

# THE FROTTAGE

**School:** Middle

**Class:** 1

**Subject :** Art and Image

**Topic:** The Frottage

**CLIL language:** English

**Teacher's role:** Main Teacher

**Student group profile:** CEFR Level A1, other mother tongue

## Timetable fit:

Module: The signs of visual language: point, line and surface

- Previous lessons: (2 hours) Surface - The textures. Learn how to create, distinguish, and describe surfaces by using colored markers and collage.
- Present lesson: (2 hours) Surface - The Frottage.
- Future lessons: Introduction to the new module: Colour Theory

## Resources:

“Frottage Technique” Video Tutorial (speaking): <https://www.youtube.com/watch?v=OxNCvckdkU8>

“Frottage Technique” Video Tutorial (writing): <https://www.youtube.com/watch?v=fW47i-tlgk4>

“How to frottage” with Wax and Acrylic colours: <https://www.youtube.com/watch?v=FxePjNOG948>

“Collage and Frottage landscape”: <https://www.youtube.com/watch?v=vzSS1YjzuDA>

“Max Ernst and Frottage”: <https://www.youtube.com/watch?v=tQJD7inost4>

Worksheet with 3 activities (text comprehension and explanation, reading, listening, video viewing, writing, drawing, completion of the table and search and learn keywords)

Instruments: soft pencil, crayons, chalks, form, notebook, A4 lightweight paper, surfaces

## **Students' prior knowledge, skills, competencies:**

Subject: Learn the technique of Frottage and know how to relate it to Art History (Max Ernst)

Language: Read, listen, partially understand a simple text and a sequence of instructions from sources; Communicate information using simple discussion; Present tense for explanations; Imperative form for instructions; Sequencing connectives for instructions; Adjectives; Vocabulary for expressing actions.

## **Learning Outcomes expected for this lessons:**

- **Content** (knowledge and consolidation):

Which drawing tools to choose and how to use them to make a frottage.

Know how to place the Frottage technique in Art History.

Learn new specific words.

- **Cognition** (enable learners to):

Information-processing skills: Perform the procedure correctly.

Reasoning skills: Explain the applied process.

Thinking skills: Know how to predict the technique results on different surfaces.

Evaluation skills (evaluation): Learn using feedback to verify the efficacy of every step.

- **Culture** (awareness of):

Reflect and value the Art and the Art History.

- **Communication:**

Read a text and see a video from which extrapolate information (vocabulary and grammar skills).

Use precise language to explain the rules and tools applied (producing oral phrases and developing collaborative writing).

## **Methodology:** integrate language and content

Activate prior knowledge: remember what you know about textures and graphic materials.

Practical activities: - Video: Watch and listen to the video, find specific words.

- Texts: Read, understand and find keywords in a short text.

- Drawing: draw by following the instructions and trying to experiment

The use of subject-specific vocabulary and everyday words in specialized ways (questions, answers, descriptions).

Remember names, verbs, adjectives; Vocabulary for expressing actions and use them to complete tasks.

Workgroup with individual, couple and group activity: find specific words, fill the table, write and tell short sentences.

Activity	Activity aims	Activity Procedure	Language	Interaction	Materials (please cite all sources)	Timing	Assessment
<p><b>1</b></p> <p>Read the definition of frottage.</p> <p>What do you think of the lesson? Have you already tried to run the frottage technique in the past?</p>	<p>Introduce the subject of the lesson.</p> <p>Stimulate past memories.</p> <p>Create links.</p>	<p>The definition of frottage is individually read.</p> <p>Learners discuss on the topic in pairs. Then, they write down the translation of the known words, the unknown words and the content of the lesson. Learners read aloud their definitions.</p>	<p>- Reading on the form</p> <p>- Writing words and a brief sentence</p> <p>- Speaking; Asking questions and giving opinions</p>	<p>- Individual work</p> <p>- Pair work</p> <p>- Whole class</p>	Worksheet	15 minutes	Write the content of the lesson on the form.

Activity	Activity aims	Activity Procedure	Language	Interaction	Materials (please cite all sources)	Timing	Assessment
<p><b>2</b></p> <p>Video.</p> <p>Take notes.</p> <p>Complete the table.</p>	Learn the process of frottage and the materials to be used.	<p>Learners can see the procedure of frottage technique with two different videos: the first stimulates listening and the second inserts written keywords.</p> <p>Learners write the key words and the process steps.</p> <p>Search the keywords in the text and position them in the table.</p>	<p>- Listening the words on the video.</p> <p>- Reading the words on the video.</p> <p>- Writing the key words and the process steps on the notebook.</p> <p>- Reading the text on the form, underline the words and position them in the table.</p> <p>Technical vocabulary. Imperative forms and sequencing. Present tense for explanation and description. Connectives (first, then, next, after that, later) for drawing instructions.</p>	- Individual work	<p>Worksheet Activity B and notebook</p> <p>Video 1:  <a href="https://www.youtube.com/watch?v=OxNCvckdkU8">https://www.youtube.com/watch?v=OxNCvckdkU8</a></p> <p>Video 2:  <a href="https://www.youtube.com/watch?v=fW47i-tlgk4">https://www.youtube.com/watch?v=fW47i-tlgk4</a></p>	20 minutes	<p>Listen and reading to the videos tutorial and write the key words and process steps on the notebook.</p> <p>Reading the text on the form and insert the words in the table.</p>

Activity	Activity aims	Activity Procedure	Language	Interaction	Materials (please cite all sources)	Timing	Assessment
<p><b>3</b></p> <p>Video.</p> <p>Take notes.</p> <p>Find key words.</p> <p>Speaking.</p>	Learn who is Max Ernst and his collocation in the Historical context.	<p>Learners watch a video on Max Ernst.</p> <p>Learners write down the key words and simple phrases.</p> <p>Learners read the text.</p> <p>They write the translation of the known words, the unknown words and the content of the text and the video.</p> <p>Learners look at the words and speak in pairs.</p>	<p>- Listening the words on the video.</p> <p>- Reading the words on the text.</p> <p>- Writing the key words and the story on the notebook.</p> <p>Technical vocabulary.</p> <p>Present tense and simple past for explanation and description.</p> <p>Connectives (first, then, next, after that, later) for drawing instructions.</p>	<p>- Individual work</p> <p>- Pair work</p>	<p>Worksheet Activity A and notebook</p> <p>Video Viewing:  <a href="https://www.youtube.com/watch?v=tQJD7inost4">https://www.youtube.com/watch?v=tQJD7inost4</a> </p>	15 minutes	Listen to the video and write the key words on the notebook.

Activity	Activity aims	Activity Procedure	Language	Interaction	Materials (please cite all sources)	Timing	Assessment
<b>4</b>  Practical activity.  Take notes.  Use key words.  Speaking.	Experiment various surfaces.  Find different surfaces inside the school.  Communicate with mates while searching.	Take the form and the colours and search different surfaces within the school. Run the frottage of these surfaces on the form. Write the names of the surfaces next to the frottage.	- Speaking: give own opinions and answer the questions. - Write the names of the surfaces.  Technical vocabulary. Present tense for the conversations. Names of the surfaces.	- Individual work  - Whole class	Worksheet Activity C and colours	20 minutes	Experiment various surfaces whit various types of colours.

Activity	Activity aims	Activity Procedure	Language	Interaction	Materials (please cite all sources)	Timing	Assessment
<b>5</b>  Video.  Make a drawing	Find new ideas to experiment the learned technique.  To put into practice what they have learned.	Learners watch two videos: - Frottage whit Wax and Acrylic colors - Frottage and Collage Landscape  The teacher will provide students with a box containing many different surfaces.  Make a drawing as desired on an A4 sheet using the Frottage technique.	- Listening the words on the video.	- Individual work	Video 4: <a href="https://www.youtube.com/watch?v=Fx ePjNOG948">https://www.youtube.com/watch?v=Fx ePjNOG948</a>  Video 5: <a href="https://www.youtube.com/watch?v=vz SS1YjzuDA">https://www.youtube.com/watch?v=vz SS1YjzuDA</a>  - soft pencil, crayons, chalks. - A4 lightweight paper. - surfaces provided by the teacher	50 minutes	Listen to the video and create a drawing using the Frottage Technique.

# FROTTAGE

**Definition of FROTTAGE:** the technique of creating a design by **rubbing** (as with a pencil) over an object placed underneath the paper.

(<https://www.merriam-webster.com/dictionary/frottage>)

## Activity A

**Read the text, watch the video, and after try to explain to your classmate how Max Ernst has discovered the Frottage.**

### Historical context

This technique was already used in ancient China and in classic Greece, was rediscovered in modern times by German surrealist artist Max Ernst.

Looking at the wooden floor of his room he leaned over a sheet of paper on which he rubbed with a pencil and obtained a copy of the relief, from this simple experience he perceived the infinite possibilities that could be derived from it. Ernst first called this “grattage technique” and later “frottage”, with it in the 1925 he produced a series of works that had as a recursive forest image, published in his "Histoire Naturelle".

## Activity B

**Read the text and complete the table:**

## Technique and basic materials

This technique consists in superimposing a support, such as a sheet of paper or a canvas on a surface having more or less marked reliefs such as stone, wood or anything that is not smooth. Using a variety of soft pencils, crayons, chalks or charcoal, the support will be spared, leaving the pads of the underlying surface gradually rising. The result of this process allows to obtain clear and faded designs and textures and images that unpredictable. In addition to being used simply to produce particular graphic images, frottage can also be the starting point and the base for making more elaborate works over a longer period of time.

[illegible]



### Activity C

Try frotting by rubbing on different surfaces and use soft pencils, crayons and chalks .

