# Learning Design for: Make painting (drawing) alive

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## Context

Topic: Art (visual and performing)

Total learning time: 2 hours and 30 minutes

Designed learning time: 2 hours and 30 minutes

Size of class: 10 to 15

Description: Interpret shapes of art piece (drawings) by experimenting in different media.

Mode of delivery: Classroom-based

## Aims

Connect different senses in the perception of a work of art. Recognize the role of research and experimentation with different materials and media in the creation of a work of art.

## Outcomes

Analysis: Analyse the characteristics of a visual work of art such as shape (flow and character of lines), composition, rhythm and dynamics.

Affective learning outcomes: Working in a small team, students will show initiative by making suggestions and respecting and accepting other students' ideas in order to create the final product of the task.

Creating: Students will create a short video in which they interpret a selected work of art in another medium.

## Teaching-Learning activities

### Introductory research

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| *Watch**Investigate**Analyze*  | *20 minutes* |  *Students* | *Teacher present* | *Face to face (not online)* |

Prepare reproductions of Gravitational drawings by Vjenceslav Richter (http://richter.mdc.hr/hr/zbirka/predmeti/crtezi/)
Show the students one drawing and ask them if they know how it was made. What tool? It is not necessary for students to guess immediately but ask them to explain their answers.
Try the procedure with them (pair work): one student drips a coloured ink on white paper, the other holds the paper and gently moves it, tilts.
Ask students to describe what happened; how were the lines formed and how much could they control drawing? Let them describe the appearance of the lines themselves, their flow and character.
Tell them the name of these drawings - "Gravitational drawings" and ask them to figure out for themselves why the artist gave them that name.
Highlight a few terms and associations you can relate to gravitational drawings: eg gravity, uncontrolled movement, irregular shapes, lines, rolling, interweaving, lightness…
Let these concepts be the main topic of experimentation with students.

#### Linked resources

🔗 [Vjenceslav Richter Gravitational drawings](http://richter.mdc.hr/hr/zbirka/predmeti/crtezi/)

### Interpretation and experiments

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| *Investigate**Experiment* *Produce* | *1 hour and 10 minutes* |  *Students* | *Teacher present* | *Face to face (not online)* |

Interpret gravitational drawings by experimenting in different media.
A) Movement in space: Have students imagine that they are spots / drops of colour carried by gravity. Encourage them to use movements in space to show how they imagine their movements. You can also play them appropriate music as an extra incentive. Students can record their interpretations so they can compare them or merge them into video units.
B) Material research; Ask students what material they could use to conjure up gravitational drawings in space. Encourage students to come up with materials in which they can conjure up gravitational drawings. Which materials have some characteristics that we recognize in the gravitational drawing? For example, thin and movable strips (eg gymnastic strips, coloured crepe strips), twine, light scarves… Materials can be brought by students for next art class. Experiment with these materials using "gravity" in your work; for example, throwing coloured strips on the white background, "dancing" with them in space, etc. Students can record their interpretations so that they can compare or merge them into video units.
C) Vary the procedure used by the artist: Students can move the paper on which the paint rolls in twitches, folding the paper, placing it completely vertically, blowing in the paint… Students can dip metal or glass balls in the paint and then roll them on the paper.
(For inspiration you can see the works of Alem Korkut inspired by Richter's opus https://alemkorkut.com/portfolio-item/gravitacija/) Students can record their interpretations so that they can compare or merge them into video units.

#### Linked resources

🔗 [Alem Korkut Gravity](https://alemkorkut.com/portfolio-item/gravitacija/)

### Evaluation

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| *Discuss* | *60 minutes* |  *Students* | *Teacher present* | *Face to face (not online)* |

Analyse the process and results of experiments.
a) Look at the recordings with the students and talk:
How did you feel during the experiment?
Which procedure was most interesting to you? Which procedure gave the most interesting results?
What surprised you? What information or experience?
Is it possible to transfer an idea from one medium to another (e.g., from image to movement)? Explain by example what remains the same and what changes, what is the new value?
What do you think, why is it important to experiment in art?
b) Have students select the most interesting shots and combine them into one or more units (eg they can do so using the Photography app). Watch the videos together and talk about how much the initial idea of gravitational drawings is recognized in them and how much new and original elements and ideas are recognized in them.