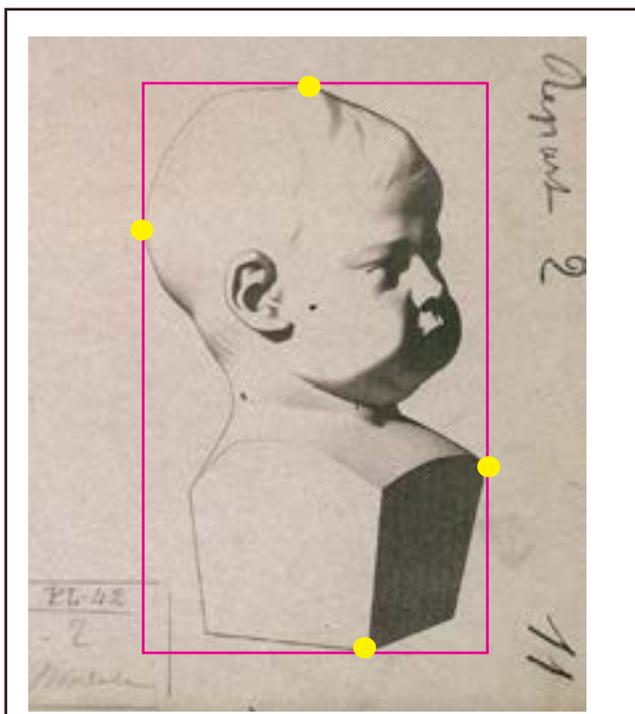




“NOTIONAL SPACE”

Written by Camilla S. Haneberg



SUMMARY

“The notional space is the rectangle formed around an object when you find its height and width. Imagine the notional space as being a clear box that perfectly fits around your object.” -Juliette Aristides

Enduring Understanding: Artists and designers experiment with forms, structures, materials, and art-making approaches.

OBJECTIVES

- identifying these shapes: rectangle, square
- identifying and verbalizing the orientation of the rectangles and squares as horizontal (lying down) and vertical (standing up)
- matching shape and orientation of a fruit or vegetable with the rectangle or square it fits inside of
- drawing a notional space rectangle or square appropriate to an individual fruit or vegetable, then drawing the object inside the “box”

STANDARDS

National Art Standards

VA:Cr2.1.3a

VA:Cr2.1.4a

VA:Cr2.1.5a

VA:Cr3.1.3a

VA:Cr3.1.4a

VA:Cr3.1.5a

Literacy Common Core Standards

CCSS:ELA-Literacy.SL.3.1

CCSS:ELA-Literacy.SL.4.1

CCSS:ELA-Literacy.SL.5.1

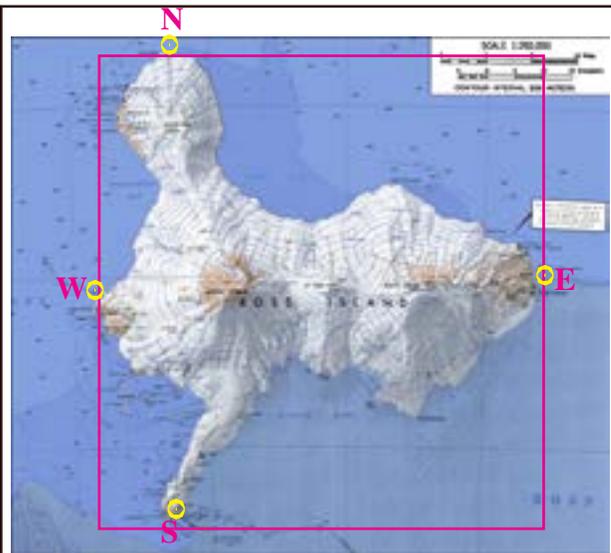
STANDARDS CONTINUED

Math Common Core Standards:
 CCSS.MATH.CONTENT.3.GA.1
 CCSS.MATH.CONTENT.4.GA.1
 CCSS.MATH.CONTENT.5.GA.1

BACKGROUND INFORMATION

For many years artists have been using strategies and techniques to make their drawings representational. Part of developing visual literacy for artists and budding artists is learning to recognize the overall shape of the object to be represented in the artwork. Knowing how to begin with a notional space helps with accurate proportion as well as placement of the composition onto the paper. The notional space is the first step in establishing a frame of reference for where the object sits in space by touching the uppermost, lowest, furthest right and furthest left points of the object. All these points determine where the notional space is placed.

If you think of a map of an island, and the island is the object that you will draw, the point most north, south, east and west determine where the horizontal and vertical lines will be drawn on your paper. From there you can use those points of reference for accuracy in the proportion of your drawing.



MATERIALS

- a variety of fruits and vegetables: for example...one of each, orange, apple, beet(square), carrot, green bean, sweet potato (rectangle in horizontal orientation), asparagus, celery(rectangle in vertical orientation), spaghetti squash, watermelon(wider rectangle in horizontal orientation).
- “notional box table” handout and “movable viewfinder handout”, one per student
- notional space powerpoint
- scissors, pencils and erasers
- drawing paper, one piece per child



STEP 1

Start by introducing the concept of notional space by using the “movable viewfinder” hand-out along with the “notional space powerpoint”. Students cut out movable viewfinders before beginning the powerpoint. They can then use the viewfinders to determine the shape and orientation of the notional spaces of the vegetables seen in the powerpoint. Discuss with students using vocabulary: vertical or horizontal rectangle and square.

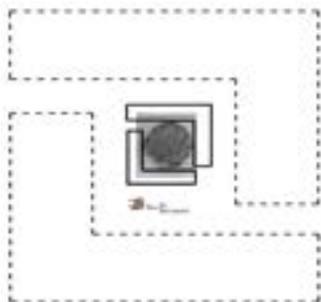
STEP 2

Place vegetables in various places around the class room. Make sure you have one to fit each of the notional space “boxes” on the “notional box table” handout.

Introduce the term “notational space” as the “box” that the vegetable/fruit fits into. Explain that this is the first step of an accurate drawing of any object.

Distribute “notional box table” handout to students. The procedure is for them to wander around and fit the appropriately shaped vegetable into each portion of the table with the corresponding information and drawing.

Mingle and quiz the students on the orientation of the shapes on the handout verbally.



STEP 3

Set up mini still lifes for 3-4 students each containing one vegetable or fruit. Prompt them to look for a horizontal or vertical orientation before drawing a notional box. Prompt them also to make the notional space on their drawing paper as big as possible to make a good use of paper.

Students draw a notional space and then draw the vegetable or fruit inside of it.

EXPANDING THE LESSON

- Rotate the vegetables/fruits from area to area and the students can draw them each using a notional box to make them proportional. With 3-4 drawings, students can cut them out and arrange them into a composition, overlapping them to make the illusion of space.
- Coordinate with the math teacher in your school and ask her/him when you can reinforce her/his teaching of the rectangle and its orientation(or cross curricularly teach if you are self contained). Share how you used the movable viewfinder to determine the shape and orientation.
- Math link this exercise to graph points on a coordinate plane by drawing a vegetable and notional space on a piece of graph paper, then adding the x-axis/y axis, then listing the x-coordinate/y-coordinates that make up the shape of the notional space and vegetable/fruit.
- Using one of the Jeffery T. Larson images included in this plan, students can write a description of the painting using the acquired vocabulary: horizontal/vertical rectangle in context.

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3-5/ Notional Space

VERBAL ASSESSMENT

- While students are completing the “notional box table” handout, verbally quiz the students to see if they are correctly identifying the shapes and orientation
- During the powerpoint activity, keep the discussion active, reinforcing the vocabulary with students
- During the still life drawing activity, mingle with students and verbally quiz on the vocabulary presented

OBSERVATIONAL ASSESSMENT

- During the powerpoint/movable viewfinder activity, observe which students are correctly assessing the shape and orientation of the notional spaces
- Checking the answers on the “notional box table” handout is a measurable indicator of understanding the concepts presented
- Final drawings will clearly show whether there is comprehension of how a notional box works by seeing if the vegetable/fruit is contained by the furthest points of north, south, east and west.

RUBRIC

	3 pts	4 pts	5 pts
shape identification	struggles to identify rectangles and squares	most of the time identifies rectangles and squares	clearly identifies rectangles and squares
orientation recognition	struggles to use the movable viewfinder to determine horizontal and vertical orientation	sometimes accurately uses the movable viewfinder to determine horizontal and vertical orientation	is able to use the movable viewfinder to determine horizontal and vertical orientation
matching notional space to vegetable/fruit	Incorrectly matched some of the notional space shapes to vegetable/fruit on handout	Correctly matched some of the notional space shapes to vegetable/fruit on handout	Correctly matched notional space shapes to vegetable/fruit on handout
drawing notional space for still life	Notional space shape as a rectangle/square in proper orientation was inaccurate or non existent	Drew notional space shape as an almost accurate rectangle/square in the proper orientation	Drew notional space shape as an accurate rectangle/square in the proper orientation

ADDITIONAL RESOURCES

Lessons in Classical Drawing: Essential Techniques from inside the Atelier, Juliette Aristides
The images below are taken from the Art Renewal Center website, www.artrenewal.org



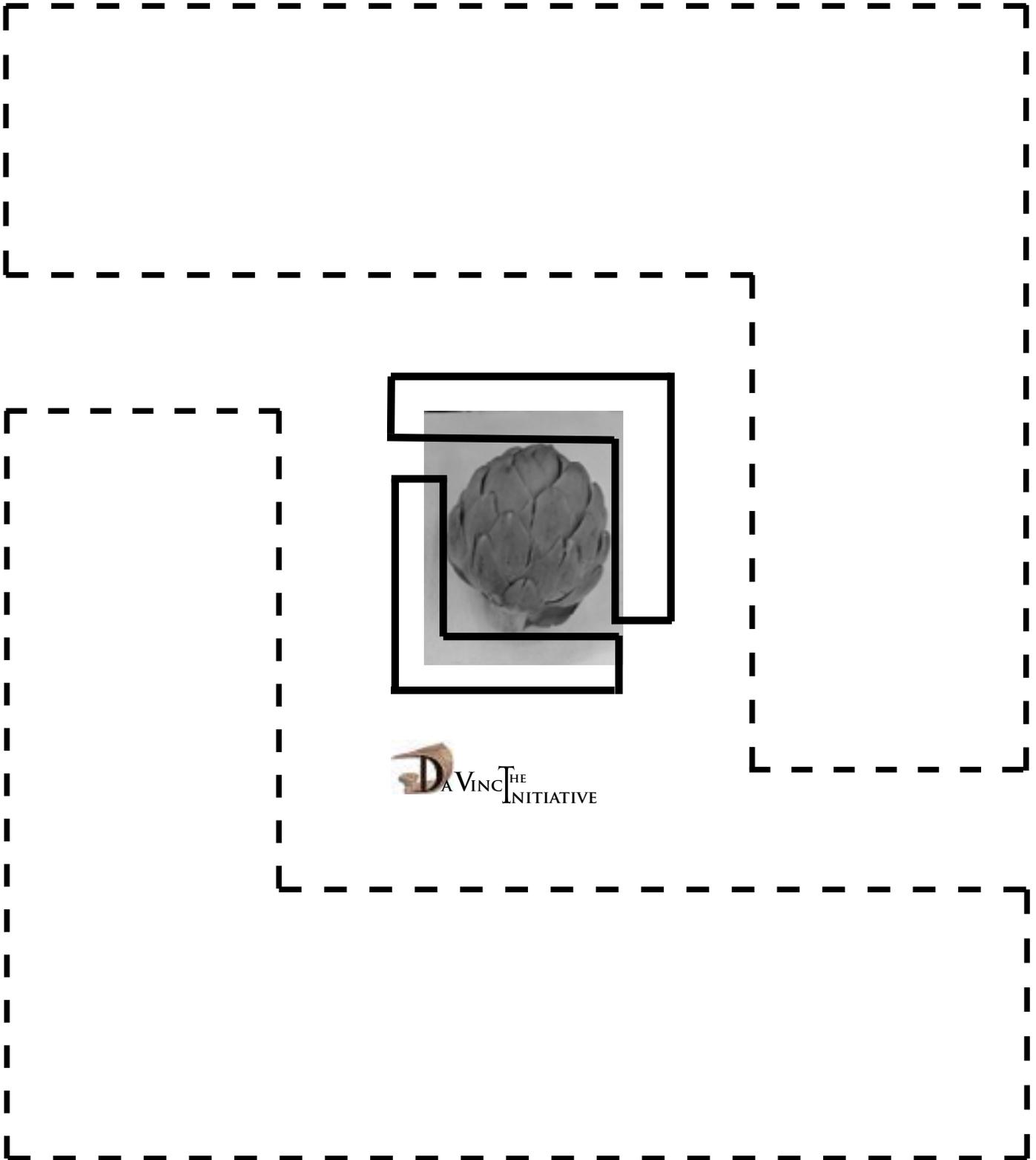
Peach Crate, Jeffery T. Larson



Turnips, Jeffery T. Larson

MOVABLE VIEWFINDER

Cut out the shapes below, hold them up to determine the notional space around objects you will be drawing.



NOTIONAL BOX TABLE HANDOUT

Name _____ Period _____

Find a vegetable that fits into the notional box provided. Fill in the table with the additional information about the notional space (name the shape and orientation). Draw the vegetable.

Notional box	Name of shape	Orientation vertical/horizontal	Drawing of vegetable Can you name the vegetable?
			
