

# ARMORY

Armory Center for the Arts

## Grade Levels

3<sup>th</sup> - 5<sup>th</sup> Grade

## National Visual Arts Common Core Standards

### VA: Cr2.14a

Explore and invent art-making techniques and approaches.

### VA: Cr2.3.5a

Identify, describe, and visually document places and/or objects of personal significance.

### VA: Re.7.1.3a

Speculate about processes an artist uses to create a work of art.

### VA: Re8.1.3a

Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.

### VA: Cn10.1.3a

Develop a work of art based on observations of surroundings.

### VA: Cn11.1.4a

Through observation, infer information about time, place, and culture in which a work of art was created.



This program is supported in part by the California Arts Council, a state agency. Learn more at [arts.ca.gov](http://arts.ca.gov).

## Virtual Tour Lesson Plan

# Rubbing and Trace Drawings

## Lesson Goal

Students create rubbing and trace drawings of their everyday home objects.

## Lesson Objectives

### Students will:

- View and discuss artworks based around the theme of identity.
- Recognize how everyday objects can be transformed into art materials.
- Describe how their everyday home objects are related to their home identity.

## Materials

- Paper
- Crayons
- Colored pencils
- Found objects used daily at home

## Vocabulary

**Art:** tracing, rubbing, imprint, overlapping, repetition, line, shading, composition, texture, line, collage, found objects

**Themes:** Identity

## Image

Tanya Aguiñiga, *America's Wall (El Muro de América)*

## Additional Resources

### Tanya Aguiñiga

- [Sculptor & fiber artist Tanya Aguiñiga, Crossroads episode \(Craft in America\)](#)
- [Tanya Aguiñiga in "Borderlands" - Extended Segment Art21](#)
- [armoryarts.org/borderlands](http://armoryarts.org/borderlands)

### Do Ho Suh

(additional artist that creates rubbings about identity)

- [Do Ho Suh "Rubbing/Loving"](#)

## Image

Tanya Aguiñiga, *America's Wall (El Muro de América)*



Photo by Ian Byers-Gamber, from the exhibition *Tanya Aguiñiga: Borderlands Within/La Frontera Adentro*. Courtesy Armory Center for the Arts.

## Warm Up Discussion

Looking at the art example, ask the following questions:

- What do you see?
- What colors can you identify?
- What types of materials are being used?
- How many art-making techniques are we looking at in this work?
- How did the artist make the mark on the cloth?
- Why would the artist do that? Could it be any fence? Why this fence/wall?
- How do you think it feels to do this artwork as a group?
- How are the linen or cloth and the video related?
- What do you think they were thinking while they were making the rubbing?
- If you were to make an imprint or rubbing of something important in your life, what would you make it of?

## Art Activity

Engage in creating trace drawings and rubbings with everyday objects that inform the student's home identity.

## Procedure/Steps

### 1. Gather Objects

Have the students start by going around their homes to find objects that are a part of their home identity and that they use almost every day (i.e plastic containers, cups, spatula, bottle tops, brush).

### 2. Trace Objects

After collecting their objects, students can start tracing just the outline. Have them grab one item at a time and start tracing around the objects with colored pencils. Students should also be tracing any openings within each object. Encourage them to experiment with different ways to place the objects to make different outlines, combinations, and even do some overlapping.

### 3. Make Rubbings

Have the students try and make rubbings with the same objects. The students should grab one object at a time and place it under their paper. Using the side of a crayon they can start rubbing it back and forth over the object and see what comes through. Encourage them to keep experimenting with all the objects and overlapping the colors they use to see what new color they can create.

### 4. Combine Them in A Composition

With the students understanding both concepts, have them combine both tracing and rubbing to create a new drawing. Encourage them to focus on composition as they begin to understand what their objects look like as tracings and rubbings.

## Extension Steps for 4th/5th graders:

### 5. Introduce Collage

Briefly introduce collage as an art technique where you bring different forms together to create a whole new artwork. Then have them use scissors to cut different parts of the drawings they have already created. They can then combine all their different pieces together to create a collage.

### 6. Collage

To further elevate the collage-making, incorporate some found material such as magazines, newspapers, or patterned paper with the rubbing and trace drawings.

## Closure

- What object's rubbing or tracing surprised you the most?
- How did you choose to place your objects?
- How do these objects relate to your identity?
- What memories come up with the objects chosen?