

# ACTION & MOTION PAINTINGS

## *Grade Five*

Students in grade five first examined three paintings in which movement was depicted by abstract artists, Elaine de Kooning, in a style called **Expressionism**, and Carlo Carra and Natalia Goncharov and in a style known as **Futurism**. In both styles, the artists abstracted by leaving out details, capturing the main idea or feeling in a subject, while also moving the brush in a way that matches a feeling the artist wants to express. At the turn of the 20th century, these artists thought motion and energy were important ideas for current and future art. Students were led to notice how the artists explored ways to show the motion and energy of people, animals, machines and other subjects using repeated lines, broken shapes, blurred colors, etc.

Later, students were instructed to create a painting which depicted at least one person, animal, machine and/or object in motion. Students were required to emphasize movement in a manner that suggested energy or motion. Artist mannikins and photos with which to work from were available for student use.

# USING LINE CONSTRUCTIVELY: TREE LINE DRAWINGS

## *Grade One*

For their first lesson of the year, first graders revisited the element of **Line** and discussed how lines can be found everywhere in our world and that artists can use different kinds of lines to express their ideas more fully. Students examined and discussed several examples of line drawings by various artists, explaining how each artist used Line. Next, students were shown several paintings of trees done by different artists and explored how each tree was represented differently using various and often unexpected types of lines. Students were led to notice how using a particular type of line changes the way we expect a tree to look.

Finally, students were instructed to create a line drawing of their own choice. That said, everything in the picture had to be constructed from a variety of appropriate lines AND the subject had to include at least one tree. They were encouraged to think about how lines can be used to represent the many parts of a tree and different species of trees. Students were given artworks created by Asian artists which depicted different species of trees during different seasons to help them think about the many ways line can be used.

# **TINY TREASURE BOXES**

## ***Grade Three***

Third graders discussed the use and decoration of container design. They discussed how this wooden box created by a Japanese artist, had the special purpose of storing incense. Noting the planning and execution of design upon a three-dimensional cube, and its possible function and purpose, allowed students to realize that everyday objects can be made beautiful by artistic skills.

Students were given a template of a box which they were then instructed to decorate using pencils and/or markers, giving special attention to how one side of the box could impact another side, as well as the top and bottom, in a wrap-around design. Attention was brought to the fact that there are several ways to accomplish a wrap-around design, but a specific theme had to be chosen to successfully unify all sides of the box.

# PAPER PENDANTS

## *Grade Two*

Why do people wear jewelry? Students in grade two learned that people everywhere have decorated themselves with jewelry since ancient times, often for many different reasons. Students examined and discussed several different artisan pendants, some of which incorporated necklace structure, as well. The examples ranged in time period and materials, and students were asked to look for clues to help them determine how each pendant was created. They enjoyed seeing how different cultures have varying styles, how different artists use the same materials differently and how styles have changed over time. Despite the differences, however, some jewelry-making techniques have remained similar over the centuries.

Students were instructed to design and create their own pendant from paper and aluminum foil. They were encouraged to include additional decorations with markers and pencils.

# **GRAPHIC DESIGN: CEREAL BOX DESIGN**

## ***Grade Four***

Fourth graders were shown three consumable items (a bottle of glue, a box of mints, etc) and asked to look carefully at their packaging to identify what all three had in common. Students noticed that all three packages had use of colors, pictures, company logos, and fonts and letterstyles. Students discussed why packages of items we purchase make use of special design elements, and that such elements are planned and designed by artists known as graphic designers. The role of the graphic designer was explained and a list was generated of the many things which employ text and pictures that graphic designers plan, which we use and see everyday.

Students were also shown several examples of laundry detergent bottles and were led to notice that planning all the visual and text elements within package design can convey visual messages to consumers. Classes were then told they would be designing a package for a fictitious cereal brand of their own naming. They were encouraged to invent mascots, logos and company names. They were required to include pictures and lettering, as well as think about fonts and font sizes, colors, placement and various visual elements.