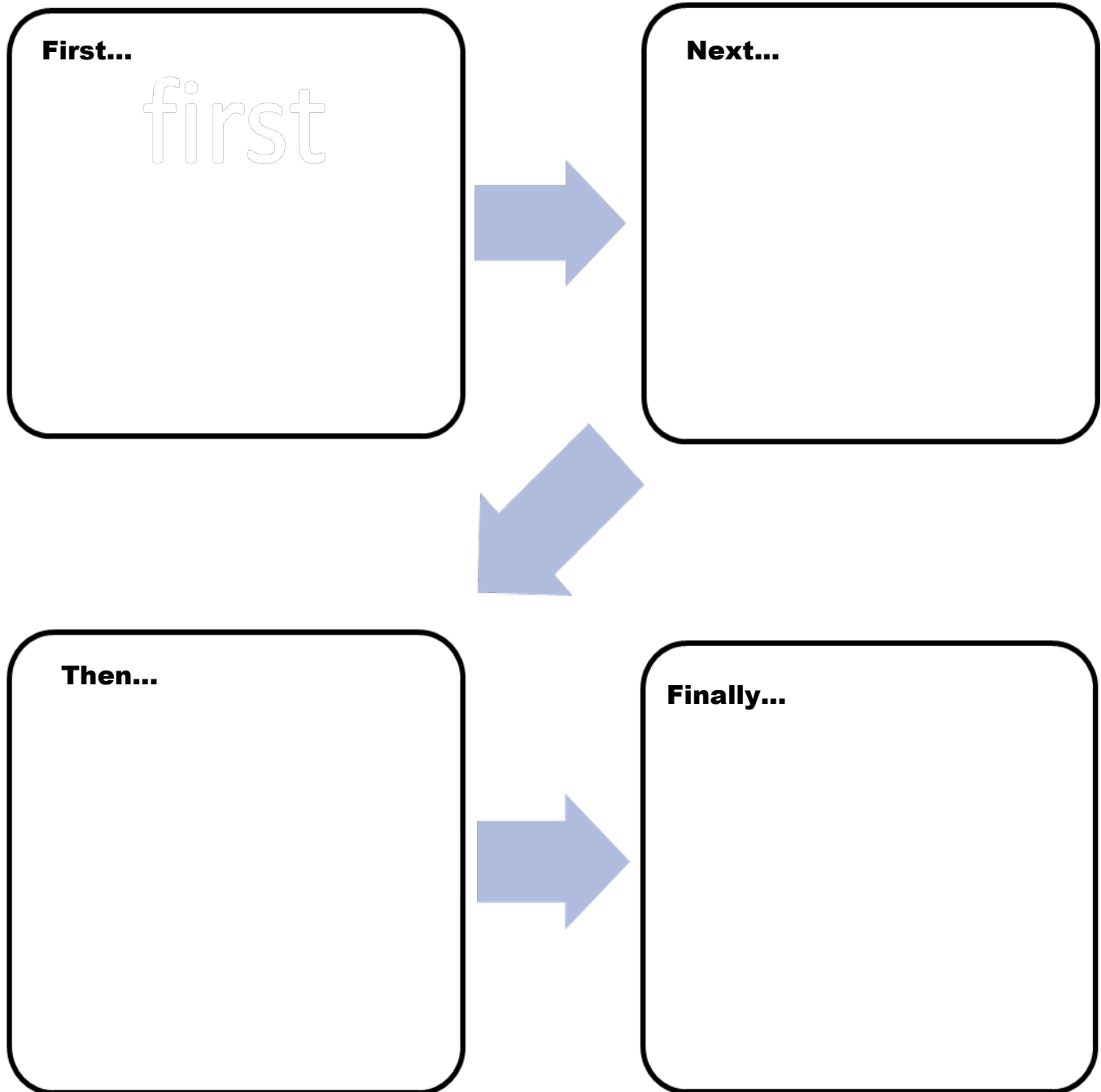
ASSESS: Circulate as children are working on their charts and have students retell the process in their own words. Collect the *Art of Deception* organizer and evaluate.

EXTEND

Language Arts Have students consider the following question, "If Han van Meegeren was so talented, why didn't he make his living creating original artwork?" Allow a short brainstorming session, and then tell students that they are going to focus on that question as they write a reflective essay. (A reflective essay is writing that requires the author to inform the reader about their attitudes and impression regarding a given topic.) Have them consider whether it was money, lack of confidence, the thrill...or something else. Remind them to present logical reasons to support their opinion.

The Art of Deception

Refer to the article, “The Art of Faking,” to sequence and explain Han van Meegeren's process for creating superior forgeries.

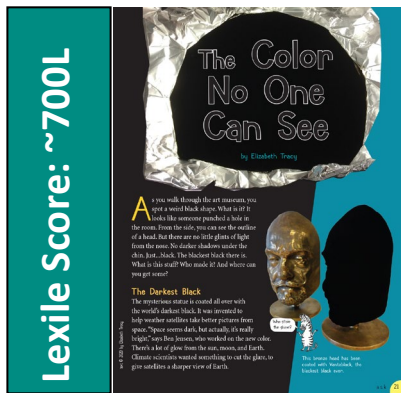


Ask® Teacher Guide: November/December 2020

The Color No One Can See

pp. 21-22, Expository Nonfiction

Now you see it...now you don't!
Readers will be intrigued by the scientific creation of a new color that literally has artists fighting for the right to use it. Most fascinating about this color battle is that fact that they are fighting over a color that no one can see!



RESOURCES

The Color Controversy

OBJECTIVES

- Students will learn about the scientifically created color, Vantablack.
- Students will analyze evidence from a scientific text.
- Students will complete a mini-research project that studies the function of color in the natural world.

KEY VOCABULARY

- glare** (p. 21) to shine with a harsh, uncomfortably brilliant light
- reflecting** (p. 22) the return of light waves from a surface
- wavelengths** (p. 22) the distances between two successive peaks of a wave of light (or sound)

ENGAGE

Conversation Question: What techniques do artists use to create their masterpieces?

Tell students that the article that they are preparing to read evokes the question, "Can anyone really own a color?". Facilitate a class discussion. Expand the topic further by having students consider the same question for scent, taste and texture. Display the title, "the Color No One Can See". Complete the vocabulary activity and begin reading.

INTRODUCE VOCABULARY

Post and discuss the key terms. Be sure that students understand the definitions before reading the article. Tell students that they will need to use all of the vocabulary words when answering the third question in the Read & Discuss section below.

READ & DISCUSS

Pose the following questions to the students to prompt meaningful discussion following the reading of the article.

- Why was Vantablack created?
- What is Vantablack made of? How is it made?
- How does Vantablack 'trick the eye'?
- Explain the 'Color Battle' that broke out between artist, Anish Kapoor and other artists.
- After Stuart Semple invented his own super-black, he shared it with artists, magicians, photographers and astronomers. Explain why each of these professionals would be interested in this black.

SKILL FOCUS: Analyzing Evidence

INSTRUCT: This article presents the reader with detailed information regarding the Color Battle that that erupted between Anish Kapoor and other artists. Present *The Color Controversy* graphic organizer and tell students that they will be analyzing evidence that explains the pros and cons of being able to 'own a color'. They will need to consult the article to gather accurate information, as well as contribute their own thoughts regarding the controversy. Is this a science issue or a moral issue?

ASSESS: The objective of this lesson is to help students practice the skill of analyzing evidence from a science-based text. Encourage students to record their own opinions, as well, using this evidence to support their viewpoint.

EXTEND

Science Redirect students' attention to the text box on page 23 titled, 'Nature's Artists' that discusses colors that appear in our natural world. Have the class do a mini-research project studying the function of color in nature. (Ex: camouflage, attraction, warning, etc.) If you have access to past ASK magazines, there are relevant articles in the July 2018 and the September 2019 issues.

The Color Controversy

Refer to the article, "The Color No One Can See," to support your opinion by analyzing the information presented in the text.

Should it be possible to 'own' a color?	
<p>YES!</p> <p>Reasons to support the concept of owning a color.</p>	<p>➤</p> <p>➤</p> <p>➤</p>
<p>NO!</p> <p>Reasons to reject the concept of owning a color.</p>	<p>➤</p> <p>➤</p> <p>➤</p>

Survey the class to see how many students support the concept of owning a color.

Record the results below.

_____ Yes _____ No