

# DEMETER PROJECT

## Landmines and art



DemeteR

*"I do not evolve, I am. In art, there is no past, no future.  
The art that is not in the present will never be"* Pablo Picasso



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## UNIT: Artistic Drawing

This unit has been carried out with the students of the baccalaureate of the arts modality. In this high school there are two subjects called artistic drawing one and artistic drawing two, which are very important subjects due to their nature and character to define the artistic drawing of students. The drawing responds to the natural need of man to communicate, since it allows to transmit ideas, describe places and even express the feelings of the human being.

Drawing is a powerful knowledge tool because it allows us to understand, recognize and visually assimilate messages and shapes and conics. This ability to transmit information far exceeds the rest of the senses in immediacy and efficiency.

## Students

16 years old students. First year of arts baccalaureate.

## Objectives

- Raise awareness about the problem posed by antipersonnel mines.
- Create drawings from photos using the techniques learned in the subject of artistic drawing.
- Develop the artistic sensitivity of students.
- Know and distinguish the elements of the forms through analytical criteria using real or symbolic objects.
- Understand the shapes of objects and know how to represent them graphically.
- Assessment and study of the forms of nature making representations of a subjective nature.
- Work on the theoretical and scientific bases of color, its communicative and expressive power and its application in a specific product.

## Material / resources

- Pictures from the DEMETER project
- Leaflet
- Web page
- Other information sources

## LESSON 1. SENSITIZATION AND OPINIONS (1 hour approx.)

In this first session, the local project coordinator gave a talk to the students presenting the DEMETER project. For the talk we have relied on audiovisual material, newspaper clippings, YouTube videos and other information about the project such as our triptych.

Time has been given for the students to ask questions and once the objectives of the project and the problem of antipersonnel mines have been exposed, a debate has been created in which the students expressed their point of view on the war, the antipersonnel mines person, and the consequences of all this in the population.

## LESSON 2. Artistic drawing (6 hours approx.)

Using a series of photos and messages from the DEMETER project, the student should be able to channel and transmit messages of a diverse nature, reporting the facts, expressing their thoughts on the subject and describing forms and structures. The objective of this unit is to be able to illustrate the history of the DEMETER project.

In this unit we have tried to work on different interests of the perceptual ones, such as the representation of the speculative analytical character of rational as well as the expressive representation of external and variable aspects of forms.

Different procedures, materials and graphic techniques have been used to carry out the works. The student has to cultivate and work with the materials and graphic techniques that will allow him in the future to express the sensitivity and visual thought of the artist.

For the evaluation of the drawings, attention has been paid to the constructive elements of the forms. The proportionality relationship and organization of the forms on the different planes and also in relation to the other forms contained in the drawings have been evaluated. Each student has used the necessary techniques and methods to represent the forms perceived in the photographs received.

The students have been provided with a series of photographs so that they can carry out an observational study and analysis of said work of art. With this type of study, the aim is for students to learn the methods and techniques used by creators, designers, cartoonists and other professionals in the art world.

By copying sheets or drawings, the student cultivates and improves know-how. It is important that the student improves skills in representation techniques, materials, tools and work tools.



# Key competences

Activities carried out in the different lessons that work on basic skills.

- Communicative competence
  - The student will be able to express through drawings the problem of anti-personnel mines using various techniques of technical drawing.
  - Competence in linguistic communication is improved because during the completion of this unit the students have fostered dialogue, debate, argumentation and a critical spirit.
- Cultural awareness and expression
  - The drawing serves the student to express and transmit ideas, descriptions, expression of feelings, etc. Collaborative learning has been promoted by raising awareness of the ethical behavior of people and states by incorporating the subject of landmines into the students' work.
- Mathematical competence and basic competences in science and technology
  - In this unit, geometry, units of measurement, proportions, which are based on mathematical equations, scale, knowledge of materials, composition, physical and chemical properties, etc. have been studied. In addition to having worked with plates in which nature and people appear, models from the field of botany and the anatomy of the human body have been studied.
- Digital competence
  - In some approaches by the students, computer tools have been used to support drawing, such as tablets and artistic creation software.
- Competence learning to learn.
  - Work has been done through experimentation, analysis, perception, assessment, etc.
- Entrepreneurial spirit
  - The entrepreneurial spirit of the student has been strengthened through collaborative and team work and the realization of personal projects.

## Teacher's feedback

By carrying out a project of this type, the student will have the opportunity to acquire the skills and concepts to build meaningful learning.

Throughout history, knowledge and lore have been informed through drawings. The drawings have been a tool to spread ideas, ways of reading, ways of thinking, etc. Drawing is not only an autonomous value of the person but an action of an intellectual order.

Currently the image in contemporary society is the basic element of communication. The drawing has its importance in the immediacy of capturing the message and also because it is a universal value, visual communication.

The teachers, through this unit, have been able to work on concepts of our subject with the students in a more motivating and focused way.

We highly value being able to add motivating and up-to-date elements for students, such as the subject of anti-personnel mines. In this way, the student is moved not only by concern for the subject, but also other values such as solidarity, world peace and help are incorporated into the project and the subject.

# Results and outputs

Some of the results obtained in this unit are shown below. There is a series of drawings made with different techniques which have served the teacher to evaluate part of the subject and the student to practice the techniques learned in class.

































