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P-12 Lesson Plans

Bernard A. Zuckerman Museum of Art

Fall 2021

Kinetic Meditative Experimental Drawing

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BERNARD A. ZUCKERMAN
MUSEUM OF ART

Kinetic, Meditative, Experimental Drawing Lesson

Julie Lord, MS Art Ed

Coffee High School, Douglas, Georgia, USA



Coffee High School Experimental Drawing Lesson, student photo, Shelbie Carter

Zuckerman Museum of Art

Kinetic, Meditative, Experimental Drawing Lesson

Exhibition: <https://www.kennesaw.edu/arts/academics/visual-arts/zuckerman/exhibitions/past-exhibitions/index.php>

Level: High School Students

Area of Study: Drawing

Objectives:

Students will...

- Understand symmetrical balance in art and how to create a symmetrical artwork.
- Learn about contemporary artists Heather Hansen and Tony Orrico.
- Practice making kinetic art by using their own body movements to create lines with charcoal.

Teaching Strategies

engagement activity, scaffolded introduction of new concepts, teacher-led group discussion, hands-on activity, summative assessment

Materials:

- 1 sheet of drawing paper per student
 - ~60" wide and 60" long, or longer
 - Idea: 2 pieces of Butcher (bulletin board) paper, placed side by side and taped together
- Charcoal or pastels (limited colors)
- Hand wipes
- Tape
- Zip lock bags for left over charcoal
- Speaker with relaxing music
- Suggest students wear sweatpants/leggings and socks
- Suggest a change of clothes for after the drawing activity

Vocabulary:

Symmetry
Experimental drawing
Balance

Essential Questions

- What factors prevent or encourage people to take creative risks?
- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- How do artists create spontaneously without a plan?

Length of time/number of class periods:

Two class periods of approximately 50 minutes each.

Procedures

Day One

1. Introduce students to the work of Heather Hansen and Tony Orrico.
2. Watch the video of contemporary artist Heather Hansen.
3. Watch the video of contemporary artist Tony Orrico.
4. Listen to the artist talk from Tony Orrico at KSU.

5. Deliver presentation about symmetry in art.
6. Discuss how the artists used their body movements to create symmetrical marks.

Day Two

7. Practice making marks with charcoal. Have the students test whether they can make similar movements to the artists.
8. Students will gather materials and move to a location set up to create experimental drawings.
9. Measure paper and tape it to the floor in big enough sections for the students to create marks that extend the distance their arms can reach. Paper can be cut and placed side by side to create a square.
10. Students get their drawing media and sit on their paper quietly.
11. Music is turned on for meditation and to help guide the students' movements.
12. Students are encouraged to use their body movements to "stretch" and reach as far as they can while keeping their movements symmetrical.
13. Students work quietly for 20 - 30 minutes, moving and mark making with the charcoal.

Evaluation/Assessment:

Written reflection - Ask students to reflect on the process and what it meant to them to experience making marks in this way with their body.

Resources:

1. Julie Lord's PowerPoint presentation "Kinetic Meditative Experimental Drawing"
2. Artist information: <https://tonyorrico.com/>
3. Artist information: <http://www.heatherhansen.net/>
4. Links to Heather Hanson Videos ([Video 1](#), [Video 2](#), [Video 3](#)) on YouTube
5. Link to [Tony Orrico Artist Talk](#) on YouTube
6. PowerPoint presentation on symmetry

Standards:

This lesson plan was designed to meet the National Core Arts Standards for the visual arts using the following anchor standards.

- a. **Creating – Anchor Standard 1:** Generate and conceptualize artistic ideas and work - **VA:Cr1.2.3a** – Apply knowledge of available resources, tools, and to investigate personal ideas through the art-making process.
- b. **Presenting – Anchor Standard 6:** Convey meaning through the presentation of artistic work - **VA:Pr6.1.2a** – Analyze how art exhibited outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.
- c. **Responding – Anchor Standard 8:** Interpret intent and meaning in artistic works - **VA:Re8.1.3a** – Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.

- d. Connecting – Anchor Standard 11:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding – **VA:Cn11.1.3a** – Recognize that responses to art change depending on knowledge of the time and place in which it was made.

