

Flip Flop Drawing

Students never get enough experience in expanding the basic exercises of drawing with pen and ink. New tools and procedures are needed. The help to push basic drawing techniques into exciting areas is available. To change traditional concepts may not totally involve the drawing materials; the change can come in the secondary materials used. In this case of “flip-flop,” the surface texture changes from paper to canvas for drawing use. A totally new drawing experience comes alive and the normal visual look of the drawing technique is different.

Flipping the canvas from a painting surface to a drawing surface is fun. The Art students may even surprise themselves. The design is executed on the two flip-flopped surfaces at the same time with the same drawing materials.

These two books are enormously valuable for a teacher’s guide to drawing:

- [Daily Warm Ups in Art](#) (71891-1001)
- [Keys to Drawing with Imagination](#) by Bert Dodson (69537-1001)

Grade Levels 5-12

Note: instructions and materials based on a class of 25 students. Adjust as needed.

Process

1. Prepare the drawing surface. Divide the canvas into 14" x 18" pieces — one piece per student. Use scissors to cut a small slit in the edge where the canvas needs to be divided. Instead of cutting the pieces, tear them apart with a steady pressure. (Use a utility knife to cut clean edges if desired.) The canvas divides on a perfect line where the fabric is woven. The edges will be slightly uneven but this will add interest to the texture of the artwork. Selvage — or finished edges - add interest, too. Tear the 14" x 18" piece in half, either vertically or horizontally. Use hands to smooth and flatten edges.
2. Flip one side of the torn canvas over to expose the unprimed side. Place the two sides together and tape one-half of the primed sides together and one-half of the unprimed sides together to create a drawing surface 14" x 18". Press firmly to secure the tape on the back side and flip again!



Materials

[Blick® Premium Cotton Duck Canvas](#) , primed, (07309-1063) 63" wide x 4-yds, cut to 14" x 18"; need one piece per student

[Blick® White Sulphite Paper](#) 500-sheet ream (10209-1013); need one 9" x 12" sheet per student

[Blick® Economy Graphite Pencils](#) (20302-2009), box of twelve; need one pencil per student

[Blick® Black Cat Waterproof Ink](#), 3-oz (21101-2004); share 16 bottles across class

[Blick® Brown Hair Sumi Brush](#), size 1 (05401-1001); need 16 to share across class

[Colour Shapers™ Mini Set of 5 Tips](#), Firm (04935-0009); share two sets across class

[Sharpie® Twin-Tip Marker](#), Black (21373-2020); need one per student

[3M® Scotch™ #45 Book Tape](#), 2" x 15-yd (23021-1002), share one roll across class

[Excel® Plastic Handle Utility Knife](#) (57463-1000), share two across class

[Excel® Utility Knife Blades](#), package of 5, (57462-1005), share two across class

Process, continued

3. Draw a preliminary design on the 9" x 12" paper. Transfer it with pencil to the canvas drawing surface.
4. The drawing covers both sides of the top canvas. The purpose of this is to work the design from one side to another, causing a reaction when the surface changes. There is a significant difference when the same material is used on both sides.
5. The original drawing is a practice paper for experimenting with the drawing tools. Add water to the ink and use a brush to create washes of varying value within the drawing.

National Standards

Content Standard #1 — Understanding and applying media, techniques, and processes

5-8 Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

9-12 Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use

Content Standard #4 — Using knowledge of structures and functions

5-8 Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas

9-12 Students create artworks that use organizational principles and functions to solve specific visual arts problems