

BICYCLE ART

Purpose

- ❑ For student to perceive and describe the sensory and formal qualities of a man-made object; a bicycle.
- ❑ Student will create a design, using lines and shapes, by enlarging a part of the bicycle.
- ❑ Student will learn enlarging skills.

Teacher provides

- ❑ One bicycle propped up on a table. (centrally located so it can be viewed from all angles) Desks may need to be re-arranged for this.
- ❑ Pencils for each student

Docent Provides

- ❑ one of 9" x 12" newsprint paper per student
- ❑ Cardboard viewers to 'eyeball' in on a bicycle part .
- ❑ String with pencil to use as a large compass if needed.
- ❑ Samples of completed 12" x 18" designs.
- ❑ 12" x 18" sulfite drawing paper.
- ❑ Some yardsticks (stored on top of shelves up high)
- ❑ Colored markers and black markers. (kids may have their own – take care not to get them mixed up)

Set Up

- ❑ The bicycle should be set up already.
- ❑ Pass out viewers and newsprint paper.

Classroom Procedure

- **Analyze the Bike: Ask students to study the bike as if it were a piece of sculpture.**
 - What basic SHAPES do you see? Any repeated? Where?
 - What kinds of LINES? What kind of TEXTURES?
 - Does the bike seem BALANCED? How?

- **View Finders: Using your view finder, look at all the parts of the bike and find a section that could be enlarged and used as a design.**
 - Show the samples of completed designs.

- **Write on board the rules for the drawings**
 - Drawing must contain a diagonal, curved and a vertical &/or horizontal line (demo)
 - Drawing must touch all 4 sides of paper.
 - Drawing must show some detail: nuts, bolts, stickers, tape wrap on handlebars, etc.

- **Quick pencil sketches (16 minutes approx.)**
 - Fold newsprint into fourths
 - In each section, make a quick pencil sketch of some section of the bike remembering the rules on blackboard.
 - Choose the sketch that you like best then fold newsprint so only that one shows.

□ **Enlarging**

- Take your large 18" x 24" white paper and rule off into fourths (demo-find middle point of paper on each side then connect with pencil very lightly).
- Transfer design from small sketch onto larger paper...one section at a time in pencil.
- Wheels and Spokes: Show students how they need to find the center of the wheel in order to get the right curve. Demonstrate use of pencil and string as a compass(string must be at lower end of pencil). All spokes radiate from the center of the wheel. Use your rulers.
- Pass out black markers. Students can outline after they have **enlarged correctly**.
- When pencil sketch finished have students go over their drawings with black markers using thin and thick lines accordingly. Explain the different uses.

□ **To complete artwork:**

- Suggest to the teacher and class that the drawings can be completed with either tempera paint, colored markers or colored pencils. If time allows they can proceed.
- Artwork looks beautiful just in black and white shades as well!

