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| **Subject:** | Art |
| **Title:** | Showing Movement |
| **Grade Level:** | 2 |
| **Purpose:** | * To show movement in hockey themed art by creating a large class mural (similar to image displayed at <http://www.pinterest.com/pin/153333562287298936/>).
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| **Curricular****Connections:** | * Students will increase the range of actions and viewpoints depicted. Concept: Movement of figures and objects can be shown in different ways.
* Work primarily with tempera paint or tempera paint with additives, using large brushes to paint.
* Make small group and/or large group murals.
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| **Materials:** | * Images of Keith Haring’s artwork and of hockey players playing hockey (Google Images), and hockey sticks
* Large roll of yellow construction paper, pencils, masking tape
* Black and an assortment of coloured tempera paint
* Wide paintbrush (One inch is ideal)
* ‘Hockey Movement Mural Rubric’ (optional)
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| **Activity:** | 1. Show images of Haring’s artwork. Discuss how he showed movement (motion lines and gestures) and where he placed motion lines.
2. Show images of hockey players and have students imitate the gesture in each picture.
3. Tape paper to the wall at the student’s height. Holding a hockey stick, students choose and strike a hockey gesture. Another student traces the gesture creating an outline. Leave spaces between gestures.
4. Students paint outline black and the body a different colour.
5. Students add motion lines using black paint.
6. Review with class how you can show movement in art.
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| **Extension:** | 1. Students explore other sport gestures.
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| **Assessment:** | 1. Were students able to use gesture and motion lines to show movement ? Are students able to explain how they can show movement? (Teachers may want to use rubric provided.)
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Name:

**Hockey Movement Mural Rubric**

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|  | **Excellent** | **Above Acceptable** | **Acceptable** | **Not Yet** |
| **Gesture** | Student generated a creative hockey gesture. | Student generated an acceptable hockey gesture. | With limited prompting student generated a hockey gesture. | Student required assistance or was unable to generate a hockey gesture. |
| **Motion Lines** | Student used sets of motion lines in appropriate places. | Student used a set of motion lines in an appropriate place. | Student used motion lines. | Student required assistance or was unable to use motion lines.  |
| **Use of Materials** | Student carefully controlled materials and used materials properly. | Student had good control and used materials properly. | With limited support, student used materials properly. | Student required assistance or was unable to use materials properly. |
| **Cooperation** | Student was consistently cooperative during creation of mural. | Student was usually cooperative during creation of mural. | With some support, student was cooperative during creation of mural. | Student was unable to work cooperatively during creation of mural. |
| **Explanation** | Student provides a thorough explanation of how to show movement in art. | Student provides an adequate explanation of how to show motion in art. | Student provides a vague explanation of how to show motion in art. | Student is unable to provide an explanation of how to show motion in art. |