

BODY ART (LEVEL 1)

Description	In this project, learners explore and experiment the ideas of space, depth, movement, and length through the arts. They will also learn about artistic and expressive techniques that are different from drawing or painting and involve understanding their bodies and the space they inhabit.
Leading Question	Can we “draw” without pencils or brushes?
Total Time Required	1.5 hours a day during 5 days
Supplies Required	Paper, sticks, play dough or clay, acrylic paint or sand, craft paper or sand
Learning Outcomes	<ul style="list-style-type: none"> - Understanding artistic ideas and creating work that is personal and creative. - Understanding the difference between 2D and 3D shapes - Identify basic 2D and 3D shapes - Understanding and evaluating how the arts convey meaning - Relating artistic ideas and work with personal meaning and external context.
Inspiration	<ul style="list-style-type: none"> • https://masdearte.com/alexander-calder-homenaje-al-genio-del-dibujo-espacial/ • https://www.youtube.com/watch?v=8DyziWtkfBw • http://lemonycoco.es/erwin-wurm-esculturas-de-un-minuto/ • https://www.obrasbellasartes.art/2017/06/esculturas-de-un-minuto.html • https://www.contemporary-african-art.com/el-anatsui.html
Previous Learning	Shapes

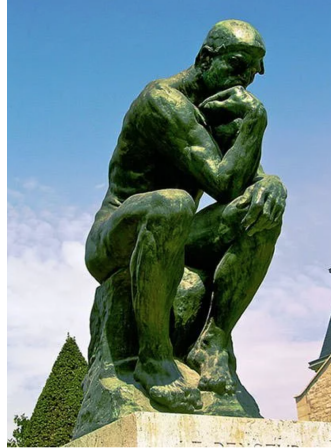
DAY 1

In this project, you will create your own “body art museum” by playing and understanding the relation between art and the movement of your body. Today, you will learn about art in two and three dimensions.

Suggested Duration	Activity and Description
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<p>15 minutes</p>	<p>On a sheet of paper (or on three different ones), list/draw examples of colors (red, blue, maroon, etc.), shapes (circles, flowers, spirals, squares, no shapes, etc.), and lines (straight, thick, thin, horizontal, curves, diagonal, curly, etc.).</p> <p>Your parents/teacher can brainstorm with you, and point around the room to find additional examples.</p> <table border="1" data-bbox="456 510 1390 821"> <thead> <tr> <th data-bbox="456 510 764 646">Colors that I know (list/name/draw 5)</th> <th data-bbox="764 510 1078 646">Shapes that I know (list/name/draw 5)</th> <th data-bbox="1078 510 1390 646">Types of lines that I know (list/name/draw 5)</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 646 764 821"></td> <td data-bbox="764 646 1078 821"></td> <td data-bbox="1078 646 1390 821"></td> </tr> </tbody> </table>	Colors that I know (list/name/draw 5)	Shapes that I know (list/name/draw 5)	Types of lines that I know (list/name/draw 5)			
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<p>15 minutes</p>	<p>Draw something using these colors, lines, or shapes. If time is limited, you can also think about a piece of work - a drawing- that you have created before and, if you are at home, find one example. Most likely, you will be familiar with examples of painting or drawing that you have seen or created yourself.</p>						
<p>10 minutes</p>	<p>Look at the drawings together and answer the following questions:</p> <p>What colors do you see? What shapes do you see? What lines do you see?</p> <p>(Tip: These questions will help you make detailed observations by drawing your attention to the forms in an artwork—its formal aspects—and will give you specific categories of things to look for in the following days.)</p> <p>The one thing that characterizes drawings is that they are two-dimensional, they are flat, they only exist on paper. There are other objects that occupy three dimensions, like us, and like sculptures.</p>						
<p>5 minutes</p>	<p>Have you created sculptures before?</p> <p>Do you know what a sculpture is?</p> <p>What materials are they usually made of (bronze, wood, etc.)?</p> <p>What are some of their characteristics?</p>						

Here are some examples of famous sculptures:



The Thinker (1904) - Auguste Rodin



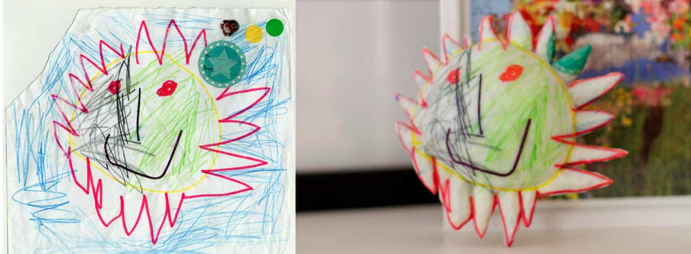


Statue of Liberty (1886) - Frederic Auguste Bartholdi

30 minutes

Use play dough to create a sculpture that represents the same object that you drew in your initial drawing. If you do not have play dough, you can mix flour with water, or use tiny objects, use clay... any material can be turned into a sculpture! You can be as creative as you wish.

Here are some examples:



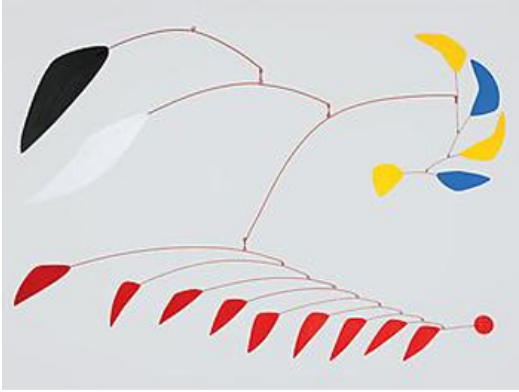
	
<p>10 minutes</p>	<p>Refer back to the initial questions about colors, shapes, and lines. Do you believe that lines and shapes from your drawings have changed in your sculptures and how? Have the numbers of lines increased? Has the orientation of the lines changed?</p>
<p>10 minutes</p>	<p>Numeracy Extension: One way in which they might have changed is that squares became cubes, or triangles became pyramids, etc.</p> <p>What is the difference between 2D and 3D shapes?</p> <p>If you are not familiar with 3D shapes, you can look together at these reference images:</p> <div style="text-align: center;"> <p>2D Shapes</p>  <p>Rectangle Square Circle Triangle Oval</p> </div> <div style="text-align: center;"> <p>3D Shapes</p>  <p>Cuboid Cube Sphere Cone Cylinder</p> </div> <p>In the next few days, you will explore different forms of 3-dimensional art.</p>

DAY 2

Today, you will learn how basic shapes (lines, squares, circles, rectangles, etc.) can come together to create a spinning, swaying, stunning work of art for any room.

EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/LGAP9k17fMyJrKJN7>

Suggested Duration	Activity and Description
<p>10 minutes</p>	<p>There are other fun forms of art in more than two dimensions that you will explore in the project! The first form of art that you are going to explore are “sculptures that move.” Imagine what it would take for sculptures to move.</p> <p>Alexander Calder, an artist with a background in math and engineering, was inspired to make art that was three dimensional and moved at the same time.</p> <p>He invented mobile sculptures like the one in the picture:</p>  <p>But you don't need a degree to make your own DIY Calder mobile! It just takes a little imagination and a lot of balance.</p>
<p>25 minutes</p>	<p>First, let's understand the movement that we want to depict and the body parts that are involved in that movement.</p> <p>Here are some options that you can try out:</p> <ul style="list-style-type: none"> ● Try jumping. How you move when you jump. What body parts are involved in that movement? How do your legs move? How do your arms move? ● Try crawling. What body parts are involved in that movement? How you move when you crawl. How do your legs move? How do your arms move? ● Try dancing to your favourite music. How you move when you dance. What body parts are involved in that movement? How do your legs move? How do your arms move?

	<ul style="list-style-type: none"> • Try climbing a tree. How you move when you try to climb a tree. What body parts are involved in that movement? How do your legs move? How do your arms move? • Try a different movement? What are other things that you do? <p>How do the position of your body parts change with each of these movements?</p>
20 minutes	<p>Now, can you use the shapes, colors, and lines that you know to represent one of these? For example, what shape does your body have when you are reaching out to grab a tree branch when you are climbing? (maybe a rectangle, or a triangle, etc.), what lines are connecting the smaller parts of your body? (maybe it's a straight line for your legs, and some diagonal for your arms, etc.).</p> <p>Based on your answers to these questions, make a sketch of the movement that you chose.</p>
20 minutes	<p>Go around the house and collect the following objects:</p> <ul style="list-style-type: none"> - Some small circles (beans, lentils, papers, etc.) - Some lines (ropes, hangers, textiles fibers, etc.) - Something red - Something sticky - Something shiny <p>Use these objects to create your own mobile representing the movement that you sketched! To connect the objects, you can tie them, paste them, or just put them together.</p> <p>You have created your own mobile sculpture! Choose a title for it.</p>
10 minutes	<p>After you've finished, reflect individually or with a peer:</p> <ul style="list-style-type: none"> -What colors do you see? -What shapes do you see? -What lines do you see? -What did I learn about my body from using this mobile?

DAY 3

Today, you will learn about using the body as a tool for art.

Suggested Duration	Activity and Description
5 minutes	The shapes of your bodies affect everything that you draw and your experience of the world. Explore this idea.
10 minutes	<p>Imagine, how would it be like if:</p> <ul style="list-style-type: none"> -You were as small as an ant -You had a neck as long as the neck of a giraffe -Your fingernails were a much much longer -Your feet were as big as they are tall -You had wings and could fly <p>What other differences in your body can you imagine?</p>
15 minutes	<p>Our bodies leave marks in space. For instance,</p> <ul style="list-style-type: none"> - Try walking on the sand or on soil. What kind of marks do you leave? (footprints) - Try resting your head on a pillow. What kind of marks do you leave? (temporary dents on pillows) - Try getting your hair wet and putting on a t-shirt or walking around. What kind of marks do you leave? (marks on our clothes when our hair is wet) <p>What other examples can you think of? (e.g. scratches on our bodies when we fall down, hair on the floor, shadows in front of the light/sun, fogged windows when you breathe, etc.). How are these examples different?</p> <p>Of course, if our bodies change, our marks also change. Can you imagine how?</p> <p>Rebecca Horn is an artist that uses prosthesis to create art. For example, she uses very long “Finger gloves” (like the ones in the picture) to make lines.</p>



Today you will explore how the marks on surfaces change depending on how your bodies change.

10 minutes

Use pencil and colors to draw a landscape or image that you like.

Get craft paper (it can also be regular paper, or newspaper) and create a canvas big enough for you to move freely (ideally 3x3 meters). You will also need acrylic paint.

	Most of these prompts can also be followed outside, on sand or soil, or using “dry” materials such as flour.
10 minutes	Activity #1. Giant Slippers. Cut out a piece of cardboard and tape it or wrap it around your feet. Spread paint or the dry material on the floor. Walk around the canvas in different ways (tippy toes, toes facing out, on their heels, etc.). Draw your original landscape/image with your feet.
10 minutes	Activity #2. Gloves. Tie two of your fingers and draw the original landscape/image.
10 minutes	Activity #3. Arm Extension. Tie two long objects to your arms (for instance, a piece of wood, a baseball bat, some sticks, etc.) and draw the original landscape/image.
10 minutes	Activity #4. Mask. Draw the same landscape using something that covers your eyes. You can explore having your eyes fully covered and translucent colors.
10 minutes	Activity #5. Repeat the initial landscape/figure using the your own idea of an extension (make sure it's safe)
5 minutes	After you've finished, reflect individually or with a peer: -What colors do you see in your work? -What shapes do you see in your work? -What lines do you see in your work? -What did you learn about your body from doing this piece of art?

DAY 4

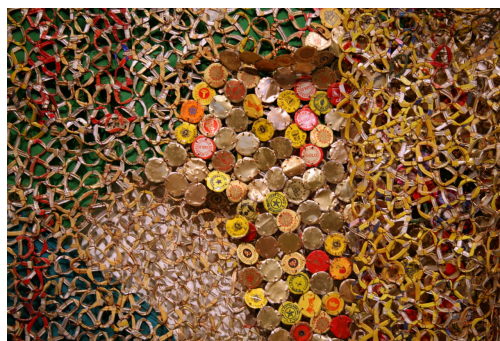
Today, we'll create our own mixed media wall sculpture. We'll combine objects until we have some sort of quilt.

Suggested Duration	Activity and Description
15 minutes	Art can also be created carefully combining objects and materials that we can find around in our homes and in nature. This type of art is called “mixed media” art. For example, this is what the Ghanaian artist El anatsui does.

(Tip: Here are some examples of his work:



<https://www.contemporary-african-art.com/el-anatsui.html>



<https://www.malatintamagazine.com/el-arte-de-crear-con-tapones-de-plastico-y-chapas-recicladasy-e-anatsui-5/>

10 minutes	Activity #1: Go around the house and find at least 10 objects or more that you think are interesting (bottle caps, bottles, tags, packages, toys, books, magazines, forks, etc.)
20 minutes	Activity #2: Go <i>outside</i> the house and find at least 10 objects or more that you think are interesting (bottle caps, sticks, leaves, bottles, tags, packages, etc.).
25 minutes	Put all these objects together in a way that makes sense for you, paste them in cardboard, and create a mixed media wall sculpture. After this, present their mixed media wall sculptures.
10 minutes	Then: <ul style="list-style-type: none"> - Explain why you chose the objects that you did - Explain the order that you followed when you put them together in the cardboard. <p>Note: Facilitators can orient them and ask if the order is because that's the order in which they found them, or if they wanted to imitate a special pattern, they were organizing them by colors, etc.</p>
10 minutes	After you've finished, reflect individually or with a peer: <ul style="list-style-type: none"> -What colors do you see in your work? -What shapes do you see in your work? -What lines do you see in your work? -What did you learn about the space that you live in from doing this piece of art?

DAY 5

Today you will use all the creative skills and general knowledge you used in the previous sessions to play your board game!

Suggested Duration	Activity and Description
5 minutes	What if sculptures only existed for a few minutes and were not fixed but invited people to engage with objects around them? The artist Erwin Wurm, from Austria, has created "one minute sculptures" that try to do this. They feature unusual contortions – held for a minute – and illogical still-lives that are both humorous and provocative.



<https://www.obrasbellasartes.art/2017/06/esculturas-de-un-minuto.html>



<p>15 minutes</p>	<p>You will create your own “instructions sheet” for ten “one minute sculptures”. You can draw them with stick figures (or however you want), and will ask family members or peers to do the sculptures.</p> <p>Challenge: what sculptures would you create if you could use your body and objects in your house for “one minute sculptures”?</p>
<p>10 minutes</p>	<p>After you've finished, reflect individually or with a peer:</p> <ul style="list-style-type: none"> -What colors do you see in your work? -What shapes do you see in your work? -What lines do you see in your work? -What did you learn about the space that you live in from doing this piece of art?

<p>20 minutes</p>	<p>Put Everything Together - Final Reflection</p> <ul style="list-style-type: none"> - Present all the artwork you created (your initial drawings, the 3D version of the drawing, the mobile sculptures, the marks using body extensions, and the one minute sculptures). - Explain the shapes, colors, lines, etc. you see. - Reflect on what you thought of art before the project and what you think of it now? What did you learn about art and creativity by doing this project?
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ASSESSMENT CRITERIA

- Learners follow step-by-step instructions to accomplish a specific goal
- Learners engage in authentic, original, open-ended exploration.
- Learners are able to imagine and create different/unique shapes or marks.
- Learners use different materials and make decisions on how to use them.