

UNIT: The Elements of Art and Design

PROJECT: Rhythm and Movement

GRADE: 7

LENGTH: 1 week

ACADEMIC STANDARDS:

Criticism:

- 7.3.1 Analyze the artist's use of sensory, formal, technical, and expressive properties in a work of art.
  
- 7.3.3 Expand on and use appropriate art vocabulary.

Production:

- 7.8.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in work that effectively communicates their ideas.
  
- 7.8.2 Identify and discriminate between types of shape (geometric and organic), colors (primary, secondary, warm, cool, contemporary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality) textures (tactile and visual), and space (background, middleground, foreground, placement, one and two point perspective, overlap, negative, converging lines positive, size, color), balance (symmetrical, asymmetrical, radial) and the use of proportion, rhythm, variety, repetition, and movement in their work and the works of others.
  
- 7.9.2 Demonstrate appropriate use of different media, techniques, and processes to communicate themes and ideas in their work including:

PAINTING:

Media: tempera, watercolor, water-soluble oils, watercolor crayons; variety of surfaces, brushes and paint applicators.

Processes: wet-on-wet, wet-on-dry, sponge, wash, resist, dry brush, watercolor, techniques of sponging, salting, and masking.

## PERFORMANCE OBJECTIVES:

Given appropriate supplies, students will create an emotion painting by expressing the connection between line, color, texture, shape etc. in regards to the rubric.

After completing an emotion painting, students will write three main points or ideas learned from the lesson with 100% accuracy.

## PREPARATION BY TEACHER:

The teacher will create a handout discussing issues and ideas of rhythm and movement. The teacher will have several examples of paintings, which convey the thought of rhythm and movement available for students. The teacher will need to explain the writing to learn activity to students.

## MATERIALS NEEDED:

- Writing to learn activity
- Examples of emotional painting
- Textbook
- Handouts
- a large sheet of heavy paper (or canvas)
- acrylic paint
- tempera paint - or crayons
- paintbrushes
- water
- containers
- mixing trays
- paper towels
- newspapers
- old shirts or painting smocks
- music (various styles)
- scrap newsprint
- pencils

## PROCEDURE:

### Introduction/Motivation:

To introduce this lesson I want the students to understand the impact of emotion within art. I will have the students review chapter 9 in their textbook. The activity I have put together should engage the students about rhythm and movement. This activity integrates Modern Art and Physical Education by having students act out the movements and emotions depicted within the paintings, *The Starry Night*, by Vincent Van Gogh, *The Scream*, by Edvard Munch, and *Autumn Rhythm* by Jackson Pollock. Students will be asked to

“become” the shapes, the colors, or the paintbrush, and to explore the possibilities within the selected canvases. (Bodily-Kinesthetic)

Step-by-step plan:

1. Talk about emotion. What does the word emotion mean? What kinds of emotions do we experience on a day-to-day basis. (Verbal-linguistics)
2. Talk about color. How do certain colors make us feel? Why? (Verbal-linguistics) (Bloom's- Knowledge)
3. Talk about line. What kinds of lines are there? Straight, jagged, squiggly, zig-zag, etc. (Verbal-linguistics) (Bloom's- Knowledge and Comprehension)
4. Warm up by having students draw lines (using pencil on newsprint) based upon certain feelings. IE: draw happy lines, draw angry lines, etc. (Spatial) (Bloom's- Knowledge, Comprehension, and Application)
5. You can also encourage your students to draw lines based on the music they are hearing (IE: jazz, classical, pop etc.) (Spatial and Musical) (Bloom's- Application)
6. Once everyone is "warmed up" begin working with the paint. Make sure each student has a paintbrush, water and access to at least the three primary colors (red, yellow and blue). (Spatial) (Bloom's- Application and Synthesis)
7. Give a quick demonstration of how paints are used properly (always clean brushes before dipping into a new fresh color ... treat the brushes well by not squishing them down on the paper etc. Also, review color mixing (yellow + blue = green; red + yellow = orange; red + blue = violet)
8. Everyone can then decide on an emotion or feeling which they will express using various paint colors, lines, textures and shapes.
9. Allow your students to take as long as they need to create the final work, encouraging them to stand back from time to time to have a really good look at what they are doing. Is it moving in the direction they want it to? Are the desired feelings starting to emerge?
10. Remember too that this is a very intuitive and subjective exercise and as such the works should not be analyzed by the instructor, but rather by the students themselves.
11. When the paintings are complete, hang them up and see how others interpret the work. Does everyone see similar emotions in the same works? Yes? No? Why?
12. At the closure of the emotion painting discussion, have the students write three main ideas and/or issues that they had learned in the days lesson. (Writing to Learn Strategy- Exit Slip)

Closure:

The students will be asked to explain the concept of rhythm and movement in art and what the importance of emotion is in art. The students will be completing a writing to learn activity by writing three main ideas or points they had learned from the lesson. It is important that students know and understand the concepts of rhythm and movement. By knowing these concepts, the students will enhance their art work and the opportunity to learn within the art classroom.

ADAPTATIONS/ENRICHMENTS: Emotional and Behavioral Disorders

- Establish clear and consistent expectations
- Provide a time-out space
- Have clear and consistent consequences
- Talk to your student and create a behavioral contract
- Structure the day
- Choose homework assignments carefully
- Be VERY aware of your student's behavior and feelings

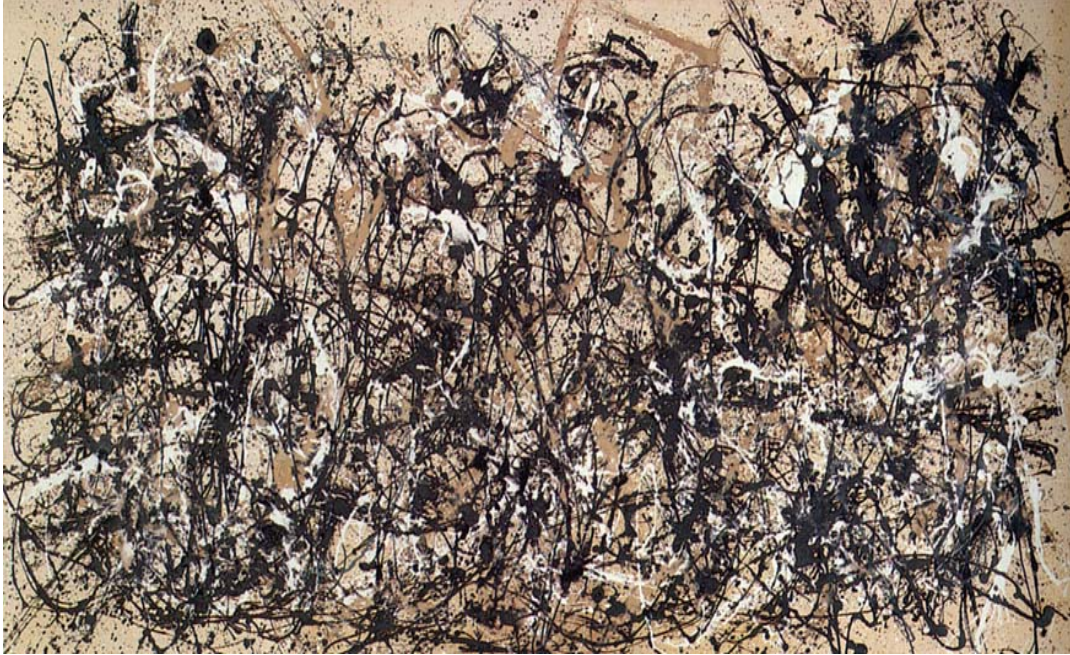
EXAMPLES OF MOVEMENT



VINCENT VAN GOGH

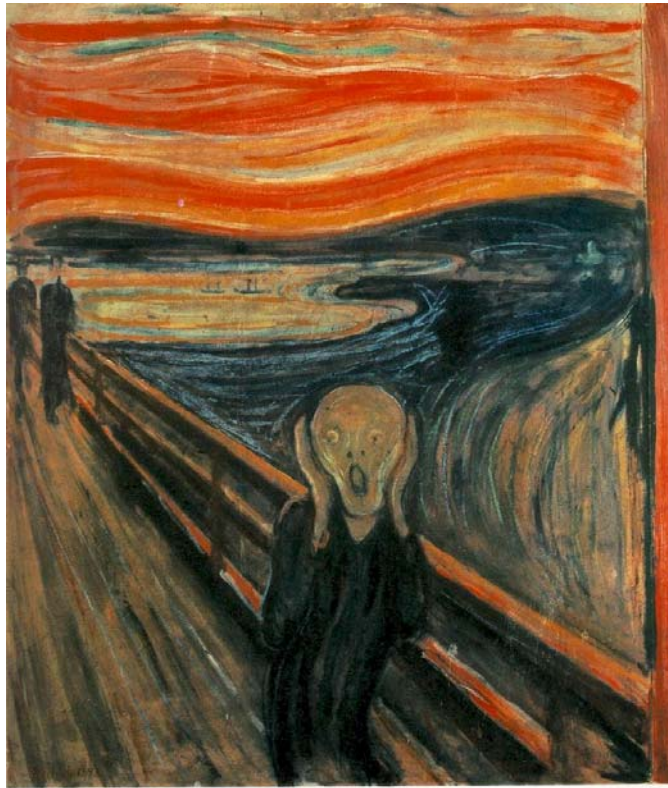
“STARRY NIGHT”





JACKSON POLLOCK

“AUTUMN RHYTHM”



EDVARD MUNCH – “THE SCREAM”

EXAMPLES OF EMOTION PAINTINGS





