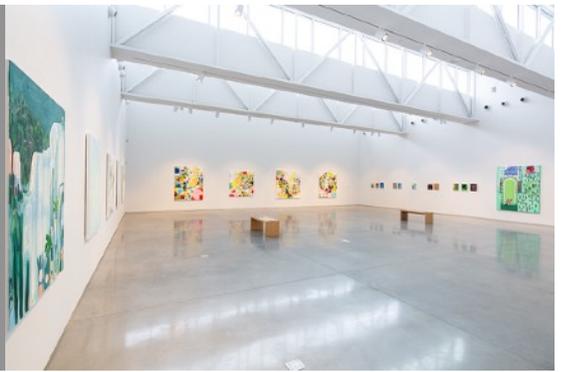


Skirting the Line



GRADE LEVEL

2 - 5

PROJECT OVERVIEW

Look closely at the detailed backgrounds of her paintings to inspire a kaleidoscope collection of your own using a variety of drawing materials and found objects.

GOALS

Students will understand:

- Abstraction can be the process of breaking down ideas into simple shapes
- Observational drawing can be a tool for abstract creation
-

Tracy Miller | Harrington, ME

These food fantasies take still life painting to another dimension. Swallowed by shapes, doodles, and color all components become one large swath of gaiety. Her work incorporates bold colors and thick slices of cake, leading the viewer to search for more comforts.

tracymillerpaintings.com

INTRODUCTION

Skirting the Line presents the work of five contemporary painters whose work hovers on the line between abstraction and representation. Employing different techniques to create new forms of landscape, still life and the figure, each artist has a unique but cohesive visual language exploring the idea of what it means to portray a subject by looking at the interplay between abstraction and representation. Each reinvents painting today through energetic personal expression.

LESSON

Experience the Center for Maine Contemporary Arts exhibit *Skirting the Line*. Identify where Tracy Miller's work is located in our [virtual tour](#). As you step into the main gallery, you see Miller's work, zoom in *Question Mark*, *Fish Hook*, and *Cartwheel*; these are the works we will focus on. Look closely at the detailed backgrounds of her paintings to inspire a kaleidoscope collection of your own using a variety of drawing materials and found objects.

CRITICAL QUESTIONS

Does this artwork remind you of something? What catches your eye in this work? What types of designs do you see? What shapes are repeated? Where do you think the artist started painting? I spy a candied apple, can you find it? In these three paintings can you find the repeated piece of food?

CELEBRATE YOUR WORK

Share out your artwork and educate others about your process, whether it be with family or classmates, and share with us [@cmcanow](#).

VOCABULARY

Color Blocking pairing complementary colors in designs causing each color to stand out from one another
Complementary colors colors on the opposite side of the color wheel

Observational drawing drawing what you see in real life, not what you know

Negative Space area in between objects

Outline area around and objects shown by a continuous free hand line

Abstract a form of artistic response to a physical reality, simplified marks to complex physical information

Pattern marks that repeat over a select area

MATERIALS

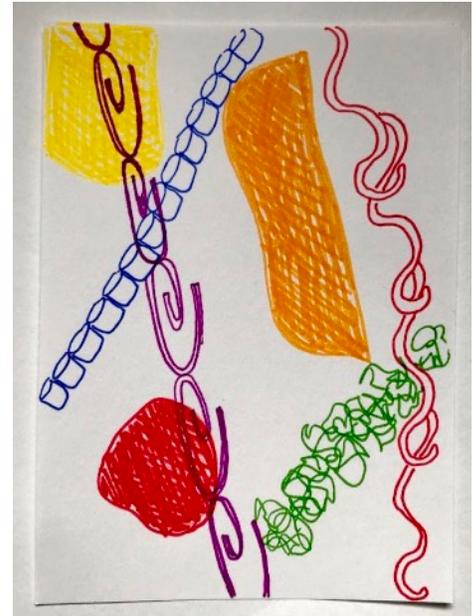
- Paper
- crayons, markers, colored pencils
- 4 - 8 objects
- Paint & brushes - optional

INSTRUCTIONS

STEP 1

Take a colored pencil, marker, or brush draw a few medium sized shapes using different colors and color them in. Try designing your own shapes using a variety of lines to make up each side.

*Challenge yourself to go straight in with colors, turn your mistakes into their own mini drawings



STEP 2

Select one of your objects and drawing from observation, the outline small, repeat this across the page. Choose a second object and draw the outline, but a little bigger, and repeat the outline across the page. Try alternating drawings to create a pattern.

Continue to do this with each of your objects varying the size and direction. Don't be afraid to overlap outlines and go through your colored shapes.

STEP 3

Look at your drawing from afar and fill any extra areas with whimsical lines, shapes, and doodles. Outline any shapes or designs to make them pop further off the page with a complementary color.

*Sometimes the space around your designs is more interesting than the designs themselves, so leave some open area to keep the viewer guessing.



Tracy Miller

Left: *Fish Hook*, 2018

72 X 60"

Oil on Canvas

Below Right: *Question Mark*, 2018

60 X 60"

Oil on Canvas

Below Left: *Cartwheel*, 2017

72 X 72"

Oil on Canvas

