



CAPTURING MOVEMENTS

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Big Idea

Movement and Time



Elegant Problem

Create a painting using watercolor that represents a motion sequence that shows your most enjoyable/unpleasant movement.



Essential Questions

1. In what ways can humans' mood and actions connect with the environment?
2. In what ways can the movement be defined in the still artwork?
3. In what ways can artists and designers determine whether a particular direction in their work is effective?
4. In what ways do artists invent and create with a variety of tools, materials and techniques to communicate ideas and express emotions?

Enduring Understandings

1. Humans' moods and actions connect with the environment.
2. The movement can be defined in the still artwork.
3. Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
4. Artists invent and create with a variety of tools, materials and techniques to communicate ideas and express emotions.

National Core Arts Standard

VA:Re.7.2.8a Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

VA:Cr2.1.7a Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

VA:Re.7.1.11a Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

VA:Cr2.1.7a Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.



Daily Objective

DAY 1: The students will know humans' mood and actions connect with the environment and be able to discover different kinds of movements and identify the connection between moods, movement, and environment.

DAY 2: The students will know the movement can be defined in the still artwork and be able to analyze and interpret various artworks that express emotions and actions.

DAY 3: The students will know artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches and be able to study and try different watercolor techniques in order to find the most suitable for their artwork.

DAY 4: The students will know artists invent, create and experiment with a variety of tools, materials and techniques to communicate ideas and express emotions and be able to create a painting using watercolor that represents a motion sequence that shows your most enjoyable/unpleasant movement.

DAY 5: The students will know the critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks and be able to critique peers' artworks and reflect on their own painting.

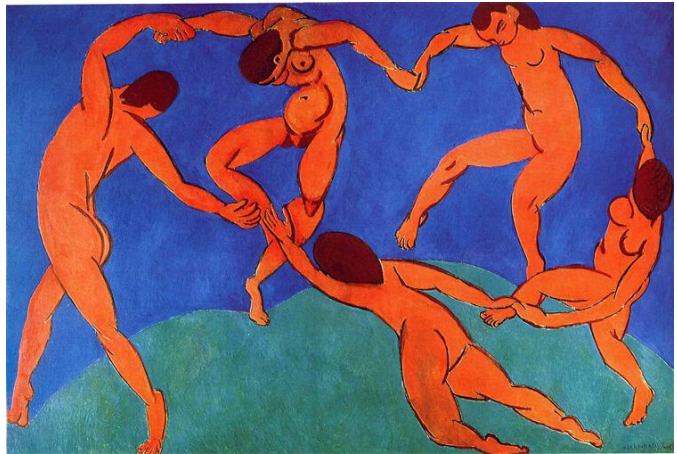
Strategies for English Language Learner

1. Body parts poster: I will put a body parts poster (including body parts and names) on the board. During the activity, the ELL students can look at the poster, and I will indicate each body part while I am talking.
2. Thumb Up - Side - Down: The ELL students will use their thumb to express their feelings.
3. Bilingual work sheet: The ELL students will have bilingual work sheet to help them understand more in the class, and they will use this sheet after class to improve English reading and writing.

EXAMPLES



Prototype, watercolor, 11 x 14 in,
2020



Henri Matisse, *La danse* (second version), oil on canvas, 102.4 x 153.9 in,
1910



Jacob Lawrence, *One of the largest race riots occurred in East St. Louis*. tempera, 12 x 18 in, 1940



Giacomo Balla, *Dinamismo di un Cane al Guinzaglio*, oil on canvas, 35.4 x 43.2 in, 1912



Umberto Boccioni, *Unique Forms of Continuity in Space*, bronze, 43 x 34 x 15 in, 1913