



eva

ELEMENTARY VISUAL ARTS

Park City Education Foundation • Kimball Art Center

LESSON

1

Cy Twombly

Elements of Art

Verbal Directions

LESSON OVERVIEW

Edwin Parker "Cy" Twombly Jr. (1928- 2011) was an American painter, sculptor and photographer known for his calligraphic and graffiti-like works on solid fields of mostly gray, tan, or off-white colors. Students take inspiration from his artwork and other abstract artist of that time while studying the elements of art to create their own abstract drawing.

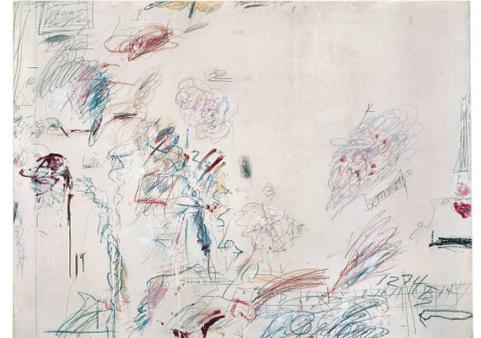
INSTRUCTIONAL OBJECTIVES

- Learn about CY Twombly and his approach to art making.
- Learn about abstraction and the elements of art.
- Explore the qualities of line.
- Create a piece of abstract art focusing on line.
- Think about artist process and decision making when creating a work of art.

SUPPLIES

- Images of Twombly's and other abstract artwork
- Various size paper.
- Pencils.
- Erasers.
- Pens.
- Black markers.
- Optional: Brush and Calligraphy Pens.
- Optional: Color.

CY TWOMBLY



Edwin Parker "Cy" Twombly Jr. (1928- 2011) was nicknamed after the baseball great Cy Young who pitched for the Cardinals, Red Sox, Indians, and Braves. He studied with many well known artists such as Rauschenburg and Jasper Johns. Writing and language served as inspiration for Twombly's mostly abstract art. He sketched unidentifiable doodles and splotches or words directly onto the canvas. Through these methods, he was often able to suggest narratives that lay beneath the surfaces of his paintings. The best description of Cy's art was said by the artist himself: 'My line is childlike but not childish.' [Learn More](#)



LESSON PLAN

1. Introduce students to the life and work of CY Twombly.

- Describe what you see. What do you think about this kind of art? (see resources about abstraction).
- What element of art is he using? What is a line? What kind of lines does he use?
- How is writing different than drawing?

Introduce John Baldessari's art piece where he wrote 'I will not make anymore boring art' over and over. Try out writing the same sentence repeatedly until it becomes just lines and art.

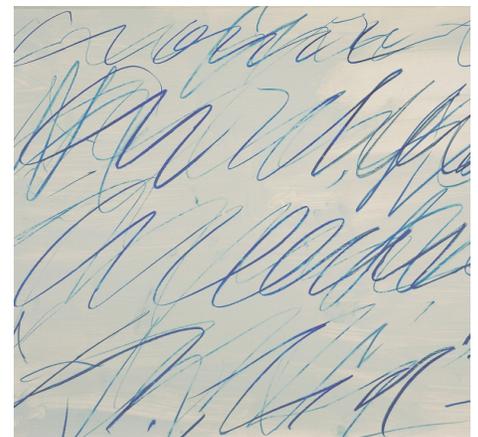
2. Pass out a (small) blank sheet of paper and a pen or pencil. Have students come up with a sentence or a mantra for the school year in art and have them write it over and over until they fill the page. Discuss how words lose their meaning when repeated and how they have with words created a line drawing.

3. Line variety exercise. Pass out a blank sheet of paper and a pen or pencil. Instruct students to make as many different types of lines they can think of to fill the page. Talk about these lines.

4. For the final art piece, pass out a (large) sheet of paper, pencils and erasers. Use a list of simple directions to make an abstract drawing using line. Explain that students are simply to follow the direction as they understand it. Feel free to add in your own:

- Connect two different sides of the page with a line of your choice.
- Place an X (or a letter) of any size somewhere NOT in the middle.
- Place 10 dots on the paper.
- Add a square far away from your X or any letter.
- Draw a really thick line that intersects the square.
- Make three similar lines in different sizes.
- Turn your paper 90 degrees. Make 50 dash type marks, some of which which cross other lines.
- Use a curvy line, and connect two things you have made.
- Turn your paper 90 degrees. Erase part of something.
- Add one more line of your choice.

5. Take a walk around the room and talk about how each student interpreted instructions in their own unique way. Discuss the line quality in each piece. Have student write about their experience making abstract art.





KEY IDEAS THAT CONNECT TO VISUAL ARTS CORE CURRICULUM:
Based on Utah State Visual Arts Core Curriculum Requirements (4th Grade).

Standard 4.V.CR.1:

Brainstorm multiple approaches to a creative art or design problem.

Standard 4.V.R.1:

Compare responses to a work of art before and after working in similar media.

Standard 4.V.CR.2:

Collaboratively set goals and create an artwork that is meaningful and shows the intent of the makers.



STUDIO HABITS OF THE MIND:

Reflect: Learning to think and talk with others about an aspect of one's work or working process, and learning to judge one's own work and working process and the work of others.

ADDITIONAL REFERENCES

Click on links to learn more.

- <https://www.youtube.com/watch?v=67EKAIY43kg>
- <https://mymodernmet.com/line-art-history/>
- <https://www.khanacademy.org/humanities/art-1010/beginners-guide-20-21/a/contemporary-art-an-introduction>
- <https://www.ideelart.com/magazine/line-in-art>
- <https://www.nytimes.com/2017/08/03/arts/design/julie-mehretu-san-francisco-museum-of-modern-art.html>
- <https://www.thefamouspeople.com/profiles/cy-twombly-7136.php>

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