

Waldrum Lesson Plan

This lesson takes advantage of students being able to draw in the galleries.

Introduction Time:

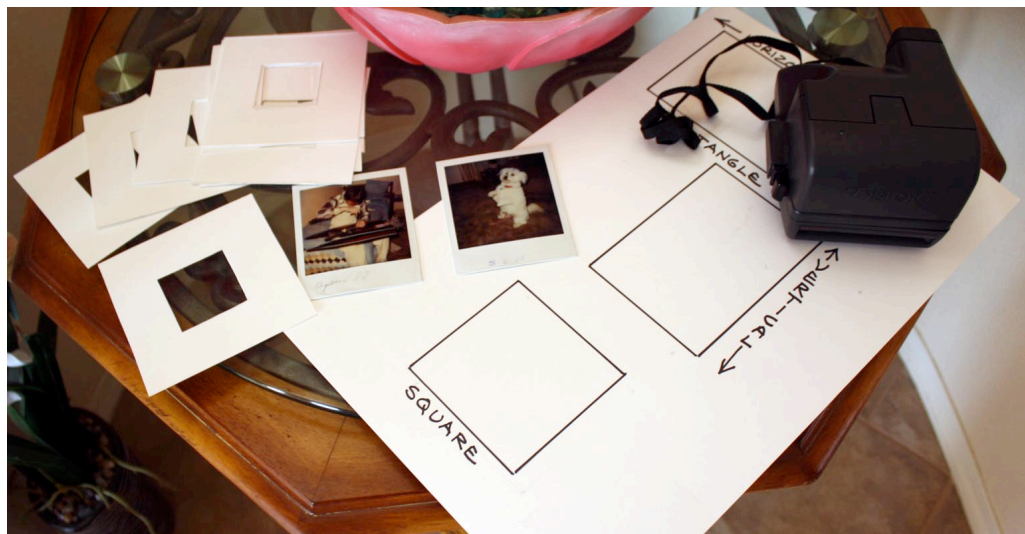
Students will be **shown examples** of what they will be asked to draw when they see the prints made by the artist. After the complete tour, students will return to the art space to **finish their drawings in color using the textured rubbing sheets.**



Polaroid Gallery:

Docents will be asked to stress, the **square format** Waldrum used due to the nature of the photos which came out of the Polaroid Camera. Stress his love for **shadows** as they changed with the time of day. Stress the **unique colors** in his photos of the **adobe churches** like the Sandia Mountains at sunset.

Allow each student to hold and **look through the camera**. Two examples of photos taken over 30 years ago can be passed around. Then let each student try the **square view finders** to see how an artist might decide what to put in their **composition**. Artists like Waldrum liked to **cut off (crop) shapes** with the edges of the pictures they created. He was much more concerned about **finding interesting shapes** than just photographing the church building.

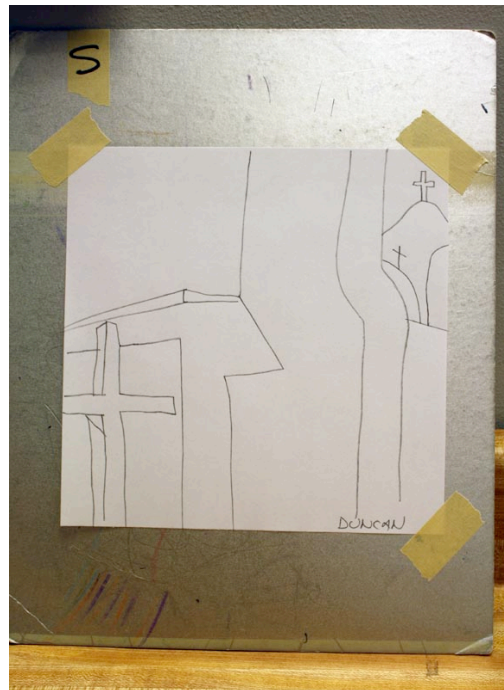


Print Room:

Discuss (again) with the students how Waldrum loved to **cut off or (crop) shapes** with the edges of the pictures they created. Have them point out where the **shapes leave each edge** of several prints. **Repetition** is a great way to stress this point. Have the students find, and point out, the **negative shapes** or background shapes in his prints.

Drawing in the Gallery:

The **box of boards and pencils are to remain in this gallery** for each new group. The last docent in this gallery will bring the box with all the drawings back to the art studio area. Boards are **color coded** so each group passing through will **use boards of one color only**.



Drawing:

Sitting on the floor, students are to **choose one print to try and copy**. Stress that they are trying to copy the shapes Waldrum created – it need not necessarily look like a church. It is the **edges** and how the **shapes and the lines** that create the shapes **go off the edges of the paper**. Be sure each student puts their name (small lower right) of the paper so the work can easily be passed back later to finish.

Art teachers teach their students to **ignore the subject** in front of them and to **try to copy the edges** they see. Then to find where an edge (line) touches another edge. Stress having shapes go off the edge of the paper (composition) as Waldrum does.

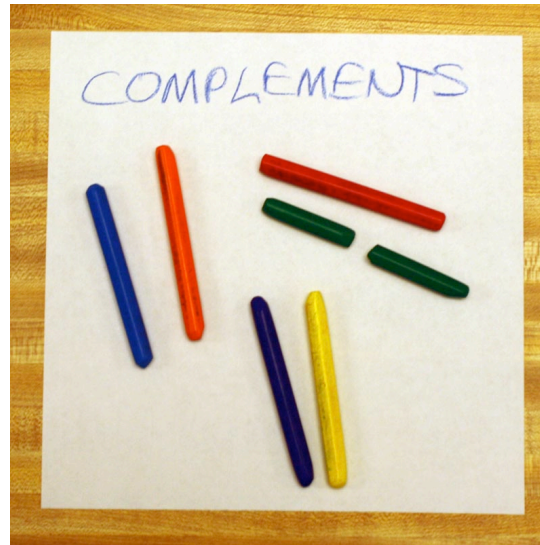
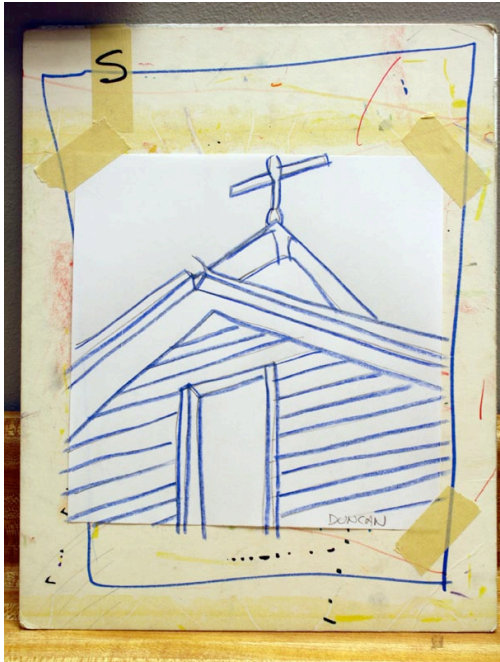
When finished, return all the boards - of one color, back into the box before moving on to the next part of the tour rotation schedule. The last docent in this gallery will bring the box with all the drawings back to the art studio area.

Finishing Art:

The students need to all be back in the art studio space, in their own groups, to hear how to finish up their creations in color. An **explanation** of how they will complete their work will be given **before any materials are passed out**.

Waldrum loved to allow **colored edges to show** in his paintings and prints. So we will ask the students to first outline their shapes in whatever color they want to.

Next, students will slip texture sheets under their drawings to rub flat crayons to create textured effects. Colors should be applied to both shapes and background (**both positive & negative spaces**). Suggest that colors could be mixed by applying colors over each other. Suggest **using complementary colors together or next to each other**. Darkest shadows (which Waldrum loved) could be finished in browns and purples or even black.



Lesson Created by Woody Duncan