# Learning Design for: Make painting alive - Life inside the picture

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## Context

Topic: Art (visual)

Total learning time: 1 hours and 30 minutes (learning time can be adjusted depending on the complexity of the animation)

Size of class: up to 20

Description: interpret a work of art through an imaginary play in the "space" of painting.

Mode of delivery: Classroom-based

## Aims

Use associations in the development of creative ideas. Research and analyse a work of art through playful activities.

## Outcomes

Analysis: Analyse the characteristics of a visual work of art such as shape, 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.

Uncategorised: Students will use associations to create and develop ideas and create a new work of art (video / animation).

## Teaching-Learning activities

### Brainstorming

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| *Investigate**Watch* | *10 minutes* |  *Students* | *Teacher present* | *Face to face (not online)* |

Prepare photographs or reproductions of several (2 - 3) works of art.
Abstract work:
Show students the selected work. Have each student write on one piece of paper three or four associations he or she has related to the work. Then read aloud everything the students wrote down; single out associations that are the same or similar. Write more interesting associations on a board or larger piece of paper. Ask students to explain why these associations came to them, what prompted them in the artwork itself.
Figurative work:
Show students the selected work. Ask students to imagine that they are in the space of the picture. Ask them; What do they hear? What is going on around them? How do they feel? How would you move within the image?
Have each student write their answers, associations in the form of clues on one piece of paper. Then read aloud everything the students wrote down; single out answers that are similar. Write more interesting associations on a board or larger piece of paper. Ask students to explain why these associations came to them, what prompted them in the artwork itself.

### Analysis

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| --- | --- | --- | --- | --- |
| *Discuss**Watch* | *10 minutes* |  *Students* | *Teacher present* | *Face to face (not online)* |

Use student associations to analyse the work of art; ask them questions to direct students' attention to the shape or composition of the work. (For example, "Why did the shapes in the drawing remind you of thorns? Can you describe the lines in the drawing?" Or "How are the shapes in the picture arranged? What reminded you of the wheel in their arrangement?" “Why did you have a feeling of heat in the picture space? What are the colours in the picture? ”) During the conversation with the students, some other associations and concepts will probably appear, and write them down on paper with other associations.

### Idea development

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| *Investigate* | *10 minutes* |  *Students* | *Teacher present* | *Face to face (not online)* |

Highlight one idea and encourage students to come up with a story based on that idea. For example; "Some of you have said that there is a lot of noise in this picture. What or who could have started that noise? What can make that noise louder or quieter? What would this picture look like if someone" silenced "it ..."
Together with the students, develop the idea of a story that can be hidden in that picture.

### Creating / animating story

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| *Produce**Collaborate* | *40 minutes* |  *Students* | *Teacher present* | *Face to face (not online)* |

Divide students into smaller groups (three students each). Each group has the task of choosing one association, based on it to create a short "story" that takes place within the work of art and tell it through animation (stop animation technique). You can prepare photocopies of artwork for students as a basis for animation, or animation can be done on a projection of the work on the wall / board.
Before starting work, introduce students to the way they will organize their work and the criteria that animation must meet.
Students in the group should organize their work:
- Elaboration of an idea ("story") based on the selected association
- Selection of materials to use in the animation
- Division of roles in making stop animation (two students move elements, one records)
- Recording in Stop Motion Studio app
- Viewing recorded material in the application - corrections and finishing
- Publishing finished animation on a common platform (Padlet, Teams…)
Criteria
- A clear and interesting idea
- Artistically developed animated motifs
- Precise animation of individual elements and harmony of the whole

### Evaluation

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| *Discuss* | *15 minutes* |  *Students* | *Teacher present* | *Face to face (not online)* |

Review all the animations with the students and analyse them according to pre-set criteria.
- A clear and interesting idea
- Artistically developed animated motifs
- Precise animation of individual elements and harmony of the whole
Have students rate their satisfaction with working in a group.