

Body Mechanics

- *Biology.*
 - Activity by one organism that changes or has the potential to change the behavior of other organisms.
 - Transfer of information from one cell or molecule to another, as by chemical or electrical signals.

Title of Lesson: Communication within the Body: “Body Mechanics”

Class Time: Three class periods for the teacher to explain the assignment; Two class periods for students to research and plan; and Seven class periods for open studio time for art production.

Vocabulary: lithography, relief, intaglio, serigraphy and monoprint, original multiples, edition, BAT, chine-collé, barren/spoon

Tools/Materials/Supplies:

Battleship Linoleum, Ink, Printmaking Tools, Putty knives, Glass (inking), brayers, Paper, Mineral Spirits, Cornstarch, barren/spoon

Intended Outcomes:

- a) Develop an understanding of the various forms and uses of visual culture
- b) Develop an ability to crucially examine visual culture and be able to read the underlying themes, messages, and plans
- c) Develop an awareness and understanding of alternative societies and cultures
- d) Develop an awareness of cultural and contextual influences upon artists
- e) Gain confidence in artist creativity
- f) Develop problem-solving abilities and higher-order thinking skills (inquiry, investigation, analysis, synthesis, reflection, evaluation, and making judgments)
- g) Develop critical thinking skills
- h) Develop the ability to work independently and as part of a team
- i) Develop a passion for creativity
- j) Develop an awareness and a respect for viewpoints of others and confidence in one’s own.

Objectives:

- IO – Intended Outcome
- NVAS – National Visual Arts Standards
- Georgia QCC – Georgia Quality Core Curriculum Standards

1. Cognitive Development

- a. Student will be able to develop an awareness and appreciation for the various forms of printmaking
 - i. IO – a, f, g
 - ii. QCC
 7. Describes and distinguishes among printmaking processes, such as lithography, relief, intaglio, serigraphy and monoprint
 9. Recognizes and describes the content of objective, abstract, and nonobjective prints
- b. Student will be able to understand the reasons for, and the manner in which, symbols and metaphors are used and applied in visual culture (and alternative cultures)
 - i. IO- a, b, c, d, f, i, j

- ii. QCC
 1. Use a variety of media and techniques to create prints that imitate the real world (Realism), are concerned with design and composition (Structuralism/Formalism), express a feeling or emotion (Emotionalism/Expressionism), explore new technology for printmaking, such as computers, scanners and copy machines

2. *Psychomotor Development*

- a. Student will be able to use, control, manipulate, and experiment with media in a manner that indicates an awareness of their possibilities and potential for personal creative expression
 - i. IO - f
 - ii. QCC
 1. Use a variety of media and techniques to create prints that imitate the real world (Realism), are concerned with design and composition (Structuralism/Formalism), express a feeling or emotion (Emotionalism/Expressionism), explore new technology for printmaking, such as computers, scanners and copy machines
 - iii. NVAS (9-12)
 1. 1a apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are carried out in their works
- b. Student will be able to develop an understanding of dangers and hazards of various art media and the necessity for following safety rules with regard to the use of materials
 - i. IO –f,g
 - ii. NVAS (9-12)
 1. 1a apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are carried out in their works

3. *Affective Development*

- a. Student will be able to combine, medium, technique, and style to form their own expression
 - i. IO – b, e, f, h, i
 - ii. QCC
 10. Interrelates how medium, technique, and style interrelate to produce particular expressive content in prints
- b. Student will be able to assess his or her own work and others
 - i. IO – b, c, d,, f, g, h, j
 - ii. QCC
 11. Evaluates, based on predetermined criteria, own performance and progress on skills and written and visual product

Motivation:

The teacher will show examples of the artwork that is based off of imaginary mechanics of the body from Fritz Kahn, Anton Van Dalen, Chris Conte, and visual culture. Then there can be an open dialogue between the teacher and students about how the body indicates if something is wrong emotionally, psychologically and physically.

Instructional Strategies:

Student Input:

- a) Students will research famous artists that commonly used relief printmaking, and their artwork. Findings will be recorded in their visual research journals. (Art History)
- b) The students will research how the body sends signals indicating what part of the body is in pain or in use, how senses are interpreted, etc. Findings will be recorded in their visual research journals. (Anatomy/Biology/Science)
- c) Students will research artists: Anton Van Dalen, Fritz Kahn, and Chris Conte and how they interpreted body mechanics. Findings will be recorded in visual research journal. (Art History)

- d) Students will research different mechanisms used in machinery and within computers. Findings will be recorded in visual research journal.
- e) Combining all research, the student will create multiple images/solutions of how the body conceptually interprets discoveries of the senses. Brainstorming process will be recorded in visual research journals. (Art Production)
- f) Transfer composition to carbon paper and then onto linocut. (Art Production)
- g) Experiment with printmaking tools to make various marks to make various textures, and to help guide the eye to all parts of the images. –IN A SAFE MANNER(Aesthetics)
- h) Students will begin inking linoleum and printing. First to test, to see if this is how they want their final image to look. Then to check again, and then for final printing. (Art Production)
- i) Students will present work and research journals to the class. As a group the class will determine if requirements were met, the type of mechanical implements present, which one of the senses is presented and how, and how was the work made aesthetically pleasing (Art Criticism)
- j) Allow time for students to make adjustments, as a result of the critique, if wanted (Art Production)

Teacher Input:

The teacher will present the assignment explaining the significance of body mechanics: how it warns you if something is wrong, how one is able to interpret an object with the senses, think through a process. The teacher will present artists who conceptually interpreted these processes: Anton Van Dalen, Fritz Kahn, and Chris Conte, and how it can be interpreted in visual culture. Then the teacher will present the focus of the assignment is to create their own interpretation of the body mechanics in relation to the five senses. The teacher will give assistance, if needed, to help student progress through research. The teacher will give demos on proper use of tools, and the printing process, and safety measures. The teacher will help stimulate conversation through critique. The teacher will document final work for his/her own teacher portfolio.

The objectives will be presented will be:

- a. Understand and evaluate different genres, styles, and artists of relief printmaking
- b. Understand and evaluate how the body sends signals indicating what part of the body is in pain or in use, how senses are interpreted, etc.
- c. Understand and evaluated different mechanisms used in machinery and within computers.
- d. Determine own symbolism, and brainstorm different ideas that can be used in their body mechanic design
- e. Experiment with the media to understand its possibilities and potential in order to use it in an expressive manner
- f. Think in an imaginative and original manner by searching for unusual possibilities and solutions
- g. At the conclusion of each class, the student will store their work properly and clean their work spaces
- h. At the beginning of class, the students will be reminded of what actions will be taken during the lesson. Each lesson will be concluding with the day's events.
- i. At the conclusion of the assignment, present prints of body mechanics and research to the class that indicates and displays pride and concern

Benchmarks for each rubric will be provided and the students will be aware of them prior to the beginning of the assignment.

Modifications:

For a student who uses a wheelchair, make sure the table is low enough so the student can work easily with the image easily (relief, intaglio, lithograph, and serigraph). Also, the student may need help when printing. If the student dislikes assistance, a relief print would be best.

Assessment:

Each student will be asked to assess their own efforts by means of a self-assessment sheet, in order to reflect upon their efforts.

Teacher assessment criteria will relate directly to the lesson's objectives and will be based on the following rubrics:

- k) Understanding of information (through discussion)
- l) Synthesis and the development of multiple ideas (journal assessment)
- m) Technical abilities (analysis of the completed work)
- n) Sensitivity to the media (analysis of the completed work)
- o) Creativity and inventiveness (journal assessment and analysis of the completed work)
- p) Presentation of the work (journal assessment and analysis of the completed work)
- q) Commitment and sincerity (observation during class)

Benchmarks for each rubric will be provided and the students will be aware of them prior to the beginning of the assignment

Closure:

Each class period will be concluded with clean up, each student will be responsible for his or her area(s) worked in. A quick review will be given over what previous events and information within the class. Then indicate what the students will need for the next class period.

Teaching Performance Evaluations and Reflections:

1. Were your objectives met? Why or Why not?
2. What kinds of unexpected things emerged from this lesson?
3. What went well or did not go well for this lesson?
4. Did you make/complete the assignment yourself before you taught the lesson?
5. What will you change next time?
6. Do you have visual samples (actual work, slides, digital images, and video), written samples, or documentation of student performance along with the lesson plan to document your teaching?
7. Did you document student work that met or exceeded your requirements?