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| **Subject:** | Art |
| **Title:** | Showing Movement |
| **Grade Level:** | 3 |
| **Purpose:** | * To show movement in hockey themed art (similar to image at <http://cdn2.all-art.org/art_20th_century/pop_art/haring/19.jpg> ).
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| **Curricular****Connections:** | * Students will select appropriate references for depicting. Concepts:
* Drawing strategies, such as gesture to capture action, contour to study important edges and massing to show bulk or weight, are helpful in depicting animate forms.
* Actions among things in a setting create a dynamic interest.
* Continue working with tempera paint.
* ‘Hockey Movement Rubric’ (optional)
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| **Materials:** | * Images of Keith Haring’s artwork and of hockey players playing hockey (Google Images)
* Pencils, paintbrushes
* 6X12 inch yellow construction paper (one per student)
* Black and an assortment of coloured tempera paint
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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 playing hockey. Discuss limb, and hockey stick location.
3. Students:
* sketch five outlines of hockey gestures on paper.
* paint outlines with black paint.
* paint each of the gestures a different colour.
* add motion lines with black paint.
1. 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 incorporate different gestures and use motion lines in their art? (Teachers may use rubric provided.)
 |

Name:

**Hockey Movement Rubric**

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|  | **Excellent** | **Above Acceptable** | **Acceptable** | **Not Yet** |
| **Gesture** | Student drew five creative hockey gestures. | Student drew five acceptable hockey gestures. | With limited support, student drew five hockey gestures. | Student was unable to draw five hockey gestures. |
| **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 them 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. |