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| **Subject:** | Art |
| **Title:** | Showing Movement |
| **Grade Level:** | 6 |
| **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 refine methods and techniques for more effortless image making. Concept- Different drawing techniques; e.g., seeing basic shapes, noticing the direction of forms, plotting the position of extremities, are useful to depict actions.
* Continue working with tempera paint.
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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
* ‘Hockey Movement Rubric’ (optional)
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| **Activity:** | 1. Show images of Haring’s artwork. Discuss how he showed movement in his work (motion lines and gestures) and where he placed the motion lines. Point out how he carefully positioned various parts of the body.
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 five 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 Project Rubric**

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|  | **Excellent** | **Above Acceptable** | **Acceptable** | **Not Yet** |
| **Gesture** | Student drew five creative hockey gestures and thoughtfully positioned extremities. | Student drew five acceptable hockey gestures and took some time to position extremities.  | With limited support, student drew five hockey gestures and attempted to position extremities. | Student was unable to draw five hockey gestures and did not take time to position extremities.  |
| **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 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. |