



RICHARD SERRA: PRINTS

06.10.17 - 08.20.17

K-5



RICHARD SERRA
PROMENADE NOTEBOOK DRAWING V
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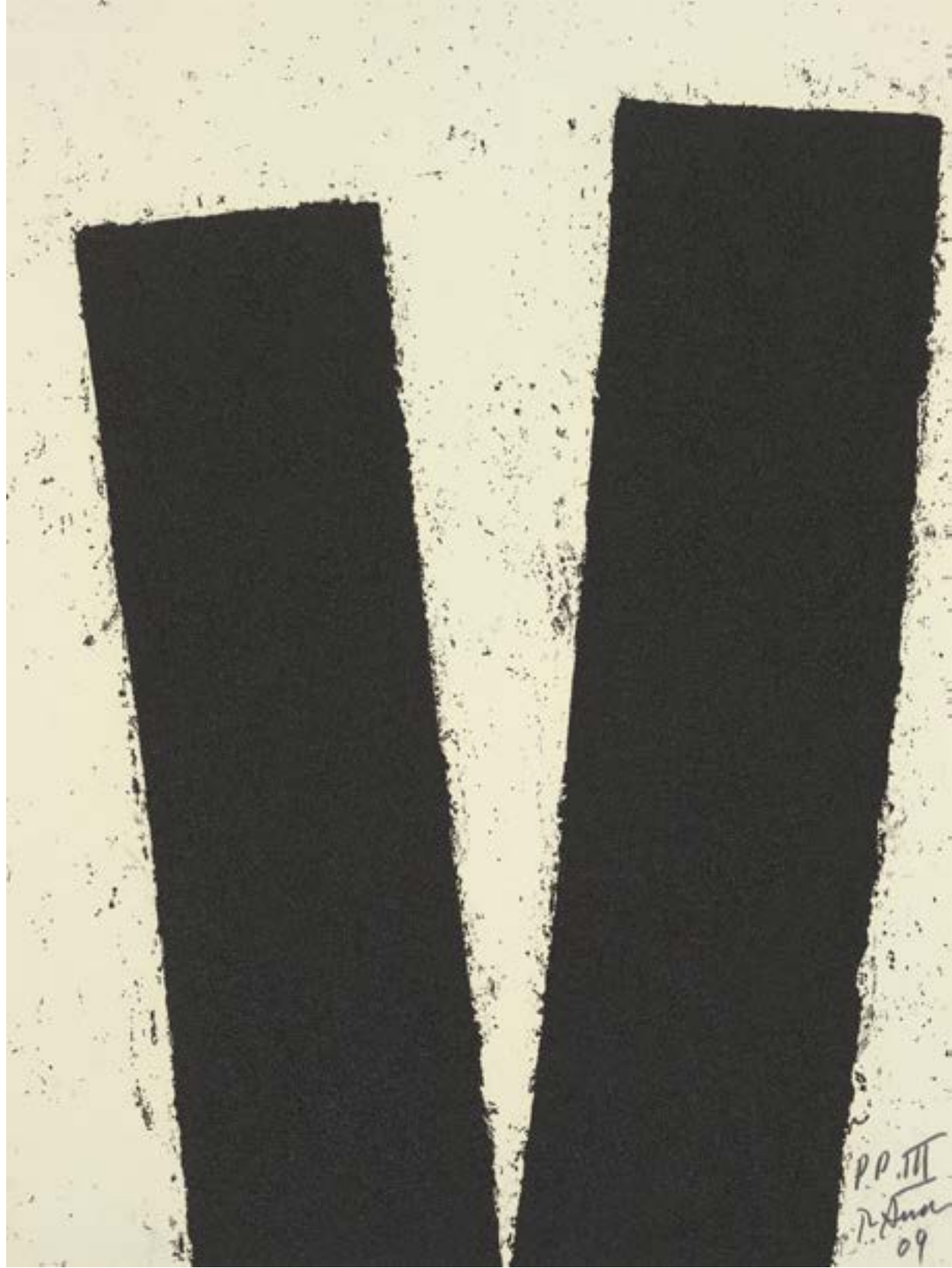


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lesson overview

lesson plan

Designed to extend and enhance the learning experience of our exhibits while linking to core curriculum subject matter.

lesson objectives

- To learn about the prints of Richard Serra and his ideas.
- To explore painting lines inspired by real life examples.

core curriculum tie-ins

Kindergarden through Fifth Grade: Science, Visual Arts and English.

lesson overview

On the A.R.T.S. tour, students will learn about the prints of Richard Serra. Then students will create their own drawings inspired by motion and learn to make graphs of classroom experimentations.

length of class

One to two class sessions.

supplies

- Pencil.
- Copy Paper.
- Yarn.
- White Cardstock.
- Black Tempera Paint.
- Scissors.
- Bowls for Paint and Water.
- Heavy Books .

core curriculum tie-ins

K-2nd grade Science

Standard 3

Students will gain an understanding of Physical Science through the study of the forces of motion and the properties of materials.

Objective 1

Analyze changes in the movement of nonliving things.

- a. Describe, classify, and communicate observations about the motion of objects, e.g., straight, zigzag, circular, curved, back-and-forth, and fast or slow.
- b. Compare and contrast the movement of objects using drawings, graphs, and numbers.

3rd grade Visual Art

Standard 3.V.CR.4:

Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.

4th grade English

Reading: Informational Text Standard 7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

ABOUT

Richard Serra: Prints

Richard Serra is well known for his monumental steel sculptures which arc and spiral, altering a viewer's experience of space as they move around them. In *Richard Serra: Prints*, the Kimball Art Center offers a fresh look at this artist's practice. Moving back and forth between these two mediums, he explores the complex relationship between his large-scale sculpture, the body and surrounding space. His pared-down black and white prints are highly evocative of this physical experience and, with new approaches to traditional techniques, represent 45 years of compelling experimentation in the medium of printmaking. This exhibition is drawn from the collections of the Jordan D. Schnitzer Family Foundation.



lesson plan

1. Take a look at examples of prints by Richard Serra. Ask students to describe what they see. What do they think inspired these prints? Have students point at the work and trace the lines of the prints to mimic the motion of the artists' gestures. Discuss how the lines feel like paths or trajectories.

2. Pass out a sheet of copy paper and a pencil to each student. Tell students they are going to create a drawing of the path of an object. Throw a tennis ball in the air. Then draw on the whiteboard a single line that captures the path of a ball, from someone's hands, into the air and then back down. Throw the ball multiple times in different directions and have students create their

own drawings of the path on the paper.

3. Now have students create visual diagrams of paths of other imagined scenarios. Give the example of a ball dropped down a slide or a ball in a blender. What would this trajectory look like if recorded on a piece of paper? Brainstorm additional ideas and draw matching charts.

4. Pass out drawing paper and a piece of yarn about 6 inches long to each student. Set out small bowls of black paint for students. Demonstrate dipping the string in the paint and dragging it on the paper. Then have students dip the string in paint and mimic different motions. (An elevator going up and

down, opening a drawer, the earth going around the sun) Collect string and paint from students and then talk about the paintings. Do they capture motion?

5. Pass out a piece of drawing paper and 18 inch pieces of string. Demonstrate another way of using the string to capture motion. Dip the string in black paint, lay it on a piece of paper with the end sticking off the page. Then place another piece of paper and a heavy book on top of the design. Finally gently pull the string out by the end sticking out. Remove the book and look at the drawing created by the string. Have students try this technique and talk about how these paintings capture motion.

vocabulary

Gravity – Gravity is the force that attracts a body toward the center of the earth.

Line – Line in drawing refers to a type of mark that contains both a direction and a length. Line is an art element. There are numerous varieties of possible lines, including curved, bent, thick, wide, broken, vertical, horizontal, burred, or freehand.

Motion – Motion is the act or process of moving or of changing place or position.

Path – A path is a line or route along which something travels or moves.

Print – A print is a picture or design printed from an engraving.

Trajectory – A trajectory is the path followed by a projectile flying or an object moving under the action of given forces.

resources

Force and Motion:

http://www.lakeshorelearning.com/media/product_guides/DD354.pdf

http://www.nsta.org/store/product_detail.aspx?id=10.2505/4/sc08_045_07_14

<http://www.discoveryeducation.com/teachers/free-lesson-plans/rules-of-forces-and-motion.cfm>

http://www.theleonardo.org/wp-content/uploads/2016/12/Flight-EducatorGuide_Booklet.pdf

Shapes and Lines for Kids:

<http://buggyandbuddy.com/art-kids-using-shapes/>

<https://www.youtube.com/watch?v=BDePyEFT1gQ>

<http://artcuratorforkids.com/elements-of-art-line-lesson/>

<http://www.creativeglossary.com/drawing/line.html>

String Art:

<https://artfulparent.com/2016/03/pulled-string-art-is-mesmerizing-and-addictive.html>

<http://kidsactivitiesblog.com/17899/printmaking-string-art>



RICHARD SERRA - IMAGE OF THE ARTIST DRAWING