

Artistic License



Dayna Mastrangelo, grade eight.

Donna Goodwin

Throughout the school year I introduce many art movements and styles so that my middle-school students can become familiar with the variety of expression from masters in the past. I thought that creating an actual "artistic license" would be a great way to explain to students how artists continue to invent new means of expression. I also felt it might give them a good opportunity to use technology to create a tangible symbol of freedom.

The idea of an actual artistic license is a great way to explain to students how artists continue to invent new means of expression.

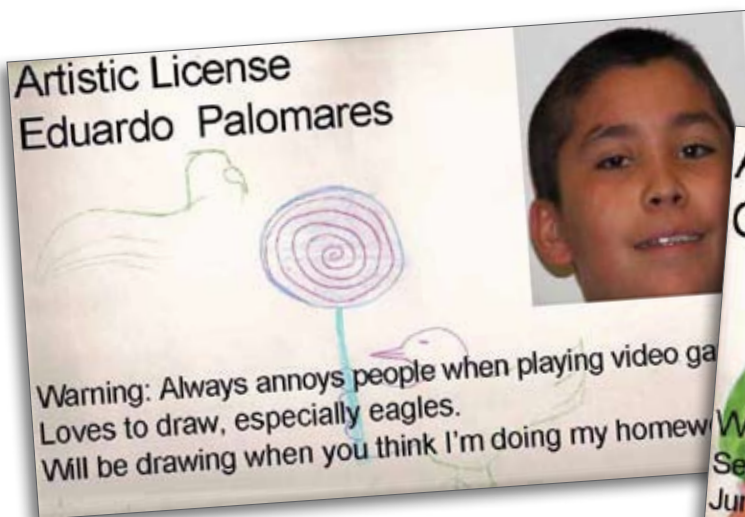
Introducing the work of the Dada artists of the early twentieth century seemed like a perfect way to teach the concept of artistic license. After a brief discussion of how the Dada

artists, writers, and musicians worked, accompanied by images of their art, I introduced the "exquisite corpse" technique

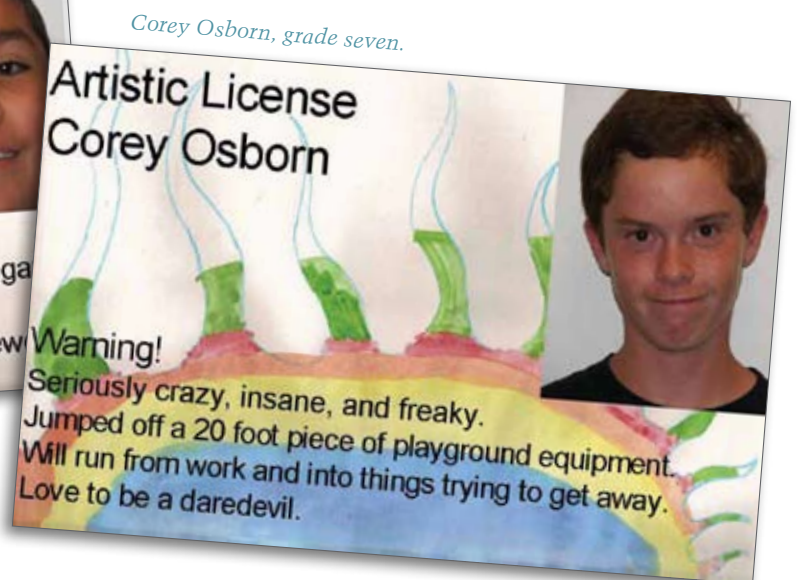
that many of these artists used to let chance determine the direction of a work of art. Exquisite corpse is a method by which a group of words or images is collectively assembled. Each collaborator adds to a composition in sequence.

Group Collaboration

Students started by drawing with a color pencil on paper, then they were told to stop after a few seconds. They passed the paper to the person on their right and each student then added to the drawing. Once the drawing got back to the original artist, he or she explained to the table what it was "supposed" to be. This was a great way for students to get to know one another, and it also forced them to use creativity to conclude the artwork and require use of their "artistic license." The finished pieces became the backgrounds for their licenses.



Eduardo Palomares, grade six.



Corey Osborn, grade seven.

Maddy McKenzie Artistic License



*Warning: Horse Lover.
Loves To ride, talk, and draw horses.
Draws horses during class.
Friends say I have "Horse-itis"*

Maddy McKenzie, grade six.

Getting Personal

On the back of their drawings, students listed three or four things that described them. Ideas included: your personality, what you don't like, what you do like, how your friends would describe you, what story your friends would tell about you, what rules do you follow, what rules do you break, etc.

While students were working, I took a digital photo to be used as their artistic license photograph. After school I scanned all of their background images into my computer, loaded their photos, and saved all of them to a USB flash drive.

Digital Composition

The next day, we met in the computer lab so I could move their backgrounds and photos from my portable memory to their individual files. Students were also learning to use PowerPoint in their technology classes, so this was the perfect place for the two classes to work together. Each student opened up a new PowerPoint slide

and changed the page setup from portrait to landscape. They inserted their background image onto the slide and adjusted the size to make it fit the page. On top of the background images, students placed their photographs and adjusted the size to be about the proportion of a driver's license photo in the top-right corner.

In the top left-hand of the background image, students inserted a text box and typed the phrase, "Artistic License," and below that, their names. Students were free to choose any size and type of font. At the bottom of the background image, students inserted another text box and typed in the personal descriptors they had decided upon earlier.

A License to Create

Once finished, each PowerPoint page was saved and then printed in color at 30% of its size. You can change the size of the printing by choosing the printing effects tab under the print setup menu. You can print several images on one page to save paper and ink.

Once the images were printed, I laminated them and gave them to students to carry in their wallets like a driver's license. I have a business card-sized laminator that works great to laminate them one at a time. School laminators work fine if you laminate the cards beside each other in one big sheet and then cut them out individually.

Now my students have tangible proof of a license to create! 🎨

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NATIONAL STANDARD

Students use visual structures and functions of art to communicate ideas.

WEB LINK

en.wikipedia.org/wiki/Artistic_license