



“The Future Begins Today”

Project KA229 2018-1-PL01-KA229-050749

Lesson Plan II on Arts and Architecture by Italian Team

Length of time: 60 minutes

TOPIC: MOVEMENT AND ART

OBJECTIVES:

Students will:

- recognize of the value of the artistic heritage.
- appreciate the new forms of art

TEACHING METHODS AND STRATEGIES:

The teacher will make students figure out through pictures the value of:

- graphic expression techniques
- the feeling conveyed by dynamism in Art and Architecture

RULES FOR TEACHING:

- exploiting students' potentialities and talents to emphasize the role of art in daily life
- using masterpieces to verify theories

ASSIGMENTS:

- individual work
- group work

MATERIALS NEEDED:

- computer
- slides
- lim

PROCEDURE:

1. Icebreaking activities

- welcoming the students
- introductory speech:

If the feelings of calm and stillness have been translated into images or works of art in a relatively simple way, on the contrary, dynamism and movement have always found obstacles to express themselves through the stillness that is proper to the works of art themselves.

Until the birth of a new art, cinema, which has the peculiarity of making itself explicit in movement, the dynamism in art was expressed by oblique or sinuous lines, curved surfaces, intense “chiaroscuro” and chromatic effects.

Some artists have particularly dealt with the problem of movement.

In Greek art, after the fundamental creative contributions of Myron, author of the "Discobolus" (see Discobolus of Palazzo Massimo at the Terme in Rome) and of Phidias (see Sculpture of the pediment of the Parthenon in Athens), the Hellenistic period was characterized by the search for dynamic forms, often functional to an expressive drama. In the Discobolus the moment of almost unreal suspension that anticipates the explosion of compressed energy, over time and space, is suggested to us with tense and dynamic efficacy from the position taken by the statue.



2. Opening the lesson

- announcement of the lesson aim

3. Development of the lesson

- The teacher invites students to illustrate how in the statue of Phidias the curves of the body and the drapery communicate a strong dynamism



(Nike from Samotracia)

- Students report observations on works of arts in Baroque period verifying how the counter-reformist thrusts and creative exuberance have been materialized in works characterized by strong passions which were aroused through spectacularity, visual effects and dynamism.

4. Recapitulation

- Evaluation: the teacher will validate students' remarks about the dome of S. Ivo at the Sapienza in Rome where in the masterpiece by Francesco Borromini, religious transport is aroused by the animated curvature of the lantern and is resolved in the upward motion of the helical lantern.



5. Assessment of students' work during the lesson

- Acquisition of critical perspective: students will point out how in "Apollo and Dafne" by Gian Lorenzo Bernini the softness of the surfaces is animated by a highly dynamic compositional structure, as well as by very fine marble workings, treated unnaturally with respect to its hardness, to make it ductile as wax.



- Expansion: the teacher will explain how Futurism, in the early twentieth century, under the guidance of Filippo Tommaso Marinetti, with the aim of revolutionizing the concept of art, has emphasized motion, light, noise, progress in an incessant and continuous dynamism: in "Unique forms of continuity in space" by Umberto Boccioni the dynamic impetus merges space with the figure in movement.



- Conclusion: the teacher and the students will report about the "Guggenheim Museum" in New York, by Frank Lloyd Wright: its helical ramp characterizes the architecture and accompanies the visitor on an ascending path. In the 21st century Art Museum in Rome by Iraqi architect Zaha Hadid, overlaps and transparencies of sinuous paths shape dynamic spaces.



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