

LESSON 4 - WALKING IN A PAINTING

Objectives- SWBAT

- to make a 3D version/ walk through of the Painting they did in the previous lesson.
- Make models out of modelling board/cardboard

Vocabulary

Perpendicular / Vertical / Horizontal / Movement / Walk Through / Abstract

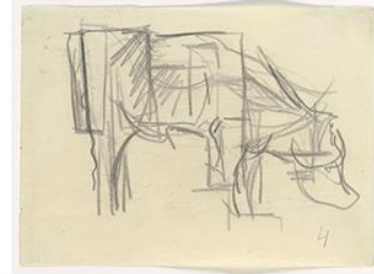
DISCUSSION



Red tree, Theo van Doesburg



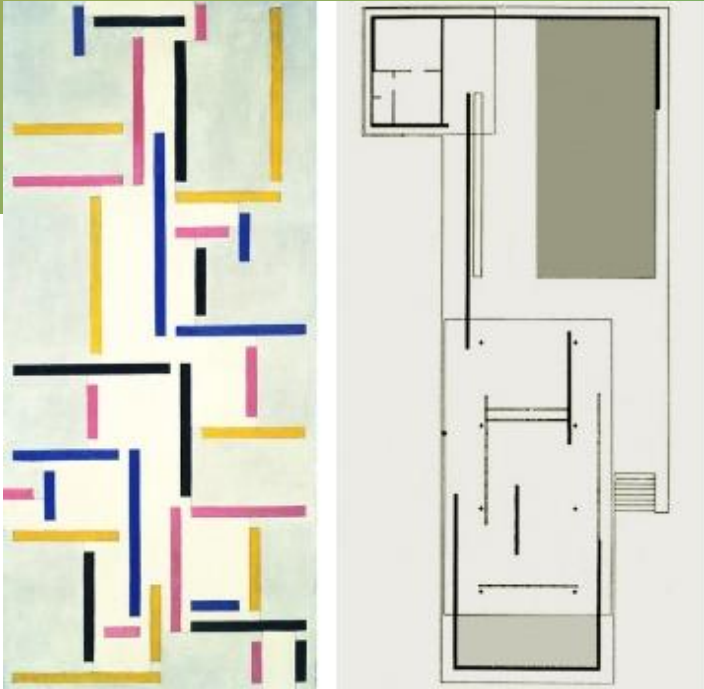
Grey tree, Theo van Doesburg



Study of composition. Cow, Theo van Doesburg

- Look at these paintings, what do you see.
- Are they made by the organic lines we usually make to draw these subjects.
- What sort of paintings could you call these?
- How are they different from what we see in the world around us?
- This type of art is part of the De Stijl movement and is a form of Abstract Art.

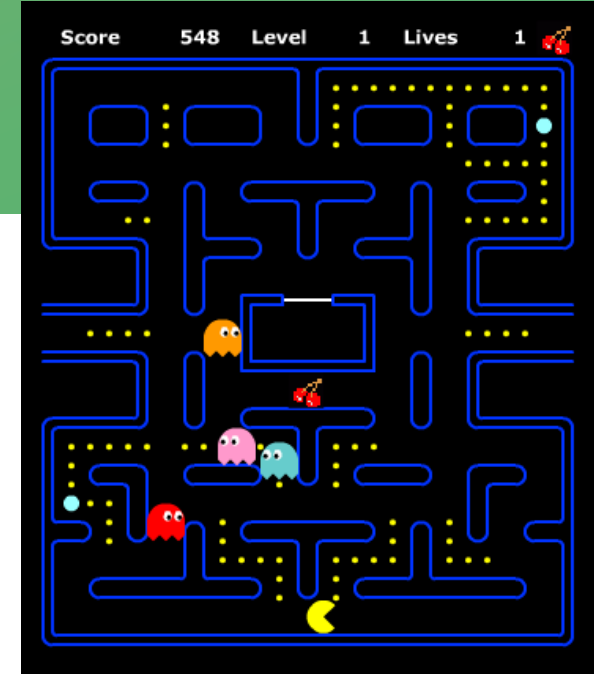
DISCUSSION



Theo van Doesburg (1918)



Barcelona Pavilion, by Mies van der Rohe (1927)



Pac man

- At the start of the class Students will be shown Di Stijl art painting by Theo van Doesburg. The class will discuss the use of perpendicular lines. The positive and negative space between around the lines.
- Students will also be shown Video game maps such as Pac-man. They will be explained and discuss how grids can be used to make spaces and walkthroughs.
- This discussion will be tied in, to the discussion about the Di Stijl painting by Theo Van Doesburg.

INSTRUCTIONS

- Students will start working on the project and carry out the steps mentioned.
- Use markers and rulers to make a painting inspired from the Di Stijl paintings shown in class onto a 11”x8.5” piece of cardboard or foam core sheet. Use grids , the lines can be intersecting, perpendicular, parallel. Feel free to use any shape you like.
- Students will learn to use model making board, cardboard, to cut out strips of foam core walls to be placed on the cardboard painting they made on the foam core base.
- Students will use only 10 strips of cardboard to make the walls and make a walk-through model of the painting they made.

ASSESSMENT

- Students will formatively be assessed during all the lessons and activities. I will go around the room while the students are working on their grid making to make students understand the task. Student question about the process will further help in understanding how much the students understood the assignment and where the instructions were not clear by the teacher.
- Once they have made the grid, I will make sure each student has used only **10 lines** as the walls in their maze design. These 10 lines will then have cardboard/foam core walls glued to them to make a walk through.
- The walk through should have a flow. Students can choose to make the walk through into a maze-like situation.
- The teacher will go to all the workstation and check on the quality of model making. To check the quality of the model making and gluing, **the teacher will pick the model up, turn it upside down and shake it 5 times to make sure all the wall pieces are stuck properly.** (This helps make sure that the pieces are stuck properly and won't break off while the students are transporting their assignment back home.)
- Afterwards, as **an exit slip**, the students can think about how they can use **a camera and take picture of the inside** of their walk through and write an essay on what they can use the walkway as, if it were a building/ habitable space.