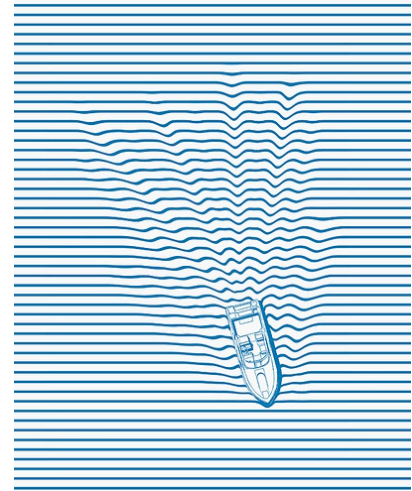


Visual Art Lesson Plan

Lesson Project/Topic: Contour Lines
Grade: 4th



Goal/Benchmarks:

VA1c – The student explores different materials, media, technology, techniques, and processes to communicate ideas and emotions through original works of art.

VA2a – The student demonstrates understanding of elements of art and to principles of design to convey ideas.

VA2b – The student describes how the elements of art and principles of design affect the purpose and meaning of an artwork.

VA2c – The student uses elements of art and principles of design to communicate specific ideas.

VA5a – The student interprets and analyzes personal works of art and that of others.

Connections:

Reading: Math: ● Science: ● Social Studies: ● Music:

Vocabulary:

Op art, perspective drawing, contour line, rhythm, pattern, Bridget Riley, Victor Vasarely

Literacy Strategies:

Op Art PowerPoint presentation

Objective:

The student will be introduced to Op art.

The student will practice using rhythm and pattern with lines.

The student will create art reflecting knowledge of op art, rhythm, and pattern.

Higher order thinking:

Reinforce what you know about op art by using the principles of rhythm and pattern with the element of line in your contour line piece.

Definitions:

- *Op art* – also known as optical art, is a style of visual art that makes use of optical illusions to make the viewer's eyes believe they see movement, vibrations, images, etc. and was popular in the 1960s and was influential to the culture, fashion, etc. of the time. It was a movement that took place in a time of much experiment and innovation in art. The use of repetition of pattern and line, often in high contrast black and white, is a way to create an illusion of movement that can lead the viewer to see flashing and vibration, or swelling or warping. The use of colors is also important in Op art. Colors appear to change depending on their proximity to other colors. For example a red shape on a white ground appears much lighter than the same red shape on a black ground. Colors opposite of each other on the color wheel when placed next to each other seem to be of different intensity than when placed some distance apart. Colors that are cool seem to sink back on the surface while warm colors are “emergent.” And some colors placed next to neutral greys appear to create new colors.
- *Perspective drawing* – a form of pictorial drawing in which vanishing points are used to provide the depth and distortion that is seen with the human eye. Perspective drawings can be drawn using one, two, and three vanishing points.
- *Contour line* – the line which defines a form or edge - an outline. Contour drawing is the place where most beginners start, following the visible edges of a shape. The contour describes the outermost edges of a form, as well as dramatic changes of plane within the form.
- *Rhythm* – one of the principles of art, indicates movement by the repetition of elements or objects.
- *Pattern* – one of the principles of art, the repetition of elements or objects.
- *Bridget Riley* – born April 24, 1931, an English painter who is one of the foremost proponents of Op art. She currently lives and works in London, Cornwall, and Paris (France). She studied art from 1949 to 1955, with early work that was figurative with a semi-impressionist style. Around 1960 she began to develop her signature Op art style.
- *Victor Vasarely* – born April 9, 1906, died March 15, 1997, a Hungarian French artist who was one of the foremost proponents of Op art. Originally, Vasarely studied medicine but then began studying traditional painting in 1927 to 1929. He moved on to the Bauhaus Weimar Academy, non-traditional, which believed that all arts should achieve a unity of purpose based on the cube, the rectangle, and the circle. By the 1930s, he already laid the foundations of what was ahead – Op art.

Instruction/Motivation:

1. Ask students if they have ever seen a picture that they thought could move, that they could walk into, touch whatever was on the picture, etc. Discuss.
2. Present PowerPoint presentation. Discuss various works but emphasis works like Vasarely's *Zebre* and Riley's *Fall* in order to discuss contour lines.
3. Brief students that they will be creating their own Op art pieces using contour lines. Point out that they must create their own original designs and they will not be copying the examples given, but rather use them as a guide. Show them a blank piece of paper and tell them that they will need to draw their designs lightly on their own blank sheet of paper. Tell them that they will be using rulers to help them draw straight lines and various shape blocks to trace if need be for their designs. Inform them that when they are done with drawing their designs, they will outline and/or color their designs with makers. (As you are informing them of how they will create their designs, demonstrate an example on the board.) Walk around to observe the process and discuss their designs.
4. When they are finished with the project, have students clean their areas. For those waiting for others to finish, give them the choices of creating another Op art design on a separate sheet of paper, working on their portfolios, free drawing time, computer time, or playing Art Collector.
5. Ask which students want to discuss their works. Have students critique their own work and have their classmates (one or two students) critique their work. Ask them to point out how they used the principles of rhythm and pattern with the element of line to create their pieces.

Higher Order Thinking Closure:

Point out how you used the principles of rhythm and pattern with the element of line to create your piece.

Assessment:

Did the student complete the project? Did they do a neat job? Does their art reflect the lesson's objectives?

Materials /Resources:

Op art PowerPoint presentation, makers, pencils, rulers, shapes, blank pieces of paper