

Billy Murray

LESSON PLAN NAME: MOTION/TIME ILLUSTRATION

April 5th, 2019

Mr. Steven Nau - CAPA high school

List 2 or 3 *related* outcomes from the PA Arts and Humanities Standards:

9.1.D. *Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).*

9.3.12C

Apply systems of classification for interpreting works in the arts and forming a critical response.

AND 2 or 3 connections to the Common Core:

1.P Performing (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.

6.P Convey meaning through the presentation of artistic work.

GRADE LEVEL AND DEVELOPMENTAL RATIONALE:

Students combined in the 11th and 12 grade class have very strong design, rendering, compositional as well as conceptual development skills. This project remains quite opened-ended, allowing for a lot of room for the students to make important decisions about their work.

This project will act as an introduction to the motion unit, which consists of two pieces. For this portion of the project, students will be creating a paper airplane, flying it, taking photos and creating a composition inspired by their image. Their design/drawing will emphasize movement and change over time.

BIG PICTURE RATIONALE:

The work that we create is a testament to the times. Work that you created and things that you thought about when you were a child were very different from that of today, which is part of what we are exploring in this project. Obviously, this is a simplified, boiled down version of this idea, but it will provide as headway for the final motion project, in which we will really be thinking about these ideas.

MENTOR ARTIST/S OR VISUAL CULTURE: (Contemporary and Historical)

The main historical inspiration of this piece is Italian futurism, which emphasized abstraction, speed, motion and technology

Marcel Duchamp - French/American painter, sculptor, Dada artist - associated with cubism and conceptual art

Lyubov Popova - Russian avant garde painter, artist and designer, heavily focused on shape and inspired by cubism, lots of motion seen in her work.

Bridget Riley - British painter at the forefront of art that explores optical illusions

Joseph Stella - futurist painter known for his depictions and individual interpretations of industrial America.

In addition to these more historical artists, we will be watching a brief set of clips of videos and movies that explore movement in different ways. These include:

- The chariot scene from Ben-Hur
- The nightclub scene from 42nd street
- Videos of swing dancing
- Trailer for Spider-Man: Into the Spiderverse
- Music video for Toro y Moi: Rose Quartz

OBJECTIVES:

SWBAT:

- Complete a paper airplane that has the ability to fly, as least to some degree
- Take photographs of their paper airplane that emphasize movement and change over time.
- Identify vocabulary terms related to motion and movement, through the use of a worksheet
- Create a successful design that incorporates their paper airplane design

LOGISTICS:

Full Supply list

- copy paper for planes
- illustration board and watercolor paper
- pencils, sharpeners, erasers
- colored pencils and markers
- ink

To prepare before

- past exemplars
- compile photos and videos to use as an exemplar

SPARK/INTRODUCTION (Time: 20 min).

For the spark/introduction, I will be introducing the students to several artists and their work (listed above, with images below). The students will create paper airplanes out of 8.5x11 copy paper that they will fly. They will take photos of them in motion and draw them, transforming them into informed designs and illustrations.

ACTIVITY (Time 2 class days):

Students will use any material they like to create their composition. They will pay close attention to aspects of drawing, design and illustration that emphasize movement as well as change over time, including the following:

- Blurring
- Repetition of images
- Dynamic POV/perspective/tilted angles
- Patterns
- Size contrasts
- Distortion
- Speed lines
- Transparent effects
- Tilted angles
- Active poses
- Fragmentation

CLEAN-UP PROCEDURES (Time: 5 min):

All materials will be returned to their original location, 5 minutes before the end of class.

EXTENSION:

Students who finish early can apply their composition to sketches for their final, or find a unique way to incorporate it, without exactly recreating it.

ASSESSMENT STRATEGIES/RUBRICS

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RESOURCES & IMAGES:

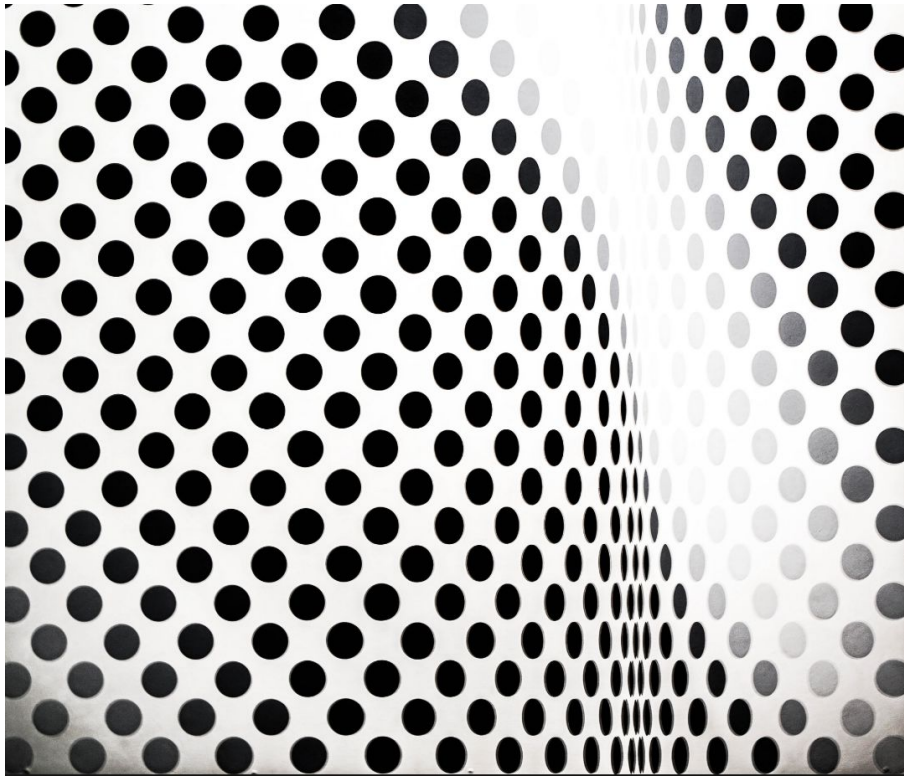
Marcel Duchamp



Lyubov Popova



Bridget Riley:



Joseph Stella:



