

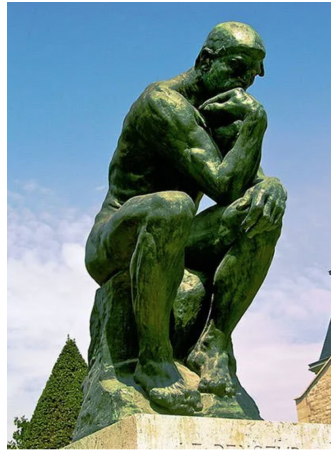
BODY ART

Ages 6 to 7 (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?
Age group:	6-7 years old
Subjects:	Art, Math, Physical Education
Learning outcomes:	-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.
Concepts and skills covered:	<ul style="list-style-type: none"> ● 2D shapes, 3D shapes ● Body parts ● Sculpture ● Mobile ● Space ● Tool ● Body ● Movement
Required previous learning	Shapes
Total time required:	1.5 hours a day during 5 days
Self-guided / Supervised activity:	Medium Supervision
Resources required:	Paper, sticks, play dough or clay, acrylic paint or sand, craft paper or sand,

Day	Time	Activity and Description
1		<p>Introduction to the project:</p> <p>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.</p> <p>Theme: Art in two and three dimensions</p>

15 min	On a sheet of paper (or on three different ones), have learners 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.). Facilitators can brainstorm along with learners, and point around the room to find additional examples in case learners can't come up with enough examples						
	<table border="1" data-bbox="467 506 1406 816"> <thead> <tr> <th data-bbox="467 506 781 642">Colors that I know (list/name/draw 5)</th> <th data-bbox="781 506 1094 642">Shapes that I know (list/name/draw 5)</th> <th data-bbox="1094 506 1406 642">Types of lines that I know (list/name/draw 5)</th> </tr> </thead> <tbody> <tr> <td data-bbox="467 642 781 816"></td> <td data-bbox="781 642 1094 816"></td> <td data-bbox="1094 642 1406 816"></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)			
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)					
15 min	Ask them to draw something using these colors, lines, or shapes. If time is limited, they can also think about a piece of work - a drawing- that they have created before and, if they are at home, ask them to find one example. Most likely, learners will be familiar with examples of painting or drawing that they have seen or created themselves.						
10 min	<p>Look at the drawings together with the learners and have them 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 learners make detailed observations by drawing their attention to the forms in an artwork—its formal aspects—and will give them specific categories of things to look for in the following days.)</p> <p>Tell that 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>						
5 min	<p>Ask students if they have created sculptures before. Ask learners if they know what a sculpture is, what materials are they usually made of (bronze, wood, etc.), what are some of their characteristics?</p> <p>Here are some examples of famous sculptures:</p>						



The Thinker (1904) - Auguste Rodin

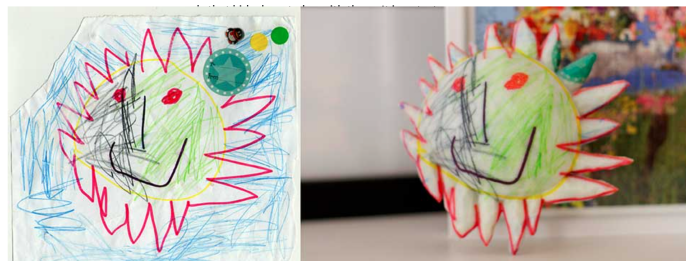


Statue of Liberty (1886) - Frederic Auguste Bartholdi

30 min



Invite students to use play dough to create a sculpture that represents the same object that they drew on their initial drawing. If they 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.

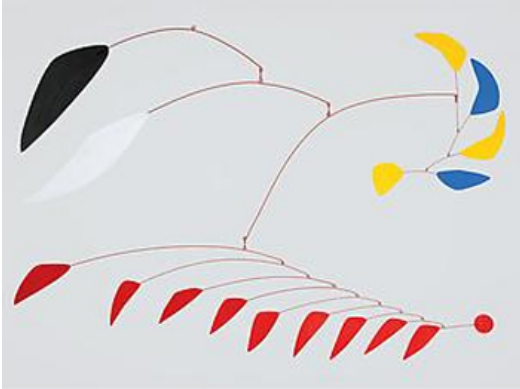
Here are some examples of what learners are asked to do:



10 min

Refer back to the initial questions about colors, shapes, and lines. Ask learners if they believe that lines and shapes from their drawings have changed in their

	<p>10 min</p>	<p>sculptures and how? Have the numbers of lines increased? Has the orientation of the lines changed?</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 learners 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</p> <p>Cylinder</p> </div> <p>Tell learners that the next few days they will explore different forms of 3-dimensional art.</p>
<p>2</p>	<p>5 min</p>	<p>Theme: Art and Movement. Learners 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.</p> <p>There are other fun forms of art in more than two dimensions that learners will explore in the project! The first form of art that they are going to explore are “sculptures that move.” Invite learners to 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>25 min</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>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? • 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>
	<p>20 min</p>	<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>

	20 min	<p>Based on your answers to these questions, make a sketch of the movement that you chose.</p> <p>Ask learners to 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 min	<p>After they've finished, ask learners to 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 doing this mobile?

3	<p>5 min</p> <p>10 min</p> <p>15 min</p>	<p>Theme: The Body as a tool for art</p> <p>Draw the learners attention to the fact that the shapes of their bodies affect everything that they draw and their experience of the world.</p> <p>Invite learners to imagine, how would it be like if</p> <ul style="list-style-type: none"> -They were as small as an ant -They had a neck as long as the neck of a giraffe -Their fingernails were a much much longer -Their feet were as big as they are tall -They had wings and could fly <p>What other differences in your body can you imagine?</p> <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>
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10 min

Tell learners that today they will explore how their marks on surfaces change depending on how their bodies change.

First, ask learners to use pencil and colors to draw a landscape or image that they like.

Ask them to get craft paper (it can also be regular paper, or newspaper) and create a canvas big enough for them to move freely (ideally 3x3 meters). Learners 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.

	<p>10 min</p> <p>10 min</p> <p>10 min</p> <p>10 min</p> <p>10 min</p> <p>5 min</p>	<ul style="list-style-type: none"> - Activity #1. Giant Slippers. Cut out a piece of cardboard and tape it or wrap around the learner's feet. Spread paint or the dry material on the floor. Ask learners to walk around the canvas in different ways (tippy toes, toes facing out, on their heels, etc.). Ask learners to draw their original landscape/image with their feet. - Activity #2. Gloves. Tie two of the learner's fingers and ask them to draw the original landscape/image. - Activity #3. Arm Extension. Tie two long objects to the learner's arms (for instance, a piece of wood, a baseball bat, some sticks, etc.) and ask them to draw the original landscape/image. - Activity #4. Mask. Ask learners to draw the same landscape using something that covers their eyes. They can explore having their eyes fully covered and translucent colors. - Activity #5. Repeat the initial landscape/figure using the learner's own idea of an extension (make sure it's safe) <p>After they've finished, ask learners to 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 your body from doing this piece of art?
4		<p>Theme: 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.</p> <p>For example, this is what the Ghanaian artist El anatsui does.</p> <p>(Tip: Here are some examples of his work:</p>



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





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

10 min

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

Activity #1: Go around the house and find at least 10 objects that you think are interesting (bottle caps, bottles, tags, packages, toys, books, magazines, forks, etc.) (Of course, learners can find more than 10 objects if they want).

	<p>20 min</p> <p>25 min</p> <p>10 min</p> <p>10 min</p>	<p>Activity #2: Go <i>outside</i> the house and find at least 10 objects that you think are interesting (bottle caps, sticks, leaves, bottles, tags, packages, etc.). (Of course, learners can find more than 10 objects if they want).</p> <p>Put all these objects together in a way that makes sense for you, paste them in cardboard, and create a mixed media wall sculpture.</p> <p>After this, learners will present their mixed media wall sculptures.</p> <p>They will:</p> <ul style="list-style-type: none"> -Explain why they chose the objects that they did -Explain the order that they followed when they put them together in the cardboard. Facilitators can orient them and ask learners 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>After they've finished, ask learners to 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>5</p>	<p>5 min</p>	<p>Theme: Art and time.</p> <p>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.</p>  <p>https://www.obrasbellasartes.art/2017/06/esculturas-de-un-minuto.html</p>

	<p>15 min</p> <p>10 min</p> <p>20 min</p>	 <p>On Day 5, learners will create their own “instructions sheet” for ten “one minute sculptures”. They can draw them with stick figures (or however they 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>After they’ve finished, ask learners to 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>Put Everything Together - Final Reflection</p> <ul style="list-style-type: none"> - Invite learners to present all the artwork they created (their initial drawings, the 3D version of the drawing, the mobile sculptures, the marks using body extensions, and the one minute sculptures). - Ask learners to explain the shapes, colours, lines, etc. they see- - Ask learners to reflect on what they thought of art before the project and what they think of it now? What did you learn about art and creativity by doing this project?
<p>Assessment Criteria:</p>	<ul style="list-style-type: none"> - 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. 	

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
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