

# COLLABORATIVE TAPE ART

FIGURE DRAWING MASHUP



T.A



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## Assignment Title: **FIGURE DRAWING MASHUP**

### Recommended Level

Grades 4–12

### Exercise Run-time

55 min – 90 min  
(Can be split between two 45-minute classes.)

### Materials

Minimum of 1 PiktoTape™ Draw Kit for a class of 25 students. Each student should have access to at least one roll of PiktoTape™.

Add a PiktoTape™ Sculpt Kit to give students 2" rolls that will allow them to fill in large areas of their mural or create 3D textures with ease. The more PiktoTape™ available, the freer students will feel to draw BIG!

### Introduction

This resource has been created in consideration of the 2020–2021 school year to show how Tape Art® projects can easily take advantage of the collaborative potential of the medium while participants remain physically apart.

As students return to school, there will inevitably be anxiety that school communities must face together. Tape Art® can alleviate some of that stress by creating a visual expression of unity. Giving students permission to make art directly on the walls of their schools for themselves, their peers, their teachers, and administrators can be the catalyst for many benefits, including:

1. Creating a forum for students to be seen and heard after an extended period away from friends, classmates, and other members of the school community.
2. Producing positive imagery with a powerful message that they are safe and welcome.
3. Encouraging them to reclaim ownership of their school in a time when they have had little control over the spaces they inhabit and their daily life experiences.
4. Engaging with the physical spaces of their school to get reconnected with being present after so much virtual work.

### Strategies for Success

#### Murals Outside

One of the great advantages of PiktoTape™ as a medium is that it is perfect for making art outside on the walls of your school or community. Being outside usually means that there is additional room for students to spread out while still working on the same wall.

#### Murals in Stages

Murals can be made in stages to limit the number of students working together at one time or to continue a drawing from a previous group of students (or single student) while remaining six feet apart. This approach would work particularly well if your school is adopting a rotating schedule where half the students attend school every other day. Students can create murals that are started by one group and then finished the next day by another group. This approach could also work with groups of different ages, levels, or disciplines. Each group of students can focus on different aspects of a mural until the project is complete.

For example, one class can draw figures and animals on the first day, and then another class can fill in the background with grass, flowers, and plants on the second day. Another example would be a figure drawing class working to render proportional figures in different poses on the first day, and a graphic design class or fashion class adding patterned clothing and hair designs to those figures on the second day.

## Creative Prompt

Some themes that could be help students process and express their responses surrounding returning to school after being quarantined are:

### Social Distance Greetings

Students in group one draw a figure who is reaching out to a figure that will later be drawn by students in group two. This gesture could be a wave, a high five, a hug, a handshake, or any other greeting. Students in group two then draw the corresponding figure reciprocating that greeting.

### Story Boarding/Comic Strips

Working with a group of students, brainstorm a story that unfolds in panels or scenes. Each student will be responsible for creating one panel of this larger narrative. Keep characters consistent across multiple artists by agreeing on a visual clue, like a hat or a mustache, that will tell the viewer this is the same character in multiple scenes.

### Homecoming

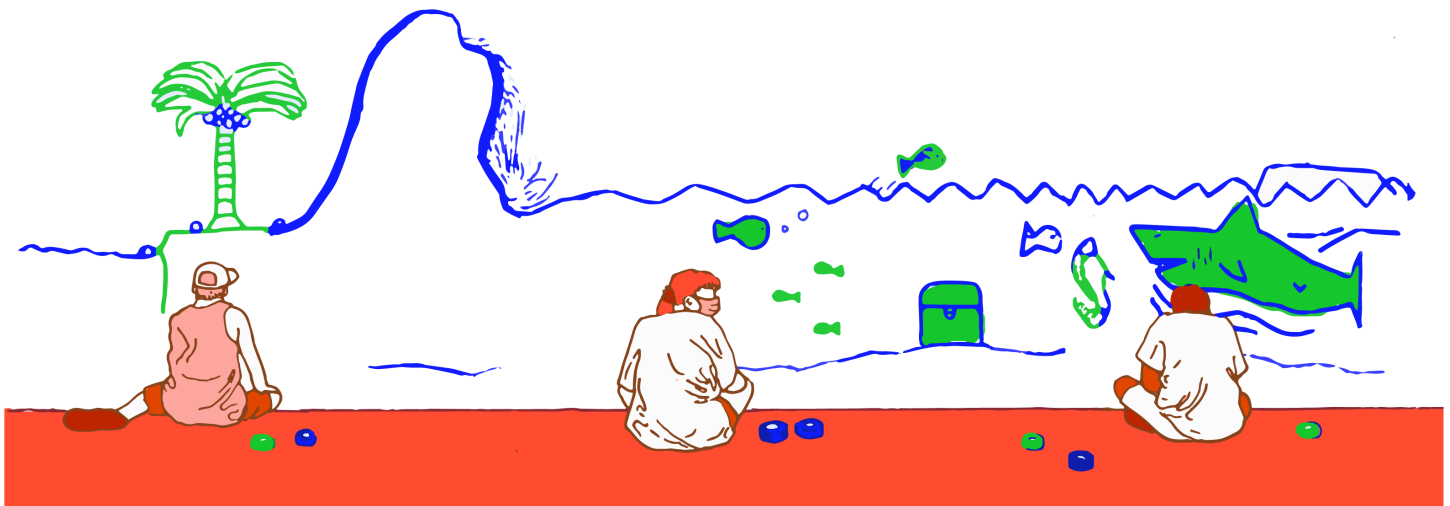
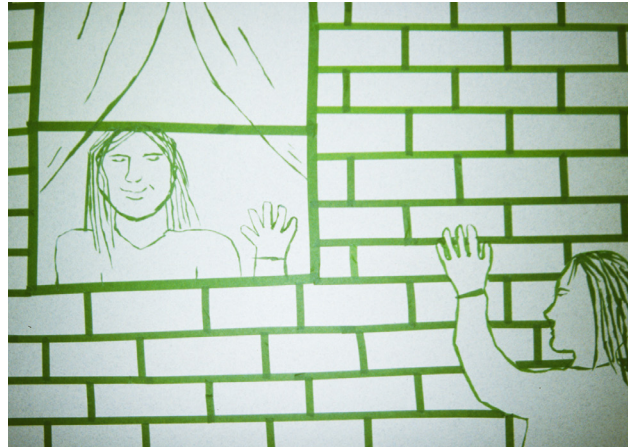
Much like the arrival theme, this theme is about a journey. But in this case, the journey has happened and now the character(s) are returning somewhere. Ask students to consider:

- Is the traveler(s) returning home?
- Are there signs that the journey was arduous?
- Was the journey successful? Is the success in returning at all?
- Is the traveler(s) happy to be home or not?

This theme can be used to talk about the idea of returning to school and whether that brings up feelings of excitement or anxiety. Do students feel like their time over the past year has made them stronger? Why or why not?

### Mural for a friend

Ask each student to submit (school-appropriate) requests for drawings they would like to see on the walls. Each student then draws another student's request. You can decide whether students get to choose requests that they would like to draw, or are assigned requests at random. Students will feel excited to see where and how their request has been drawn and know that they are making something for someone in their school community.

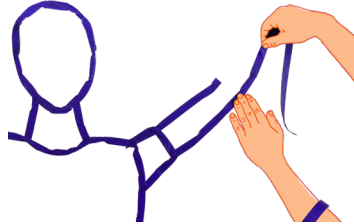




## Instructions

Students will create human figures in three stages, moving from a figure they start to a figure that another student has started to a figure that two other students have worked on. The rules for this workshop are that students cannot remove tape or completely cover work from their previous collaborators. Make it clear to students that they should not get distracted or flustered about what the next artist is changing about the figure they just worked on.

- 1. Students start by drawing the body of a figure.** Ask students to think about the action of a specific pose. Is the character going to be running, sitting, jumping, or dancing? Encourage students to go beyond a figure just facing forward.



- 2. After 20 minutes, students shift to a new figure.** This can be the drawing directly to the left or right of theirs, or one further away. Shifting more than one figure prohibits students from directly seeing who is working on the figure they started, allowing for less temptation to comment on the work of the person who has adopted their figure.
- 3. For the next 15 minutes, students work on the clothes for the figure they now find themselves in front of.** Students should take cues from the pose the figure is in to decide what the figure is wearing. Should that dancing person be wearing a tutu or a party outfit?
- 4. After 15 minutes, students again shift to a new figure.** For the final 30+ minutes, students should complete the new figure's face and hair and add background or supporting details to finish the portrait. How does the character feel about what is happening? This is what the face can tell us.
- 5. The final figure is the one the student will complete the narrative for.** Encourage them to add as much detail as possible. While they cannot remove any of the previous students' work or completely cover it, they can add details.

## Assessment Thoughts

Let students know they are responsible for the final figure and how they respond to the work of the students who preceded them. Let them know that you will take note of the figure that they are "given" by their collaborators and grade them on their process of continuing the story they received.



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