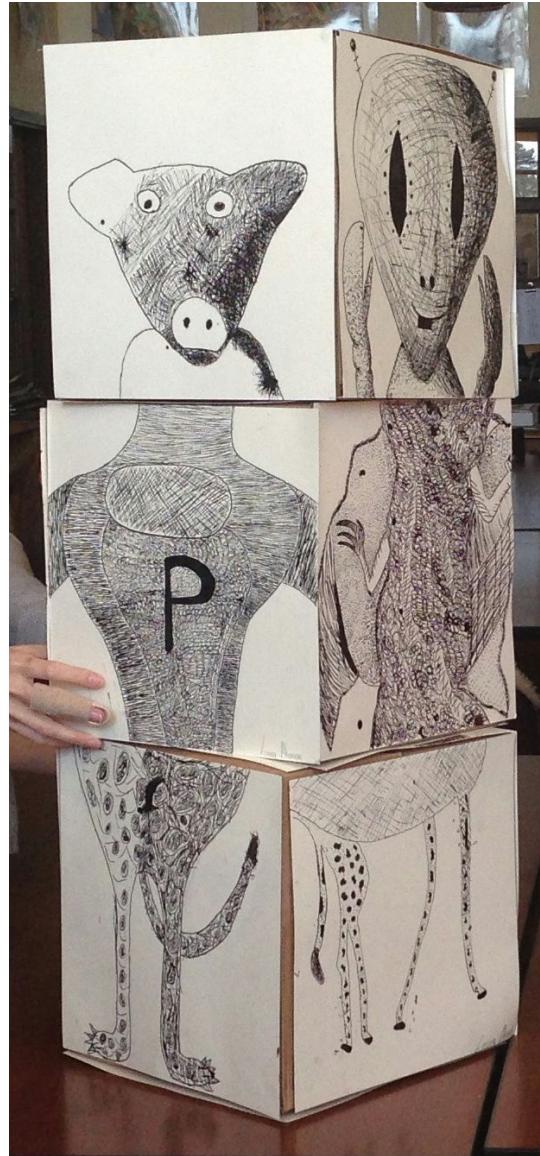


# Exquisite Corpse Cube Project



Adrienne Kitko

# Background/Intent

This lesson about Surrealism was inspired by a combination of my own high school experience and a desire to engage Art Foundation students. The Surrealist Movement celebrated the unpredictability that results from chance occurrences and group collaboration, concepts that foster spontaneity and exploration.

*How can artists communicate visually with each other?* This central question prompted my students to explore a major theme of the Surrealist Movement – juxtaposition. In using juxtaposition, students were able to take two seemingly incompatible images or ideas and combine them in a way that highlighted both to an even greater artistic advantage. The playfulness of this concept, combined with the game Exquisite Corpse, developed into the Exquisite Corpse Cube Project.

I introduced the class to pen and ink, a media favored by many Surrealist artists. The game Exquisite Corpse, founded by Surrealist André Breton, became a fruitful and exciting way for my students to practice. After a few rounds of the game, students created their own Exquisite Corpse figures consisting of three pen and ink drawings: a head, torso, and a lower body portion.

The figures they drew incorporated Surrealism by juxtaposing two images or ideas. To start brainstorming about what they wished to communicate, students asked themselves: *What two things are being juxtaposed? What am I saying with this juxtaposition? What am I trying to communicate to the viewer?* Then, students used pen and ink to employ the techniques that they learned which included hatching, cross hatching, scumbling, and stippling to create value and visual texture.

When completed, the class broke into groups and attached the drawings to empty clay boxes that I had around the art room. Finally, standing before us were two surreal figures that were able to be picked up and rearranged to create funky, bizarre combinations. The project was enjoyed by all, furthering an aspect that made Surrealism unique, collaboration.

# Exquisite Corpse Cube Project

**Designed By:** Adrienne kitko

**Grade Level:** 9-12

**Time Span:** 8, 70 minute sessions

**Essential Questions:** How can art communicate?

**Provoking Questions:**

1. How do images communicate ideas?
2. How can juxtaposition aid in communication?
3. What is the value in collaborating with other artists and/or peers?
4. In what ways did Europe's cultural values and social issues influence and give rise to Surrealism?

**Project Objectives:**

1. The learner will understand how the game Exquisite Corpse reflected and influenced the Surrealist artists of the 20th century.
2. The learner will demonstrate when to apply the correct pen and ink techniques to create value in a piece of work.
3. The learner will demonstrate positive interpersonal skills by playing the Exquisite Corpse game, constructing the Exquisite Corpse cubes, and participating in critiques that encourage giving and receiving.

**Materials**

Paper:

Thirty-six 12"x12" pieces of hot pressed paper

Boxes:

Twelve 12"x6" cardboard clay boxes

Ink:

Black India ink

Tools:

Crow quill pens and nibs

Misc:

Plastic gloves, pencils, erasers, clear packing tape, laminator, paper towels, container with water.

Technology:

Computers  
Printer, no color needed

## **Project Vocabulary**

Surrealism

Conscious

Subconscious

Juxtaposition

Exquisite Corpse

Collaboration

Value

Visual Texture

Hatching

Cross Hatching

Stippling

Scumbling

# Direct Instruction

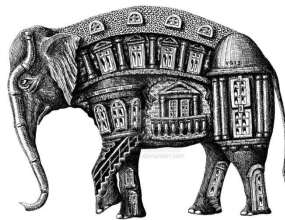
## Day 1

See handouts: Day 1

1. Explain that students will be focusing on a project dedicated to the cultural art movement Surrealism and how it influenced the values, beliefs, and perspectives of artists. Distribute a notes version of a PowerPoint presentation and accompanying vocabulary worksheet, asking students to take notes during the presentation.
2. Read the Exquisite Corpse Cube Project Sheet together with students.
3. Ask students to create three, 12" x 12" drawings consisting of a Surrealistic head, torso, and lower body portion employing the pen and ink techniques they have learned. The drawings will be glued onto 12"x 12"x 12" cardboard boxes and will be able to be picked up and turned to reconfigure the interactive 3D "corpse". There will be two sets of Exquisite Corpses and a dialog will be created when the pairs are next to one another.
4. Pull up images of Surreal pen and ink drawings to discuss how artists have used pen and ink techniques, how one can achieve the Elements and Principles of Design in a drawing, and how juxtaposition can be executed in a drawing.



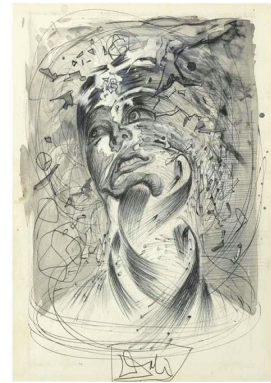
Edward Gorey



Pintrest Sample



Andre Masson



Salvador Dali



5. Meet one-on-one with students to look over their sketches and approve 1 head, 1 torso, and 1 leg/foot portion. Ask the students about their sketches, using such questions as, "What inspired you this drawing? Tell me which ones you find successful. What makes you say that? "
6. After approval, students will go into the computer lab and print reference photos to study value, giving the teacher a chance to monitor student comprehension of this concept.
7. Distribute a piece of pre-cut 12"x12" hot pressed paper, a Crow Quill pen, India ink, a pencil and get to work. Students sketch in pencil and go over it in ink.



## Day 2

1. Start class by introducing 21st century pen and ink artist **Henrik Drescher**. Born in Copenhagen, Denmark, in 1955, Henrik Drescher and his family emigrated to the United States in 1962. After only a semester of study at the School of the Museum of Fine Arts in Boston, Drescher—strongly encouraged by his teachers—left to pursue a career as a freelance illustrator, while traveling extensively through the United States, Central America and Europe. He eventually settled in New York in 1982.

2. Ask students to get out their drawings from last class. Distribute a piece of pre-cut 12"x12" hot pressed paper (if onto the next portion of the cube), a Crow Quill pen, India ink, and a pencil so they can get to work.

3. Walk around and informally and formally assess students.



## Day 3

1. Start class by introducing 21st century pen and ink artist **Ralph Steadman**. Born in 1936, Ralph Steadman began his career as a cartoonist and through the years diversified into many fields of creativity.



2. Ask students to get out their drawings from last class. Distribute a piece of pre-cut 12"x12" hot pressed paper (if onto the next portion of the cube), a Crow Quill pen, India ink, and a pencil for them to begin working.

## Day 4

1. Start class by introducing 21st century pen and ink artist **Edward Gorey**. He was an American writer and artist noted for his illustrated books. His characteristic pen-and-ink drawings often depict vaguely unsettling narrative scenes in Victorian settings. Gorey's masterful pen and ink illustrations and his ironic, offbeat humor have brought him critical acclaim and an avid following throughout the world.

2. Ask students to get out their drawings from last class. Distribute a piece of pre-cut 12"x12" hot pressed paper (if onto the next portion of the cube), a Crow Quill pen, India ink, and a pencil to begin working.





3. Call an in-process critique. Ask class to hang their work and request feedback. Use questions such as: *Where do you see the techniques working? What questions do you have for this artist? How can this piece be improved? What other technique could satisfy what this person is trying to do?*

4. Return to work after the critique session and continue to circulate around the room, using embedded assessment to reach all students.

## Day 5 and 6

See Handouts: Day 6

1. Students will get out their drawings from last class. Then, distribute a piece of pre-cut 12"x12" hot pressed paper (if onto the next portion of the cube), a Crow Quill pen, India ink, a pencil and get to work. Distribute and collect wrap up slips before students leave.

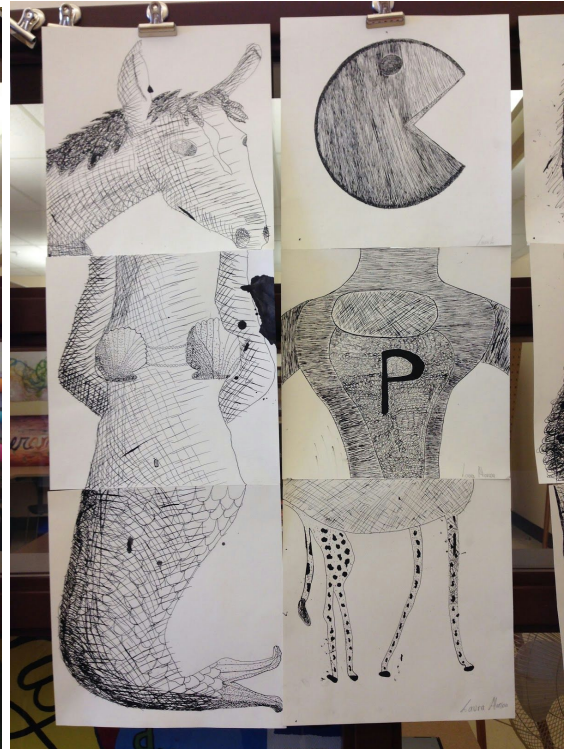
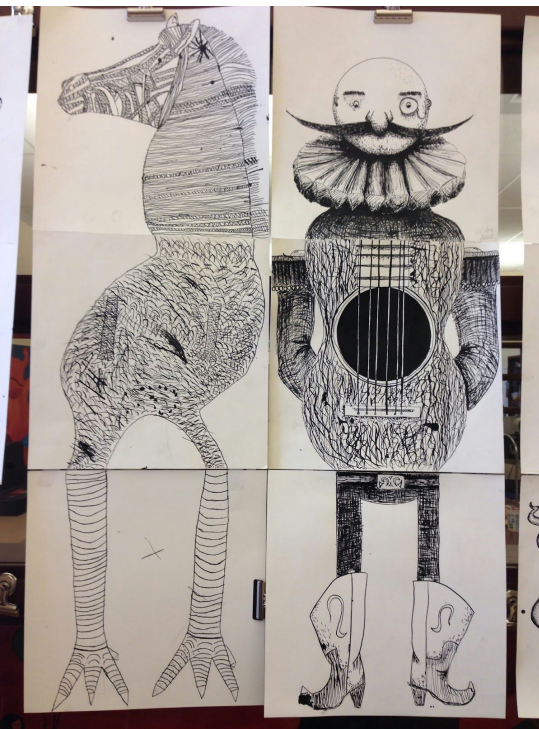


## Day 7

See Handouts: Day 7

Students should be finishing up, if not completed already. They will have a quiz the next class and receive a study sheet. Read the study sheet aloud and ask if there are any questions. Then, students will break up into an interview critique by picking a random number from a container and asking who has their corresponding number.







## Day 8:

1. Distribute the quiz.
2. When finished, ask students to work in groups of 2 or 3 and adhere their drawings to the cardboard cubes, making sure that all head, torso, and leg/foot portions are organized and on the correct cube.
3. Display the Exquisite Corpse cubes in the library or another public venue. Students will finally take turns interacting with them and seeing all the possibilities!



**Assessments:**

Tools attached in handout

**Clean Up:** Students will sign their names and leave projects on the drying rack to dry. Students will close ink tightly and return to resource table. They will place their crow quill pens in a container of water placed near the sink. They will wipe down their areas if necessary. They will hand in their practice papers to the teacher with their names on them.

**Modifications:** Teacher will differentiate lesson by determining source of problems for students and then remediate. Remediations can include doing hand over hand during a one-on-one instruction for student, the crow quill pen can be modified to help student get a better grip by adding an adaptive gummy grip, the student can use a micron pen or sharpie marker, modifications to material size and alternative techniques will be provided on an individual basis as needed, spoken, written and illustrated instructions will be provided, and physical examples will be available for study and creation.

**Technology:**

Ladibug Document Camera

Macbook Pro computer that will have a saved Surrealism PowerPoint.

LCD Projector to project the slideshow on the whiteboard.

Adaptor/dongle for Mac to LCD

Printer, black and white

**Instruction Resources:**

Surrealism definition:

<https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=SURREALISM>

Who/what influenced the movement?

<http://www.theartstory.org/movement-surrealism.htm>

**Image Credits:**

RENÉ MAGRITTE LES BIJOUX INDISCRETS:

<http://www.christies.com/lotfinder/drawings-watercolors/rene-magritte-les-bijoux-indiscrets-5404187-details.aspx>

Dali's painting Persistence of Memory:

<http://legomenon.com/salvador-dali-persistence-of-memory-melting-clocks-meaning.html>

Automatic drawing visual provocation:

[http://www.moma.org/collection/details.php?theme\\_id=10947](http://www.moma.org/collection/details.php?theme_id=10947)

Matisse's painting Lady with a Blue Hat: [https://en.wikipedia.org/wiki/Woman\\_with\\_a\\_Hat](https://en.wikipedia.org/wiki/Woman_with_a_Hat)

Marcel Duchamp's Nude Descending a Staircase, No. 2:

[https://en.wikipedia.org/wiki/Nude\\_Descending\\_a\\_Staircase,\\_No.\\_2](https://en.wikipedia.org/wiki/Nude_Descending_a_Staircase,_No._2)

Marchel Duchamp's urinal/fountain:

<http://www.dieselpunks.org/profiles/blogs/the-dada-art-movement>

Photo of Andre Breton: <http://www.jamesreichbooks.com/>

Dali's Eccentric Genuis painting:

<http://artanddesigninspiration.com/salvador-dali-eccentric-genus/>

Picture of Freud:

<http://cdn8.openculture.com/wp-content/uploads/2014/05/freud-in-30s-audio-and-video.jpg>

Picture of bear and bottled water: <http://hatchedlondon.com/blog/2013/10/zeo-is-here/>

Edward Gorey Skull image: <://www.pinterest.com/pin/254805291391057293/>

Surreal elephant image: <http://www.pinterest.com/pin/408068416210295161/>

Andre Masson (French, 1896 - 1987). "Portrait d'Andre Breton:

[http://www.liveauctioneers.com/item/11142013\\_andre-masson-original-pen-and-ink-drawing](http://www.liveauctioneers.com/item/11142013_andre-masson-original-pen-and-ink-drawing)

Pen and ink Dali: <http://www.mutualart.com/Artwork/TETE-EXPLOSIVE/291A47F24FA1210A>

Henrik Drescher image: <http://www.hdrescher.com/>

Ralph Steadman image: <http://www.ralphsteadmanprints.com/wine-prints.html>

Edward Gorey hand in fur coat image: <http://www.edwardgoreyhouse.org/>

Example of an apple using hatch lines:

<http://www.wetcanvas.com/forums/archive/index.php/t-430106.html>

Example of a teapot using stippling: <http://www.cs.mun.ca/~omeruvia/videos/index.html>

Example of scumpled women: <https://www.pinterest.com/pin/460422761875470929/>

Example of cross hatched plates:

[http://sketchbookchallenge.blogspot.com/2013\\_05\\_01\\_archive.html](http://sketchbookchallenge.blogspot.com/2013_05_01_archive.html)

All other images by Adrienne Kitko



Handouts

Day 1

Name: \_\_\_\_\_

## Surrealism Vocabulary

**Surreal** - bizarre, not real.

**Surrealism** - A movement in art and literature that sought to release the creative potential of the unconscious mind.

**Juxtaposition** - When two contrastingly different things are placed together, side by side, for comparison or contrast.

**Conscious** - the part of the mind in which you are aware of. For example: typing, walking, anything you are doing right now.

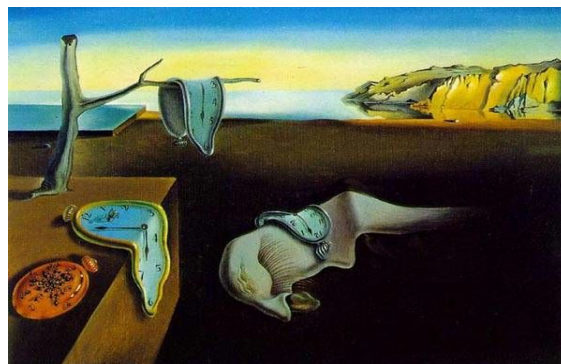
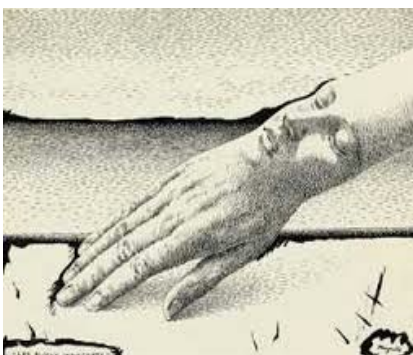
**Subconscious** - the part of the mind that is the storage room of everything that you are currently unaware of. For example, all of your memories, your skills, all situations you've been through and all images you've ever seen.

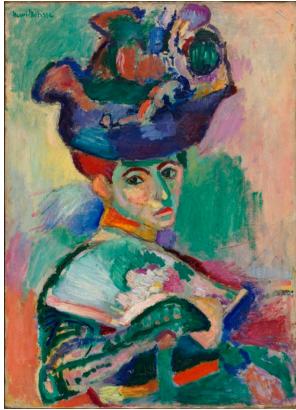
**Collaboration** - the act of working with others to create new visions of the world.

**Exquisite Corpse** - A game where each participant draws an image on a sheet of paper, folds the paper to conceal their contribution, and passes it on to the next player for his/her contribution.

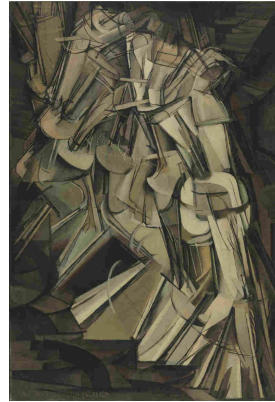
**Value** - The lightness or darkness of tones or colors. White is the lightest value; black is the darkest.

**Visual Texture** - to create a 2D surface that convinces viewers it feels a certain way if touched.





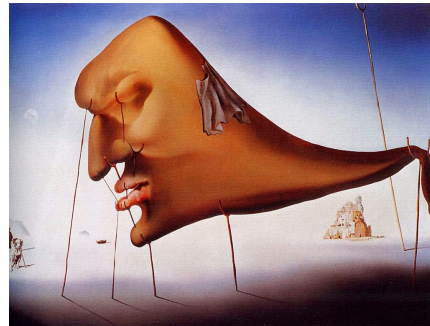
How were people use to understanding art in the early 20th century?



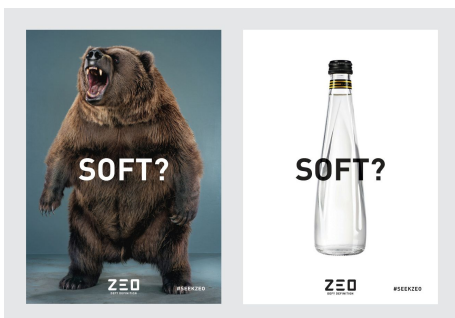
What was Futurism?



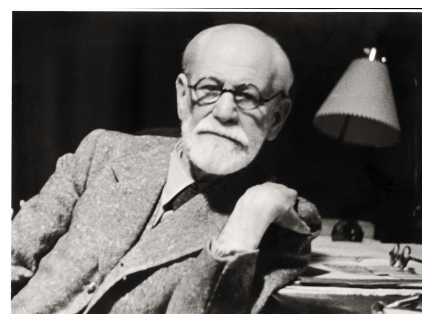
Who/What influenced the movement?"



What is Surrealism?



"What does juxtaposition mean?"



"What is the subconscious mind? And who is Freud?"



Day 2

## Exquisite Corpse Cube Project Sheet

**Goal:** In this assignment, you use the spirit of Surrealism - unpredictability, chance, and group collaboration as inspiration to create an Exquisite Corpse figure consisting of three pen and ink drawings: a head, torso and a lower body portion. Your figure will integrate Surrealism by juxtaposing two images or ideas. Ask yourself: *What two things are being juxtaposed? What am I saying with this juxtaposition? What am I trying to communicate to the viewer?* You will use pen and ink and employ the techniques that we have learned and practiced - hatching, cross hatching, scumbling, and stippling to create value and visual texture. When all the drawings are complete, the class will break up into groups and participate in attaching the drawings to boxes. Finally, the boxes will be able to be picked up, turned around, and enjoyed by all.

### Materials:

Sketchbook	3 Sheets of 12"x 12" Paper	Images to Reference
Pencil & Eraser	India Ink	Crow Quill Pen and Nib

### Process:

- ❑ In your sketchbook, draw the table below. Here is where you will sketch 2 heads, 2 torsos, and 2 leg/feet portions. Remember, you have artistic license to create a Surrealist figure that can be as creative as you are! Inspiration can come from animals, humans, insects, reptiles, amphibians, plants, sea monsters, etc. You will be sourcing images and using them for reference.

Head		
Torso		
Leg/Feet		

- ❑ After you have 2 sets of sketches, share them with me and we will decide together which one will be the best for your final pen and ink drawing.
- ❑ Then, you will get 3 pieces of paper and write your name on the back of each one.
- ❑ Get a pencil, eraser, India ink, and a crow quill pen. First, sketch out your head image in pencil and then go over it with the crow quill pen. Remember to use hatching, cross hatching, scumbling, and stippling to create value and make your image look 3D.
- ❑ Continue above steps for the torso and lower body/leg portion.
- ❑ After all 3 pen and ink drawings are complete, they will be laminated and attached to the appropriate sections on a cube.
- ❑ When the class has completed the drawings and attached them to the cubes, the interactive game of Exquisite Corpse Cubes can be played!

How you will be assessed:

	<b>Utilizing Techniques</b>	<b>Elements and Principles of Design</b>	<b>Integration of Surrealism</b>
<p style="text-align: center;"><b>Criteria for Exquisite Corpse Cube Project:</b> Individual Exquisite Corpse Figure</p>	<p><b>1)</b> Produce 3 drawings that utilize the following <b>techniques:</b> Stippling, Hatching, Cross-Hatching, and Scumbling in order to achieve visual texture and value.</p>	<p><b>2)</b> Utilize the <b>elements of art and principles of design</b> in your composition- how well you create value and visual texture.</p>	<p><b>3)</b> Integrate <b>Surrealism:</b> What two things are being juxtaposed? What are you saying with this juxtaposition? What are you trying to communicate to the viewer?</p>

Day 6

## Wrap Up Slip

Name:

Date:

1) Explain what has been the most stimulating or fun part about learning about Surrealism?

2) How did the Exquisite Corpse game unlock your creative subconscious?

3) What is the value in collaborating with other artists and/or peers?

4) What questions about Surrealism do you still have?



Day 7

## Interview Critique Sheet

Your Name:

Person You Are Interviewing:

The critique is the primary vehicle through which you get feedback on your work. Improvement in image making is almost always based upon the reactions you get from others after they look at and consider your work. You gain an important kind of objectivity in relation to your work when you listen to what others have to say about it. You will interview a partner and you will be interviewed in turn. You will have 5 minutes to ask questions and 5 minutes to answer questions. Then, take time to give each other feedback. Finally, the class will come together and you will share 2 insights from your interview.

1. What images or ideas did you juxtapose (contrast) in your Exquisite Corpse figure?

2. How did you come up with the ideas of your drawings?

3. Which drawing do you consider achieved the most value range and show the techniques working well? Why?

4. Which drawing do you consider the least successful? Why?

**Self Assessment from Art Teachers at Scarborough High School**

Assignment	4 - EXCEPTIONAL	3 - STRONG	2 - DEVELOPING	1 - BEGINNING
<p><b>Project Content/Theme:</b> Drawings integrate Surrealist themes (juxtapose) utilizing the 4 techniques: hatching, cross hatching, stippling, scumbling.</p>	<p>Drawings demonstrate adventurous choices and <b>excellent</b> command of appropriate pen and ink techniques, and Surrealism concepts strengthens creative intent.</p>	<p>Drawings <b>clearly</b> exhibit the juxtaposition of ideas or images and through thoughtful applications of techniques in support of creative intent.</p>	<p>Drawings show evidence of <b>some</b> requirements, techniques/concepts . Some missing components.</p>	<p>Drawings show no evidence or <b>minimal</b> evidence of requirements, concepts and/or techniques covered, or <b>no project submitted</b>.</p>
<p><b>Elements of Design:</b> Line, Texture, Shape/Form Value, Space  <b>Principles of Design:</b> Emphasis value to show form, Contrast,</p>	<p>Planned carefully, made several sketches, and showed an awareness of the Elements and Principles of Design, shows form effectively through value carefully, used space effectively.</p>	<p>Artwork shows that the student applied the Principles of Design while using one or more Elements effectively; showed an awareness of filling the space adequately</p>	<p>Student did assignment adequately, yet it shows lack of planning and little evidence that an overall composition was planned</p>	<p>Assignment was completed and turned in, but showed little evidence of any understanding of the elements and principles of art; no evidence of planning. Or did not complete the artwork.</p>
<p><b>Work Habits</b></p>	<p>Consistently makes excellent use of class time and comes prepared.</p>	<p>Consistently makes good use of class time and generally comes prepared.</p>	<p>Inconsistently makes use of class time and sometimes prepared.</p>	<p>Often off task and rarely comes prepared.</p>
<p><b>Craftsmanship / Skill / Consistency</b></p>	<p>Consistently demonstrates excellent workmanship. Evident attention to detail. Intentional control of materials. Superior quality in control and craftsmanship.</p>	<p>Demonstrates competent workmanship. Attention to detail. Control of materials. Quality craftsmanship.</p>	<p>Demonstrates developing workmanship, skills. Attention to detail is hit or miss. Inconsistent control of materials and craftsmanship.</p>	<p>Student showed below average craftsmanship, lack of pride in finished artwork</p>
<p><b>Imaginative Expression</b> <i>Visual solution is creative and unique.</i></p>	<p>Student explored several choices before selecting one; generated many ideas; tried unusual combinations or changes on several ideas; made connections to previous knowledge; demonstrated outstanding problem-solving skills</p>	<p>Student tried a few ideas before selecting one; or based on his or her work on someone else's idea; made decisions after referring to one source; solved the problem in a logical way</p>	<p>Student tried an idea, and carried it out adequately, but it lacked originality; substituted "symbols" for personal observation, might have copied work</p>	<p>Student fulfilled the assignment, but gave no evidence of trying anything unusual or showed no evidence or original thought.</p>
<p><b>Reflective Statement</b> <i>Thoughtful written exploration of creative process, project requirements, and intent reflecting knowledge of the world around you and available resources.</i></p>	<p>Detailed self-analysis demonstrating insight and objectively related to all concepts, techniques, and process.</p>	<p>Expresses concepts and understanding of design elements and technical skills.</p>	<p>Underdeveloped statements, only some understanding of concepts demonstrated.</p>	<p>Writing incomplete or not attempted.</p>

Name:

Date:

This project has been designed to help you understand the Surrealist Movement and how the game Exquisite Corpse influenced the artists of that movement. Put yourself in the place of a Surrealist. How did your work prompt you to embrace juxtaposition and be inspired by chance encounters with both materials and other artists? Use specifics to support your main ideas.