

Haley Prestifilippo | Session 6:

Direction-Based Drawings and Collaboration

List of Required Supplies:

- This exercise is based on whatever the students want to do, so the materials list may vary. Generally, you would want to have the following available:
 - ▷ Selection of drawing media such as pencils, pens, markers, etc.
 - ▷ Paper or other surfaces to draw on.
 - ▷ Tape or glue as needed

Additional Links (optional):

There are several videos about different Sol Lewitt drawings.

Explanation of drawing #1136: <https://www.youtube.com/watch?v=QG92R1VRxnI>

Time lapse of drawing #797: <https://www.youtube.com/watch?v=Gc-c-pYGCrw>

MassMoCA Sol Lewitt Retrospective: <https://massmoca.org/sol-lewitt/>

App with virtual tour of his studio: <https://inculture.microsoft.com/arts/sol-lewitt/>

Space/Facility Requirements: Tables, table coverings (inexpensive tablecloth or butcher paper), sink for cleaning up after.

Student Time Required: Flexible; 2-3 hours recommended but can be compressed or divided into multiple classes.

Step-by-step Instructions:

Introduce the work of Sol Lewitt.

- Wall drawing #49 and #797 are especially good examples
- Optional activity: Have students collaborate as a class on a version of one of these drawings.

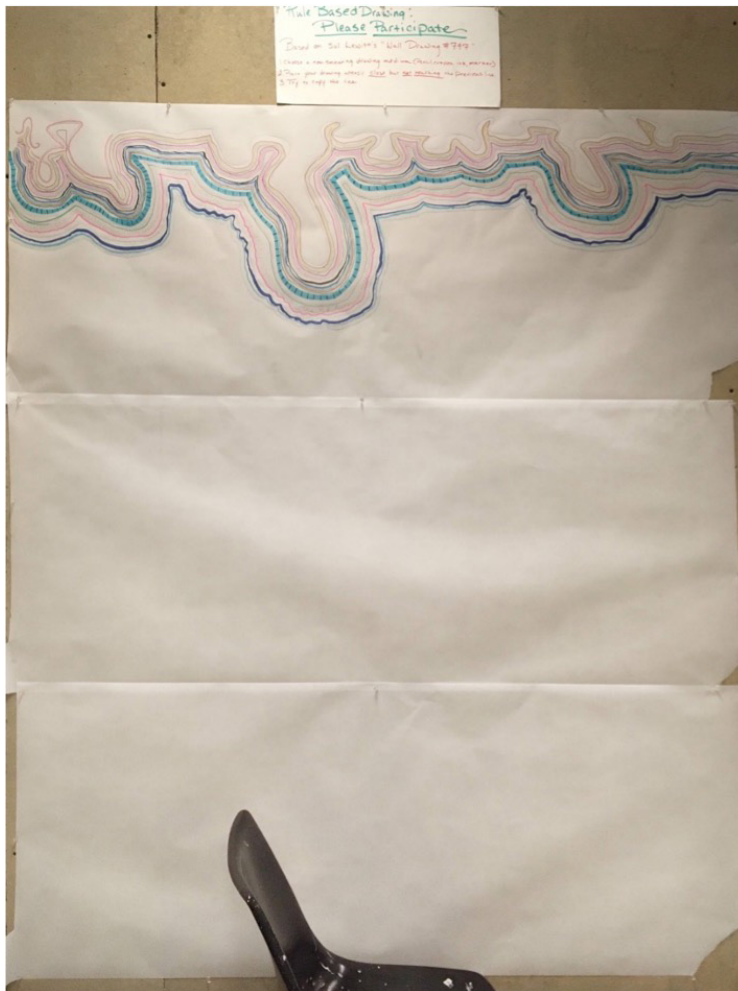
Exercise: Students create a set of rules for their classmates to follow.

1. Students should write out the following (15-20 minutes)
 - a. Medium(s) to use
 - b. Paper size to use
 - c. Type of movement or through process to be used
2. Are there images involved or is this abstract?
 - a. Is there a prompt to respond to?
 - b. Is this a purely mark-based work or based on a more emotional response?
 - c. Length of time for various aspects
 - d. Do students add to one, collaborative piece? Or, does each person create an individual work?
3. Students then share their directions with classmates
4. Spend 30-45 minutes having classmates try different rule-based works.
5. Gather to discuss the work. Which rules were most successful? Why? Did the outcome match expectations? Was it different? How could this be used to explore a specific concept?

Bonus Collaborative Exercise:

This can be done throughout the day, as students are working on their other drawings.

Follow the instructions for one of Sol Lewitt's drawings in your own space, on a large sheet of paper taped to a wall or laid out on a table. Consider how the instructions could be modified to fit whatever supplies you have on hand, or create your own instructions!

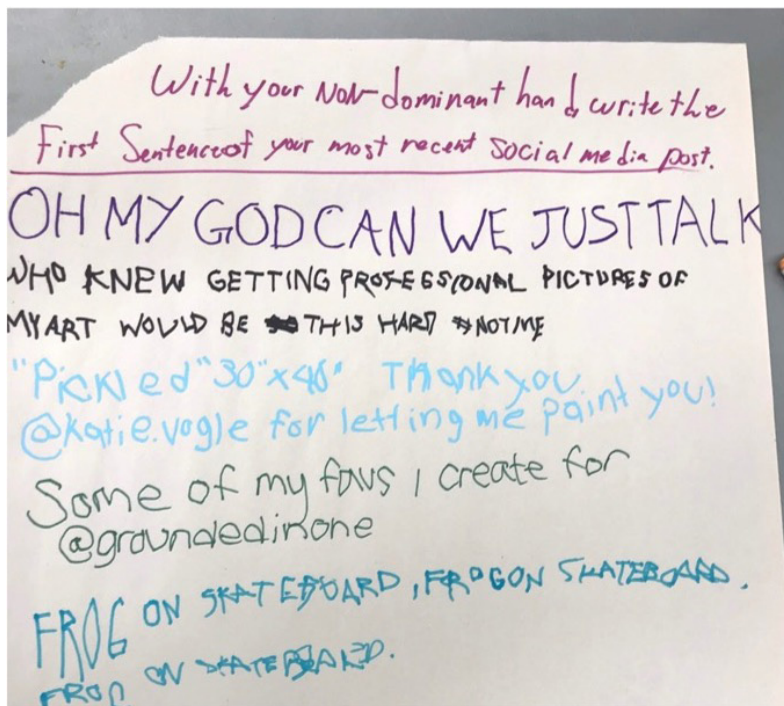


Sol Lewitt

C E R T I F I C A T E
This is to certify that the Sol LeWitt wall drawing number <u>793 B</u> evidenced by this certificate is authentic.
Wall Drawing #793 B Irregular wavy color bands One wall Color ink wash First Drawn by: Sachiko Cho, Jo Watanabe First Installation: Sala de las Alhajas, Madrid, Spain January, 1996
This certification is the signature for the wall drawing and must accompany the wall drawing if it is sold or otherwise transferred.
Certified by <u>Sol LeWitt</u> Sol LeWitt
<small>© Copyright Sol LeWitt _____ Date</small>



Student Examples, all images courtesy of the artists:



Ciara Smith

Piece 1: tape a piece of paper to the wall by your front door. every time you enter the house, quickly sketch the reason you left on the piece of paper. you may only use one line per item.



Gentry Leach

Experiment 1:

1. create an abstract representation of things surrounding you using watercolor colors of your choice
2. outline the watercolor shapes with a black marker
3. fill in all the negative space with black outlines
4. add spontaneous circles of your choice to the inside of shapes

