



ELEMENTARY VISUAL ARTS

A Partnership Between:



## Jean Dubuffet: Art Brut and Symbolic Figures

How do artists use elements of art to create symbolism?  
What kind of effects can color create?

### LESSON OVERVIEW/OBJECTIVES

Students will learn about the artist and work of Jean Dubuffet, including the Art Brut movement, and his graphic style Hourloupe. Exploring Dubuffet's iconic color use of red, white, blue and black, students will create 2D and/or 3D symbolic figures and objects in the Hourloupe style of Jean Dubuffet.

### 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 forms.
- h. Explore the design possibilities of a 3-D object by examining views of it from many angles.

**Objective 2: Use a broad range of art materials in supporting the visual arts needs at school.**

- b. Use new art materials and newly learned techniques and processes to celebrate important days and historical events.

**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 illusion or feeling of depth.

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

- a. Identify dominant elements in significant works of art.
- 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 1: Explore possible content and purposes in significant works of art**

- a. Explain possible meanings or interpretations of some significant works of art.

**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.
- d. Create a work of art that uses a similar subject matter, symbol, idea, and/or meaning found in a significant work of art.

## **INSTRUCTIONAL OBJECTIVES:**

Students will:

- Understand that the elements of art are the building blocks for creating works of art.
- Recognize qualities of symbolism and be able to create symbolic art.
- Learn about the artist Jean Dubuffet and his work.
- Learn about Art Brut and Dubuffet's graphic style, "Hourloupe."
- Learn about composition, symbols and color.

## **SUPPLIES**

- Images and art samples of the work of Jean Dubuffet both 2D and 3D
- Art pencils H& B, markers
- Large drawing paper (16" x 20" or 11" x 17" or 8.5" x 11"). One large sheet and several smaller sheets of paper per student
- Recycled thin cardboard (cereal boxes, etc.)
- White blockout paint
- Red, blue and black (permanent) markers various widths
- Scissors
- Glue
- Foamcore for base
- Poster with organic shape examples
- Hourloupe style examples from beginning stages to finished

## VOCABULARY

**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.

**Color theory** - In the visual arts, color theory is a body of practical guidance to color mixing and the visual effects of a specific color combination.

**Primary Colors:** Red, yellow and blue

In traditional color theory (used in paint and pigments), primary colors are the 3 pigment colors that can not be mixed or formed by any combination of other colors. All other colors are derived from these 3 hues.

**Color Harmony** - Harmony can be defined as a pleasing arrangement of parts, whether it be music, poetry, color, or even an ice cream sundae.

**Hourloupe** - Hourloupe style developed from a chance doodle while Dubuffet was on the telephone. The basis of it was a tangle of clean black lines that forms cells, which are sometimes filled with unmixed color. He believed the style evoked the manner in which objects appear in the mind. This contrast between physical and mental representation later encouraged him to use the approach to create sculpture.

**Art Brut** - Art Brut, or in French “raw/rough art,” was a label made by French artist Jean Dubuffet to describe art that was created by self-taught, naïve artists.

## INSTRUCTIONAL PLAN

### Introduction

Before beginning the lesson, show images of both Jean Dubuffet’s Hourloupe graphic 2D drawings and his 3D sculptures in this same style. 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, color and composition. These ideas may be new to your students but you have the visual art pieces to help explain the concepts. Explain that artists can use objects (real or imaginary), color, words and letters to represent an idea. It’s how artists represent their ideas 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 Jean Dubuffet, Art Brut, Hourloupe technique, and the symbolic colors of red, white, blue and black. They will be creating their own version of characters and imagery in Dubuffet’s Hourloupe style using the iconic color palette.

### About the Artist

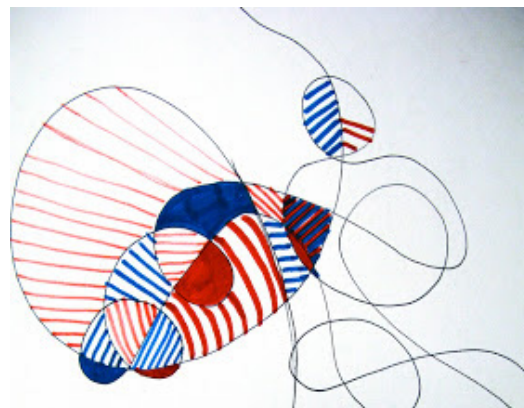
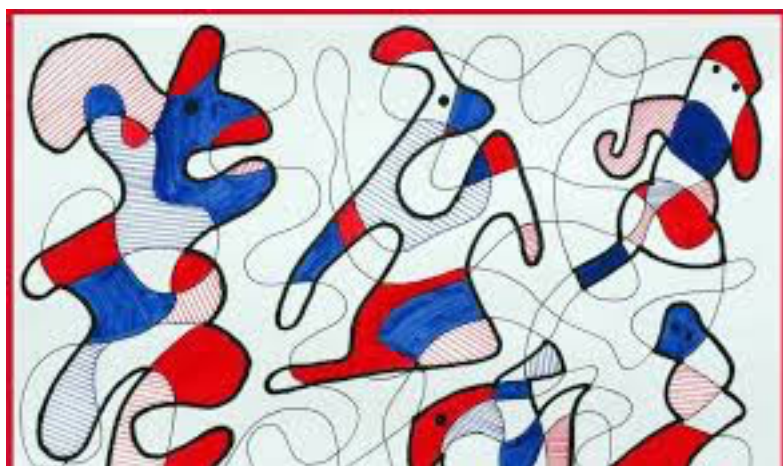
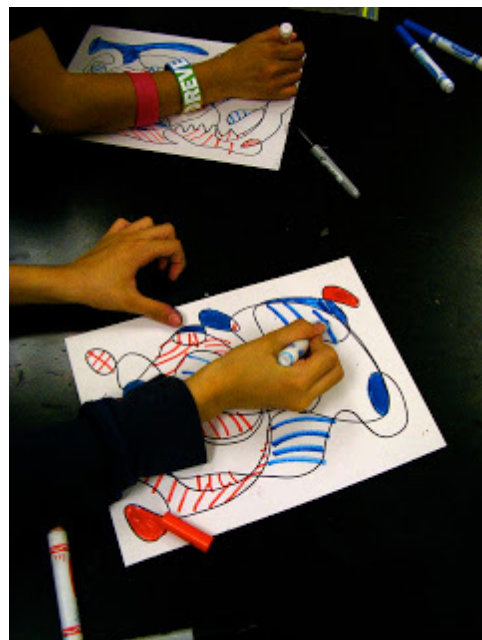
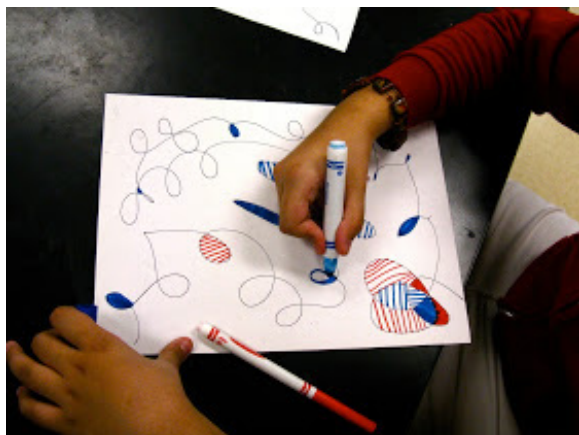
**Jean Philippe Arthur Dubuffet** (31 July 1901 – 12 May 1985) was a French painter and sculptor. His idealistic approach to aesthetics embraced so called “low art” and eschewed traditional standards of beauty in favor of what he believed to be a more authentic and humanistic approach to image-making. He is perhaps best known for founding the art movement Art Brut, and for the collection of works—Collection de l’art brut—that this movement spawned. Dubuffet enjoyed a prolific art career, both in France and in America, and was featured in many exhibitions throughout his lifetime.

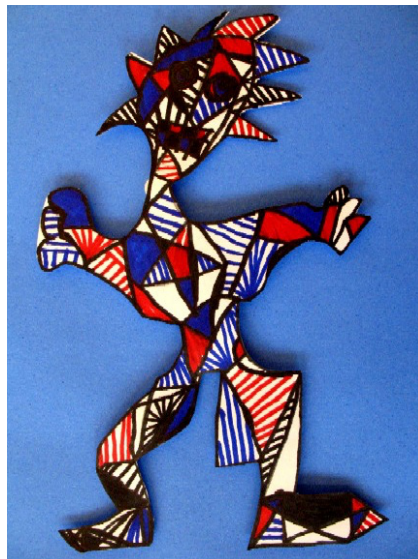
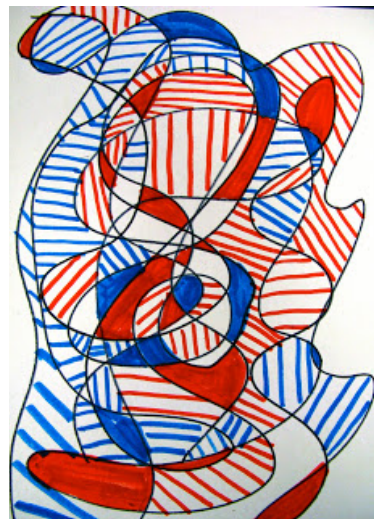
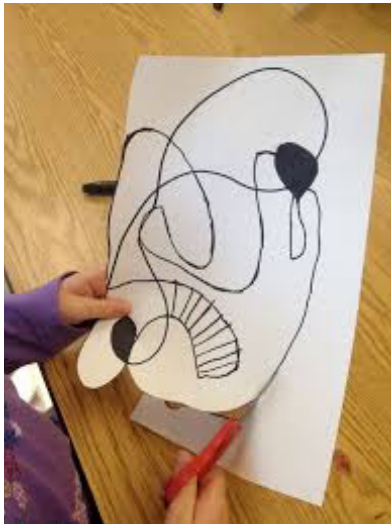
Dubuffet’s Hourloupe style developed from a chance doodle while he was on the telephone. The basis of it was a tangle of clean black lines that forms cells, which are sometimes filled with unmixed color. He believed the style evoked the manner in which objects appear in the mind. This contrast between physical and mental representation later encouraged him to use the approach to create sculpture.

## INSTRUCTIONAL PLAN CONTINUED

### Create: Your own Hourloupe style of character or image in the style of Dubuffet.

1. To understand the use of color in symbolism, first show students the American flag. Talk about the role of color in this flag. Ask them what they think of when they see this same color palette in other images like "I Heart NY", clothing, costumes, etc.
2. Show students some examples of Dubuffet work both the Hourloupe drawings and his sculptures. Look at the color palette and ask students to talk about the color choices and how they are the same ones used in the American Flag. Also look at the way Dubuffet uses form and shape to make designs and or characters. Remind students about color and how important their choices are as colors make us feel certain ways when we see them.
3. Give students white paper and black markers. Ask them to "doodle" in the Hourloupe style by drawing lines, spirals, intersecting lines etc. across the whole page. An optional request is to have students make their doodles continuous line drawings.
4. Using red and blue markers, have students identify parts that can be colored or patterned with these markers to make their image. Looking closely, have them see if they can find a figure in their doodles to bring to life. See samples below.





5. Once the image or character is identified, students can cut that image/character out in its entirety and add additional details, facial or other. Then mount the artwork on a red, white, blue or black background. Using foam tape gives the image dimension when mounted.

### **6. Alternative/Additional Lesson Plan**

After students experiment with the Hourloupe doodling and coloring method on paper, talk about organic shapes and forms versus geometric shapes and show examples. Reiterate how Dubuffet worked primarily with organic shapes.

7. Take new or recycled cardboard and paint it white on both sides. Have students draw at least five organic shapes--1 large blob, 2 medium blobs, and 2 squiggles etc. on the cardboard. Cut the shapes out.

8. Referring to Dubuffet's sculptural works, have students create similar motifs on their pieces with the same red, white, black and blue color palette. Have students outline the shapes on the border with permanent marker and then section them off into three or four areas to fill in with red or blue lines.

9. To create their sculptures, have students fold one edge of the shapes and glue them to both the base and to each other with a thin layer of glue. Depending on their designs, they may be sculptures of design and form, or of an animal or character. Discuss composition so that students can determine the best placement of their 3D form.

10. Return to the idea of symbols and how colors, images, shapes etc. can have meaning. Talk about the colors and shapes of the the American flag and what they represent. Ask students what symbolism their forms may have. See images below. lesson inspired by LSARTATKINKAID.BLOGSPOT.COM

### **Resource Materials**

wikipedia: Jean Dubuffet, Art Brut

LSARTATKINKAID.BLOGSPOT.COM

<http://www.theartstory.org/artist-dubuffet-jean.htm> (please note that there is a wealth of information here including articles, videos, sample artwork etc.)

<http://www.dubuffetfondation.com>

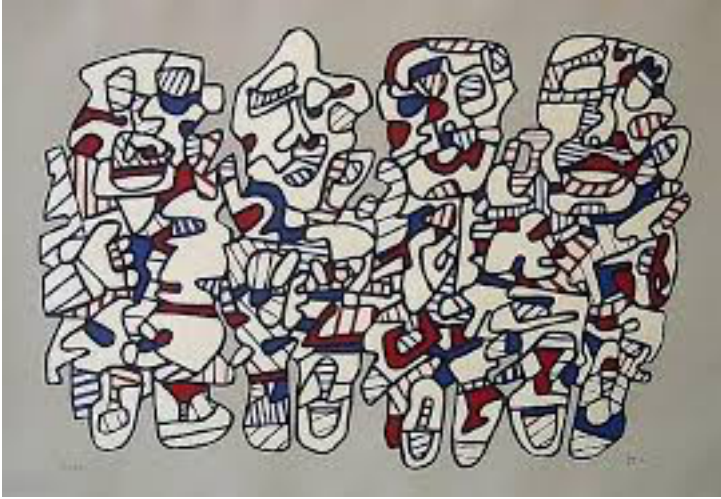
# VISUALS

## Sample Images



## VISUALS

### Sample Images of Jean Dubuffet artwork





# VISUALS

## Sample Images of Jean Dubuffet artwork continued



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