

Date:			
Objective:	<p>α To question and make thoughtful observations about starting points for their work.</p> <p>α To select and record from first-hand observation and to explore ideas for different purposes.</p>	<p>α To investigate methods and approaches used by others to show figures and forms in movement.</p> <p>α To use a variety of methods and techniques to show movement (based on Muybridge example)</p>	<p>α To investigate methods and approaches used by others to show figures and forms in movement.</p> <p>α To use a variety of methods and techniques to show movement (based on Duchamp example)</p>
Introduction:	<p>Explain topic - what kinds of actions / movements can people do?</p> <p>Identify an action - what parts of the body does it involve? How are they used? What shapes does body make?</p> <p>Use Super Slow video player for ideas.</p>	<p>Review previous work.</p> <p>Introduce Eadweard Muybridge - photographed the first successful serial images of fast motion. Show site and examples. Press Still on projector to freeze frames.</p> <p>Discuss movement of the body through motion.</p>	<p>Explain topic - looking at how artists have portrayed people in action.</p> <p>Show children Duchamp site, giving background information about his life.</p> <p>Share "Nude descending a staircase" and discuss children's opinions.</p>
Learning Activities:	<p>Demonstrate technique on board first (showing Oval Action Figures site)</p> <p>Children to work in pairs. One child to pose a single frame from an "action". Other child to sketch the body shape create body shape using ovals. Swap roles. When both body shapes have been completed, children to transform these into finished pictures.</p>	<p>Children to make a flick book which portays a simple action (e.g. walking, running, jumping) - using previous week's technique (sketch shape with ovals, then add details) for support if necessary.</p>	<p>Look at how painting relates to a person walking down stairs(?)... the lines "suggest successive static positions, creating a rhythmic sense of motion". Children to use this technique to create their own portrayal of a particular movement.</p> <p>Possible materials to use - paint / pastels, watercolour pencils?</p>
Differentiation:			Have Townfield's examples available for support / ideas
Cross-Curric. Links:	PE		
Extension:	Use cartoon motion effects to enhance portrayal of movement.		
Resources:	<p>http://www.sanford-artedventures.com/create/tech_oval_action_figures.html</p> <p>Super Slow Video player</p> <p>How to draw cartoons book (extension)</p>	<p>http://photo.ucr.edu/photographers/muybridge/</p>	<p>http://www.understandingduchamp.com/(1912)</p> <p>http://www.townfield.doncaster.sch.uk/pages/y6pages/willow_pattern1.htm</p>
Safety:	Use of field, where necessary, to allow extra space for posing!		

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Objective:	<p>q To investigate methods and approaches used by others to show figures and forms in movement.</p> <p>q To use a variety of methods and techniques to show movement (based on Nolde example)</p>	<p>q To investigate methods and approaches used by others to show figures and forms in movement.</p> <p>q To use a variety of methods and techniques to show movement (based on Delaunay example)</p> <p>q To adapt their work according to their views and how they might develop it further.</p>	<p>q To investigate methods and approaches used by others to show figures and forms in movement.</p> <p>q To use a variety of methods and techniques to show movement</p>
Introduction:	<p>Look at "Wildly Dancing Children". Does it look like the children are dancing? Why? How has Nolde conveyed motion within this painting (loose painting style, bright colours à energy, blurred edges).</p>	<p>Review previous techniques discussed. Today's artist - Robert Delaunay... a futurist who painted "The Cardiff Team". Explain about futurism, and discuss painting. Discuss children's opinions, and techniques used to portray motion.</p>	<p>Discuss techniques used in 2D art to portray movement. Brainstorm how movement might be shown within 3D artwork. Show "Unique Forms...". Discuss children's opinions, and think about how this portrays movement.</p>
Learning Activities:	<p>Children to create their own action picture (portraying a dance or other action). Possible materials - pastels (to allow for smudging / blurring) At end of lesson, children to reflect on their work and think about strengths, and possible points for improvement.</p>	<p>Children to create a piece in a similar style to Delaunay, portraying a team game in action. Possible materials - collage? At end of lesson, discuss work produced so far. Children to reflect on their own art, and evaluate the work of others. Which pieces have been most effective in showing movement... and how could they be developed further?</p>	<p>Create a sculpture (using Foil People) which shows an individual or small group of people in action (sport / dance?). Children could work together to create a larger "scene". Create a gallery of children's "People in Action" artwork. Children to reflect on the work of others, identifying pieces which show movement effectively, and explaining why. Take digital photos of work in gallery for addition to school website.</p>
Differentiation:	<p>Pictures / photos of movement available as a stimulus?</p>		
Cross-Curric. Links:			ICT
Extension:			Create a background "set" for the sculpture.
Resources:	<p>Wildly Dancing Children (Nolde)</p>	<p>The Cardiff Team (Robert Delaunay) http://www.futurism.org.uk</p>	<p>Unique Forms of Continuity in Space - Boccioni http://www.princetonol.com/groups/iad/Files/world.htm Foil People instructions - foil / tape</p>
Safety:			