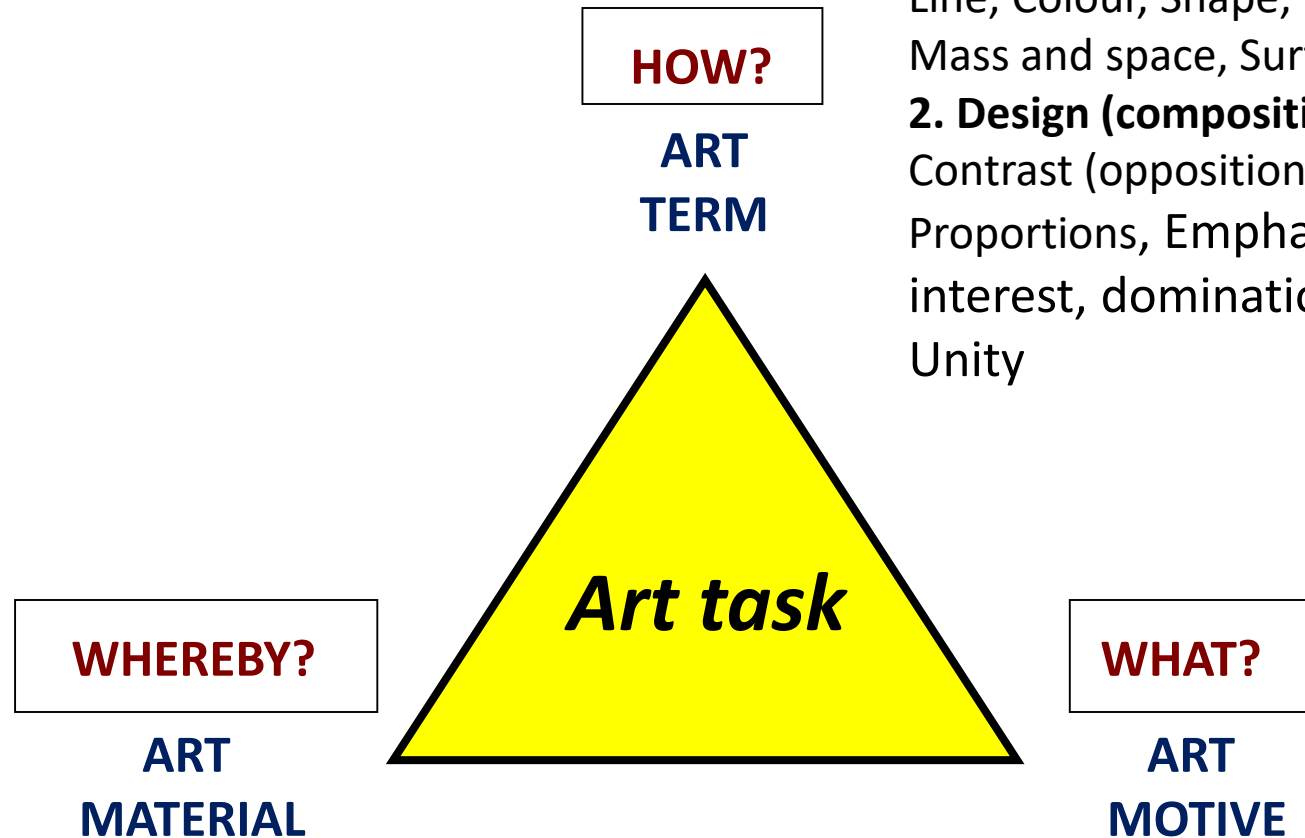




Lessons designing

Designing art lessons in elementary school

full prof. PhD Miroslav Huzjak
Faculty of Teacher Education,
Department of Arts
University of Zagreb, Croatia



Art's concepts, visual language:

1. Visual elements:

Line, Colour, Shape,
Mass and space, Surface

2. Design (composition) principles:

Contrast (opposition), Rhythm,
Proportions, Emphasis („center of
interest, domination), Harmony,
Unity

Drawing, painting, sculpture and
graphic materials and techniques

Visual motives, non-visual motives
and artistic language as a stimulus

WHAT?

ART MOTIVE

Visual motives, non-visual motives
and artistic language as a stimulus

b) non-visual motives: what is not seen with the eyes but with other senses - sensory stimuli - sounds (music, birdsong...), smells, touches, tastes, emotions (happiness, fear...), lie - truth, laughter etc. ---- **abstract representation**



*tastes: salty, sweet
and bitter*



*musical
composition*

a) visual motifs: everything that can be seen with the eyes - still life, real and imagined phenomena and events ----

figurative representation



shoe

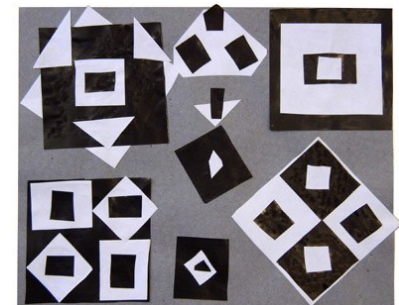


Chariots of Helios

c) artistic language as a motif: entanglement of lines, rhythm of colors, symmetry of characters, play of basic colors, composition of shapes... ---- **abstract presentation**



*a game of
primary colors*



*composing with
achromatic forms*



Lessons structure

Lesson structure (45 minutes):

10 min { 1. **Preparation** (distribution of equipment, arrangement, demonstration of technique) - **3 minutes**

2. **Motivation:**

a) explanation of art terms - **3 minutes**

b) explanation and description of the motive - **3 minutes**

3. **Announcement** of the task (what, with what, how) – **1 minute**

30 min { 4. **Realization (work)**, (visiting children, encouraging, clarifying) – **30 minutes**

5 min { 5. **Analysis and evaluation** of the art process and products - **5 minutes**

Announcement of the task (what, whereby, how) – **1 minute**

1. Motive: **shoe**
2. Art term: **primary colors**
3. Art material: **tempera**

Announcement of the task:

Today, we paint the **shoe** with **primary colors** using **temperas**.

Does everyone understand?

Who can repeat the task?

4. Realization (work), (visiting children, encouraging, clarifying)

We don't want clichés, stereotypes and kitsch in student art works



Motivation: explanation of art terms



Creating a Power Point presentation

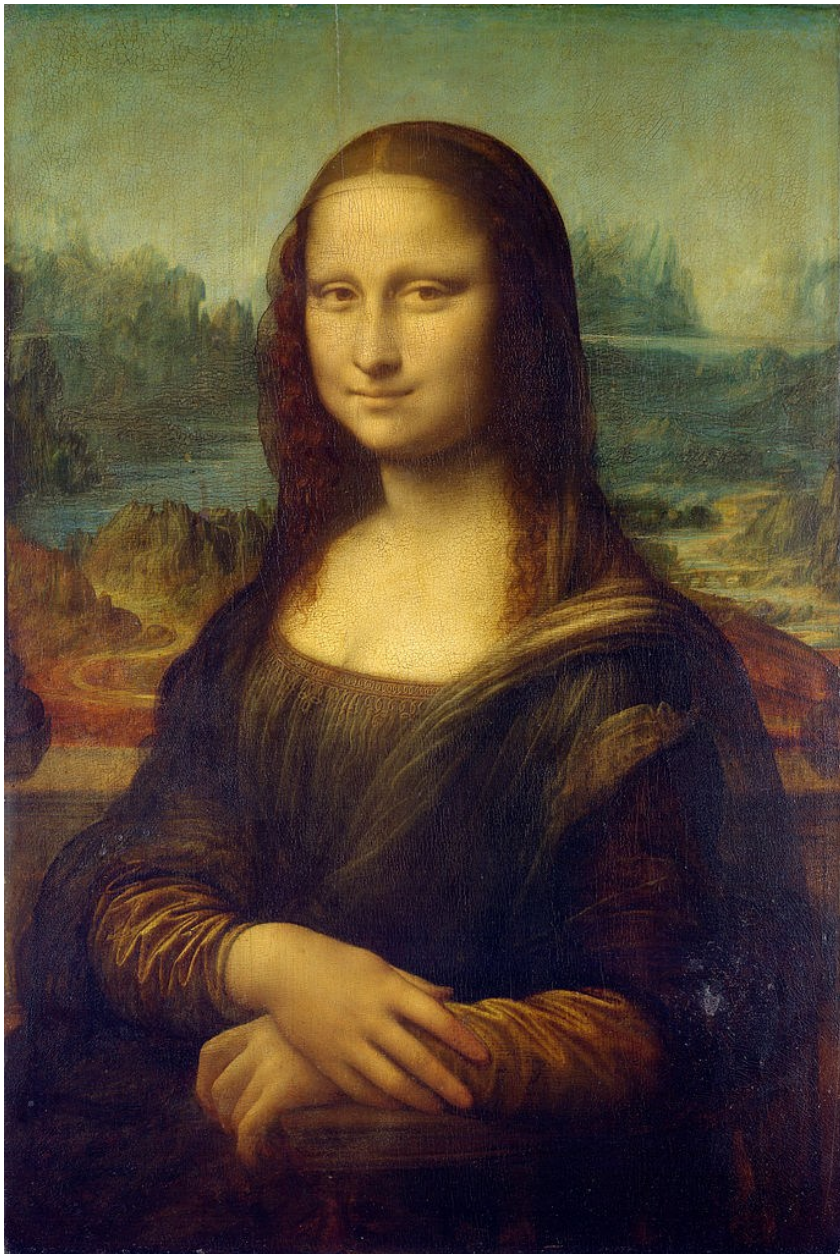


Creating a Power Point presentation

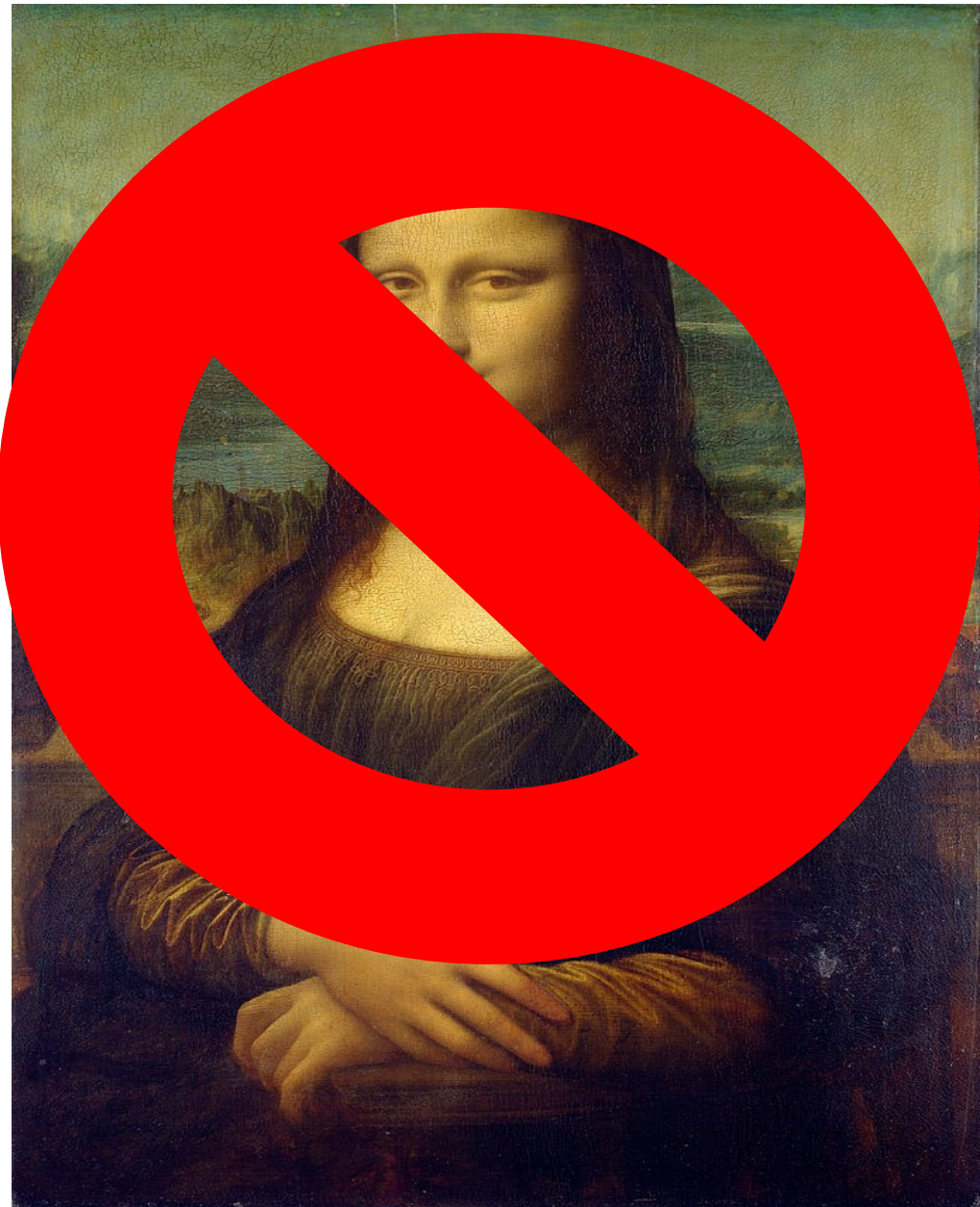
The structure of the presentation should be something like this:

1. Explain the **art technique** with notes and high-resolution detail of the artwork made with that technique
2. Explain **art terms and concepts** theoretically (diagrams, schemes, etc.)
3. Show artistic concepts in photographs from **nature and surroundings**
4. Show artistic concepts in **works of art** (5-6 works)
5. Present the **motive** (leave several photos of the motive together on the last slide)

Left: correct image format.



Right: deformed, stretched format



*Write a few tips on
how to use art
materials*

We can work with **clay** with a wooden or plastic modeling knife, a slat, ice cream sticks and fingers.

We can process it by subtracting, adding and modeling.

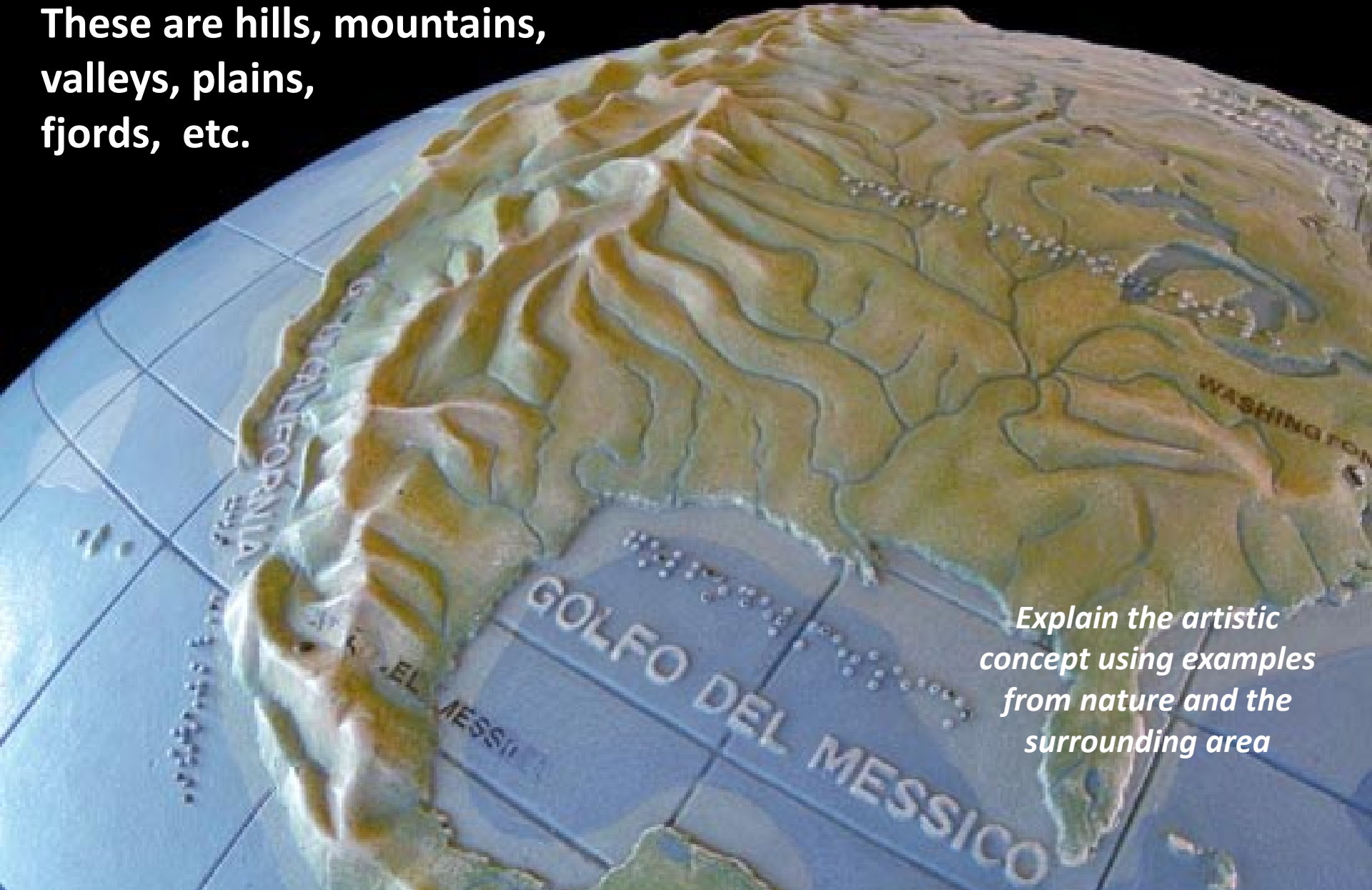
The surface of the clay can be smoothed or roughened, textured in different ways, with fingers or tools.

It is desirable to achieve as large a range as possible in the height and depth of the relief.



In geography, relief is the variations in the elevation of the ground surface, its planes and unevenness.

These are hills, mountains, valleys, plains, fjords, etc.



Explain the artistic concept using examples from nature and the surrounding area

water

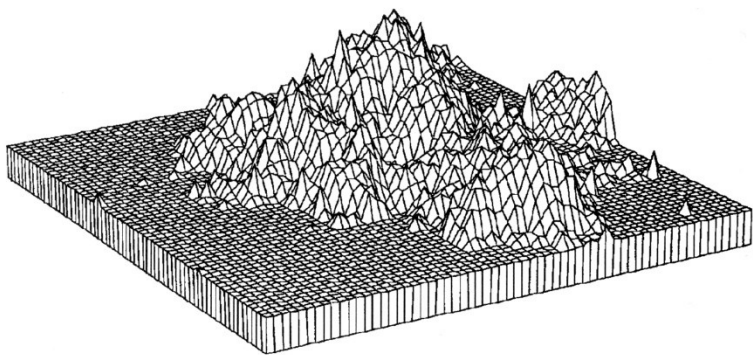
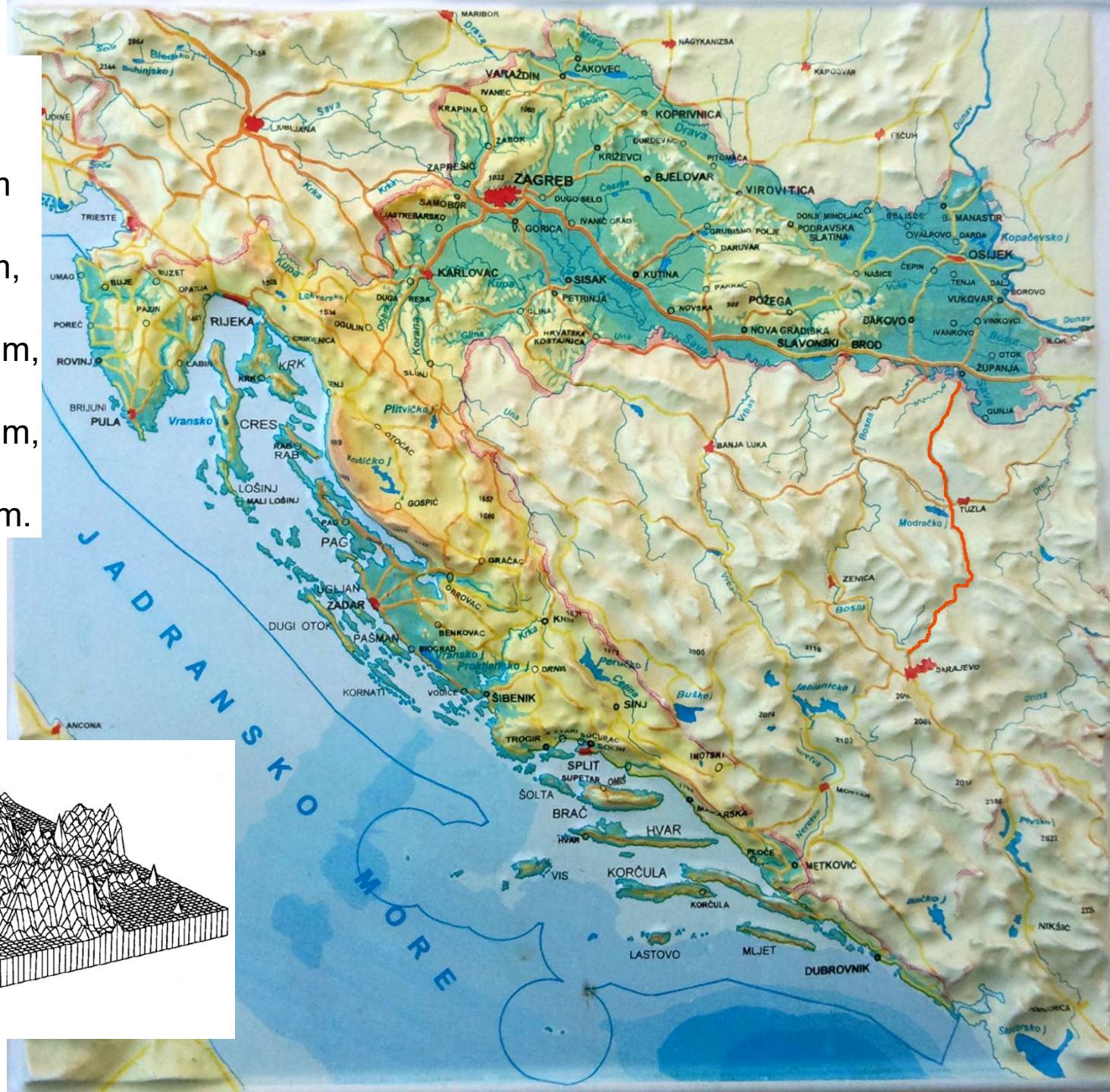
up to 200m

up to 500m,

up to 1000m,

up to 2000m,

from 2000m.



*Explain the artistic
concept using
examples from
works of art*

RELIEF
is hollows
and bumps
on the
surface.



Michelangelo:
Battle, 1492.

According to the depth or height of exit into the space, we distinguish:

1. Sunk relief
2. Low relief (bas-relief)
3. High relief

Sunk relief

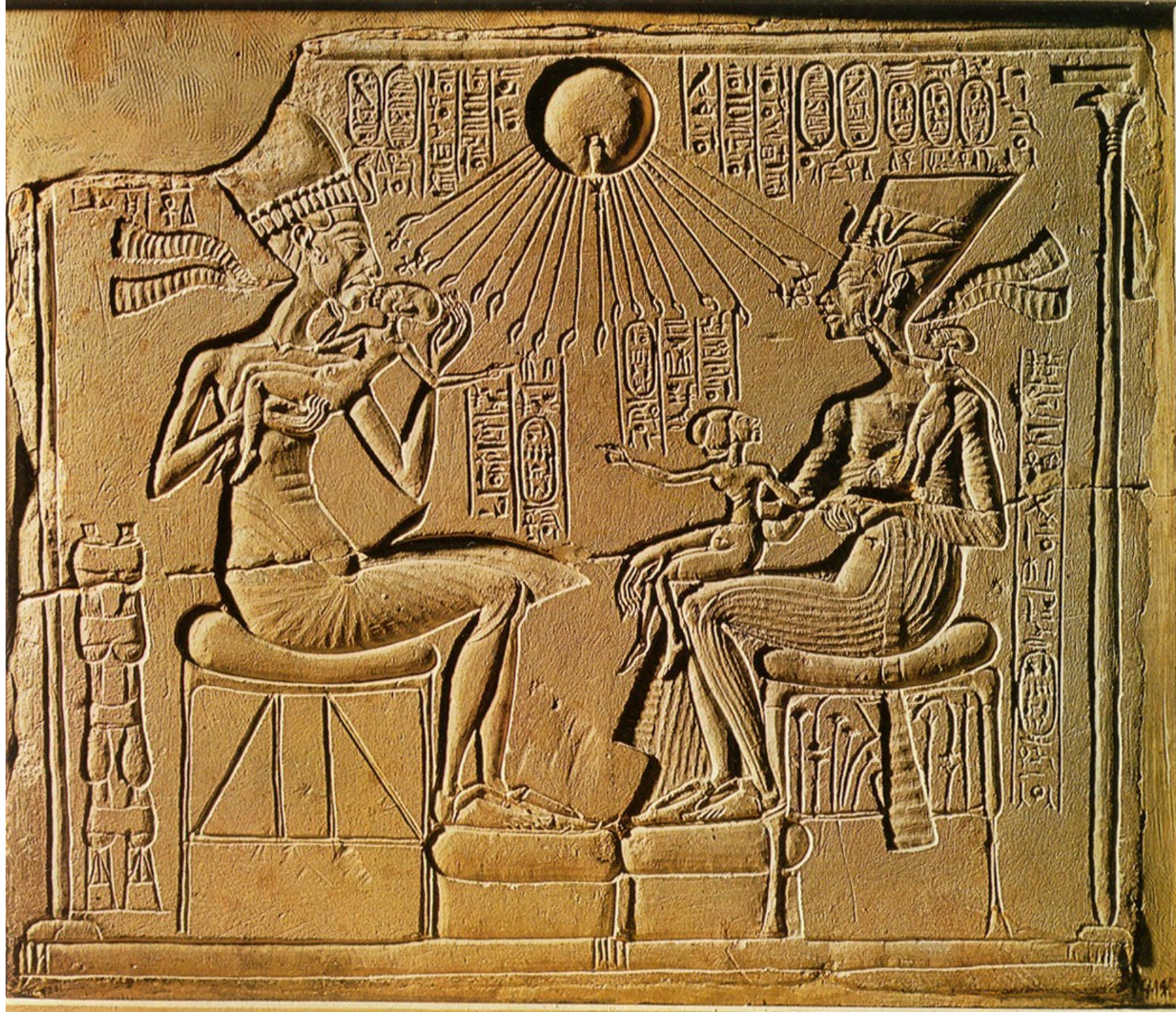
The image is made by cutting the relief sculpture itself into a flat surface

Horus, Edfu temple, Egypt, 237. p.n.e.



Sunk relief

Amenhotep IV with Nefretiti, 1360.b.c.



Low relief
(bas-relief)

Donatello:
Mother and Child within an Arch,
cca 1435.



Low relief

Michelangelo: *Madonna of the Stairs*, 1492.



High relief

Auguste Rodin:
The Gates of Hell, 1880.



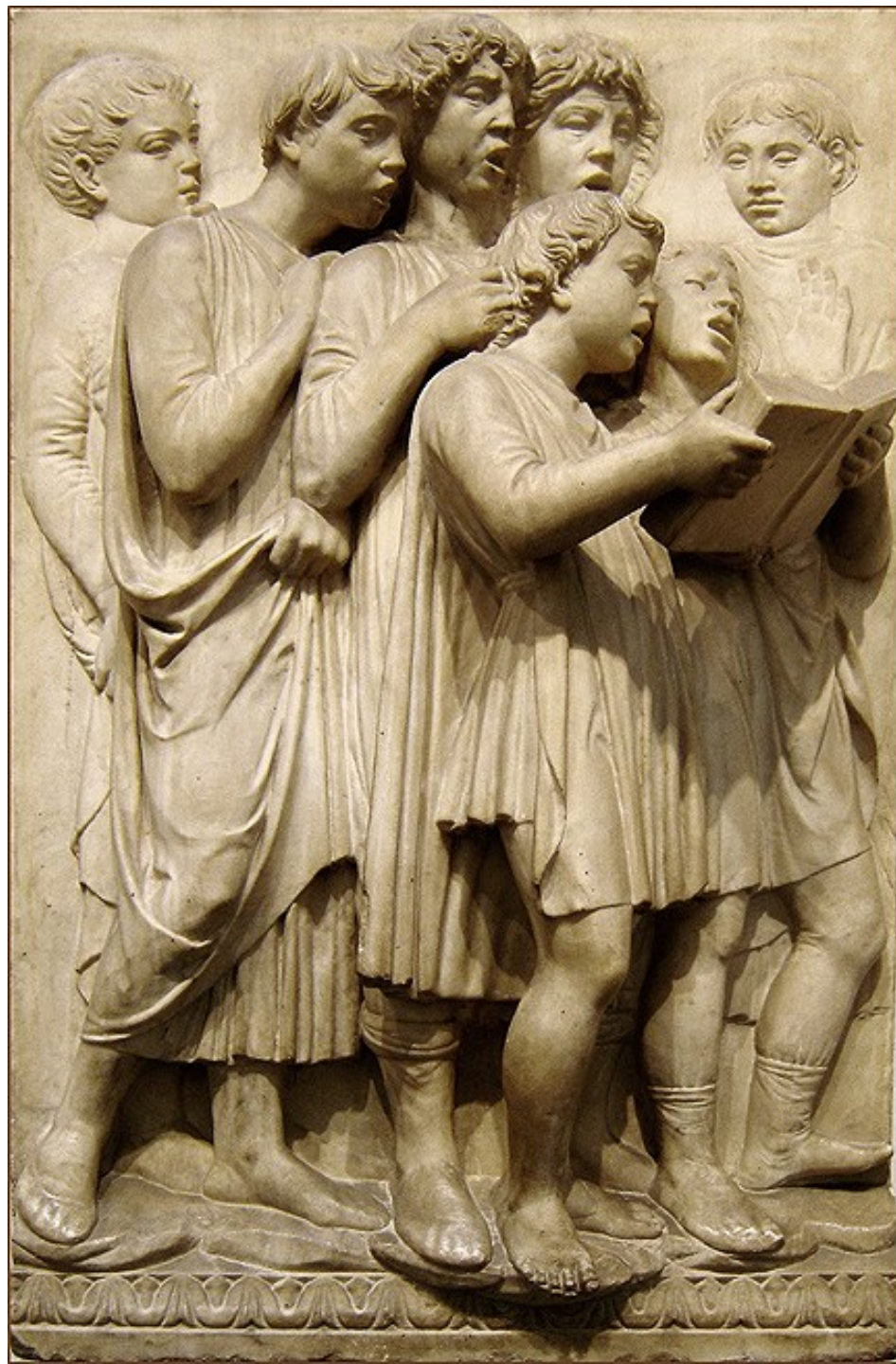


Parts of the relief are separated from the background and go out into the space.



High relief

Luca della Robia: *Cantoria*, 1931.





Ivan Meštrović: *Well of life*, 1905.



Trajan's column, 113.



*Present the
motive*

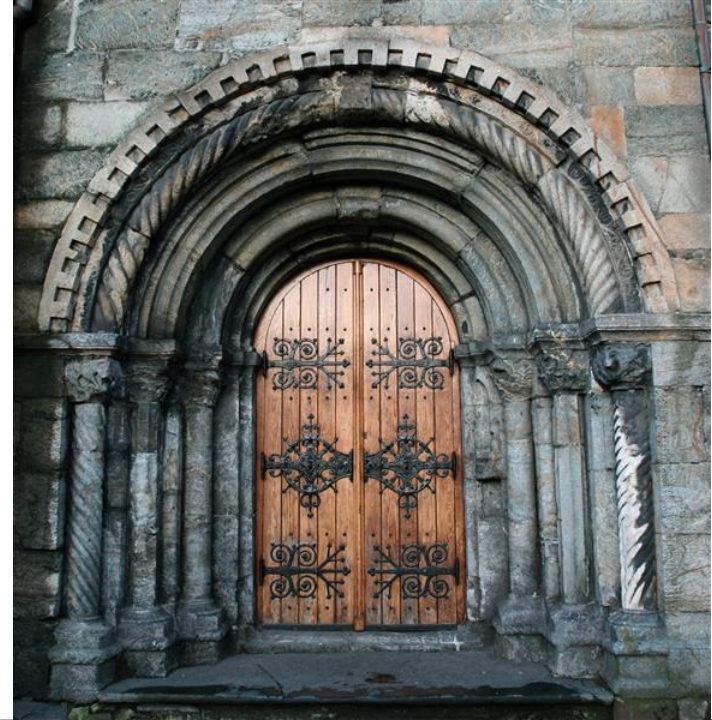
Portal

Master Radovan:
Portal in Trogir,
1240.





*Present
the
motive*



3rd grade,
relief, portal,
clay



3rd grade,
relief, portal,
clay



Portal, relief, clay, 8th grade







8th grade



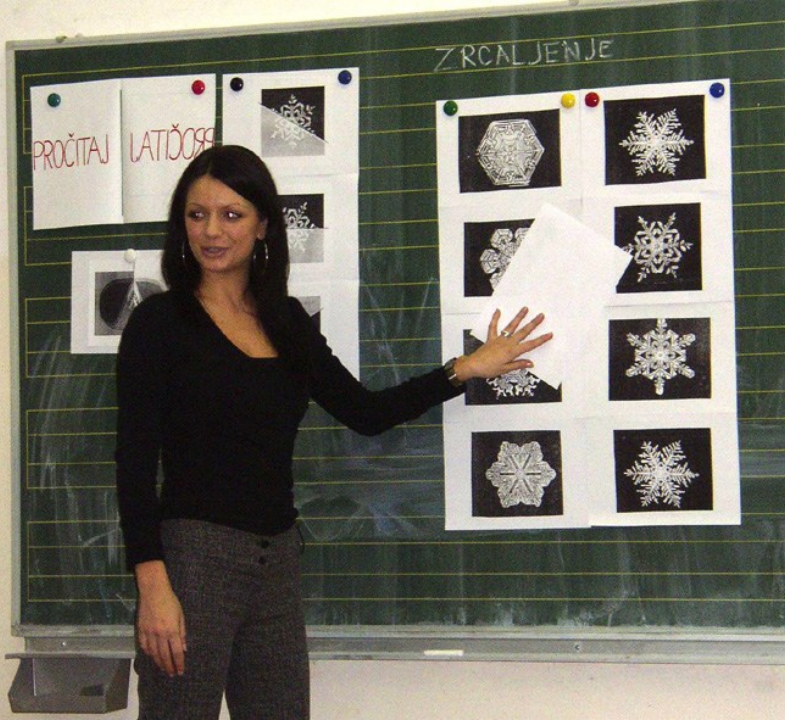
Ben Sautic
8c



Lisa
Lohr



Sheila Glasman



2nd grade, low relief
snow flake, aluminum foil





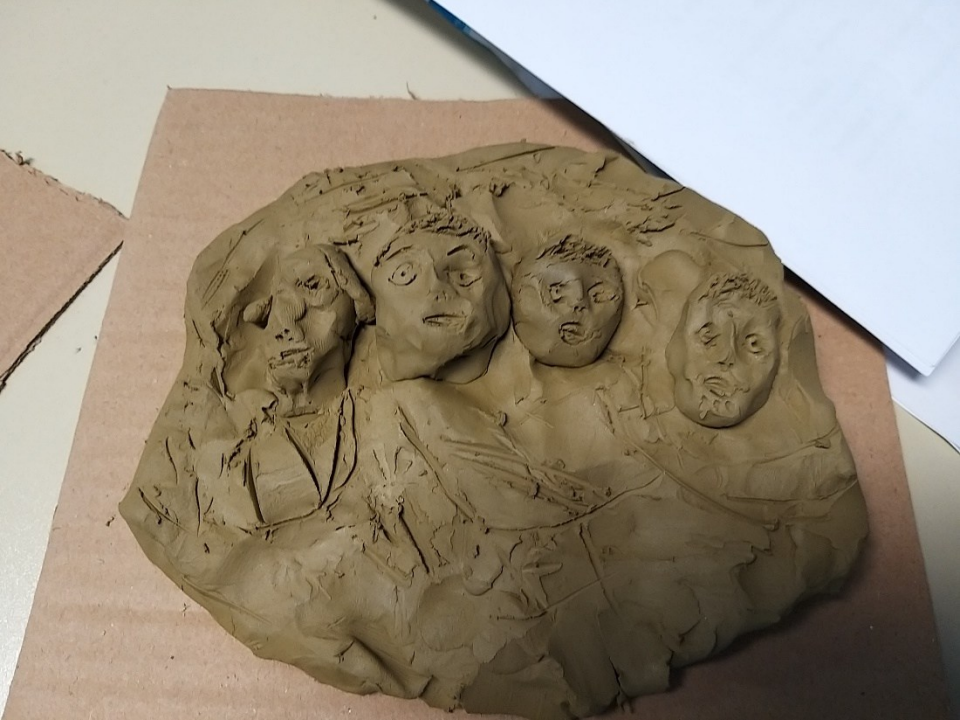
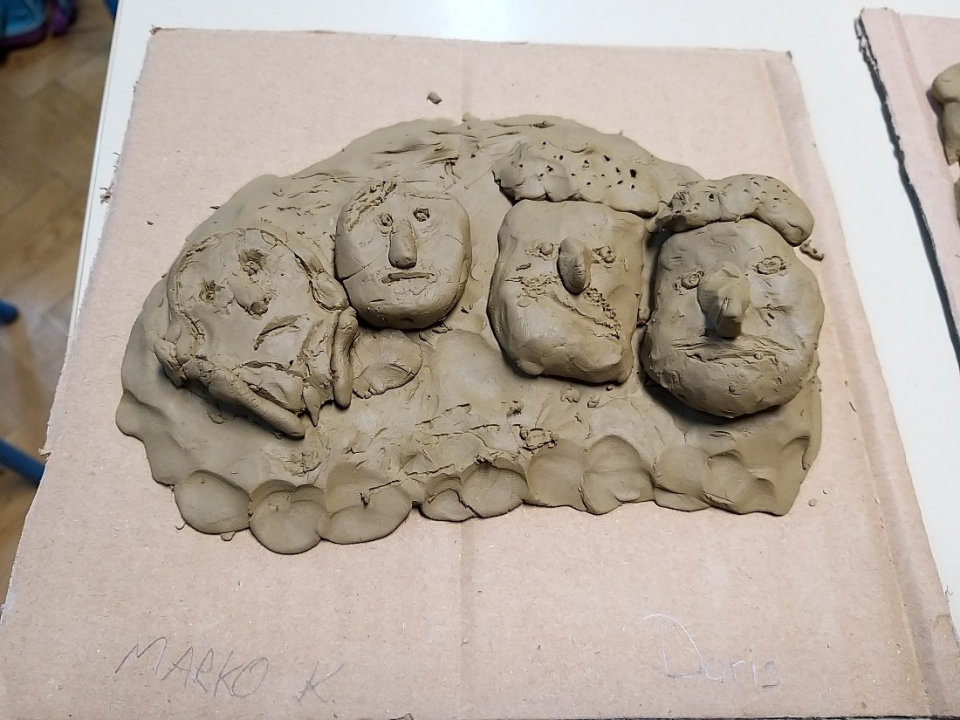
2nd grade,
low relief
coin, aluminum foil



3rd grade,
high relief, Mt. Rushmore,
clay

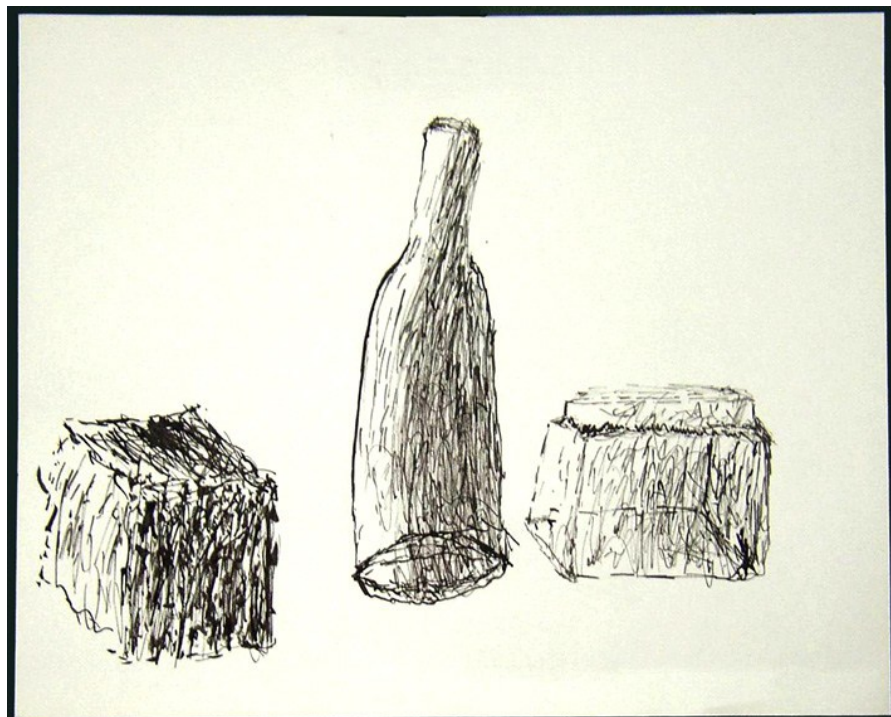


3rd grade,
high relief, Mt. Rushmore,
clay



Examples of art tasks



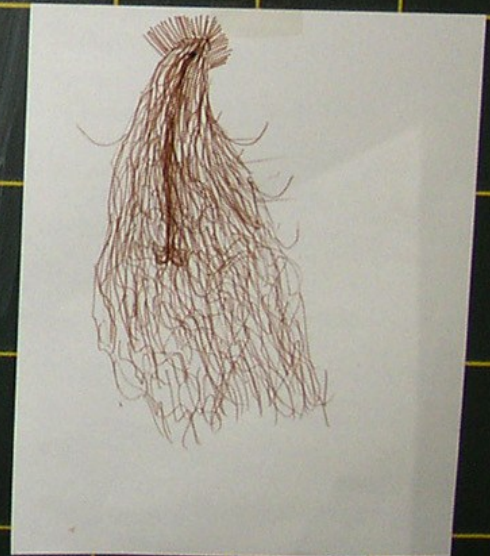
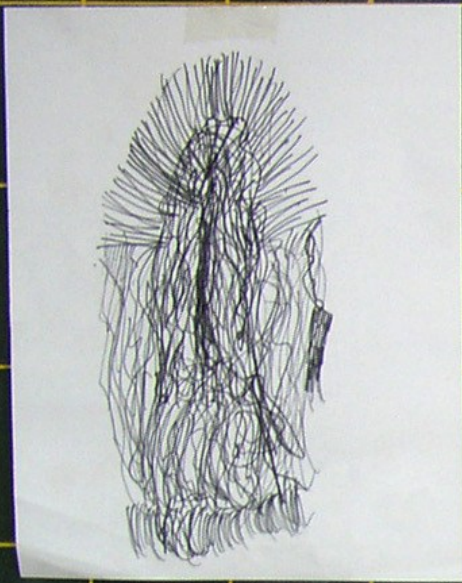


Michelangelo Buonarroti: *Figure studies*, 1495.

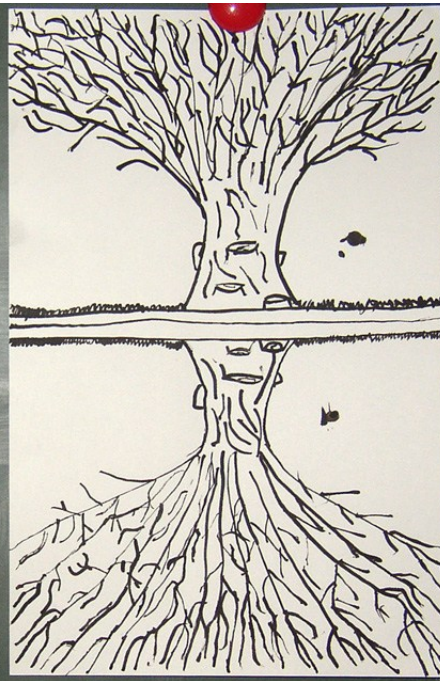
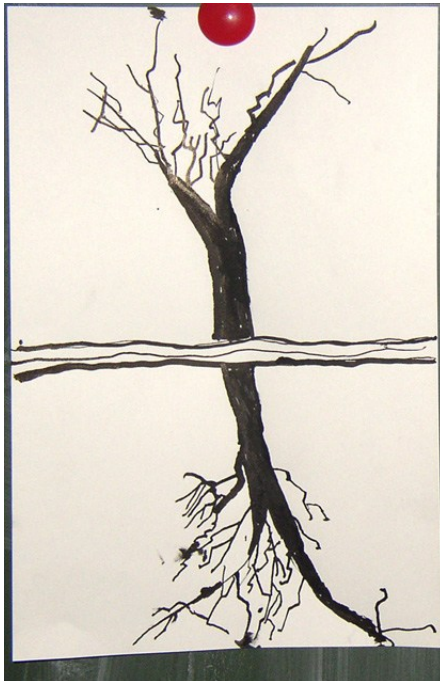
Art term: graphic modeling

Motif: visual - bottles and boxes

Art technique: ink pen



2nd grade, structural lines, hair, felt-tip pen





3rd grade, rhythm line,
zebra at a pedestrian crossing,
charcoal and white chalk





*2nd grade, negative of lines and
dots, frost on a tree,
white tempera on black paper*



2nd grade, character line, sheet, washed ink

1st grade, primary colors playing, tempera



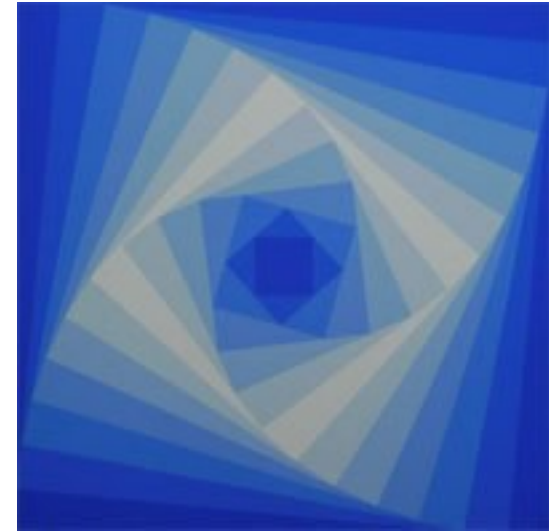


2nd grade, primary colors, butterfly/vase with flowers, collage paper/tempera



2nd grade, mixing secondary colors, tempera

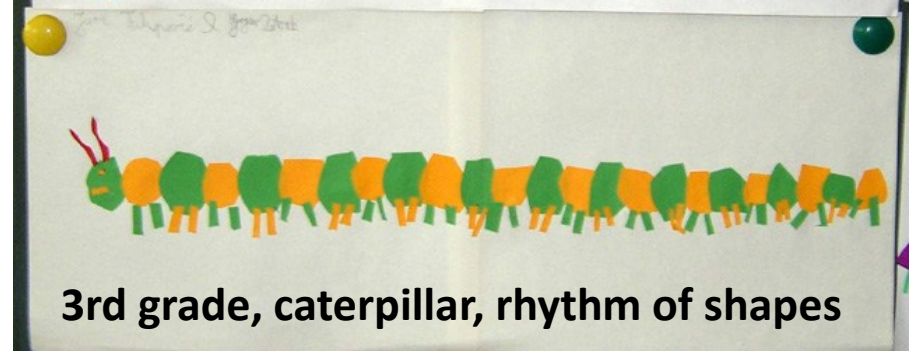
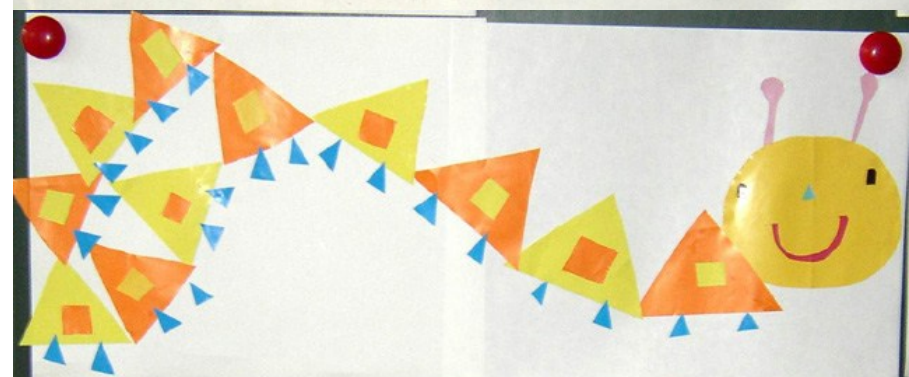
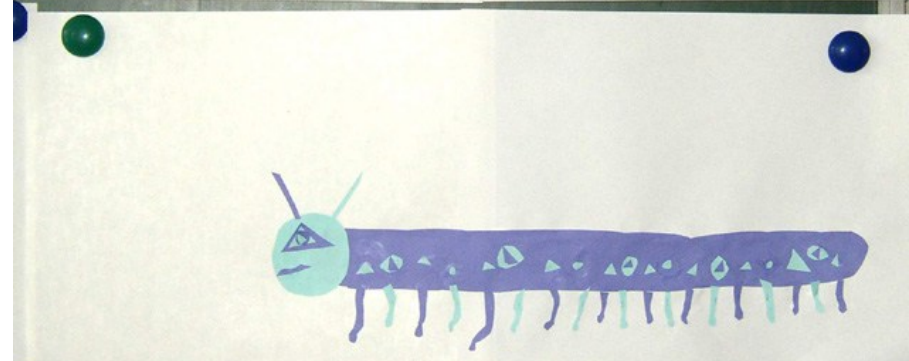
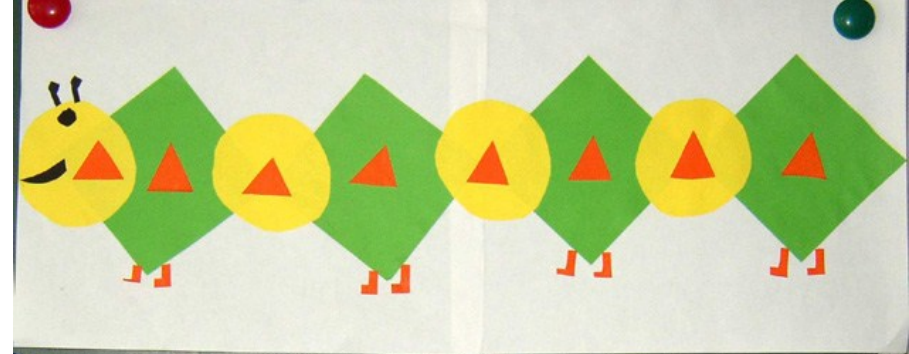
2nd grade,
school bag,
tones of one color,
tempera



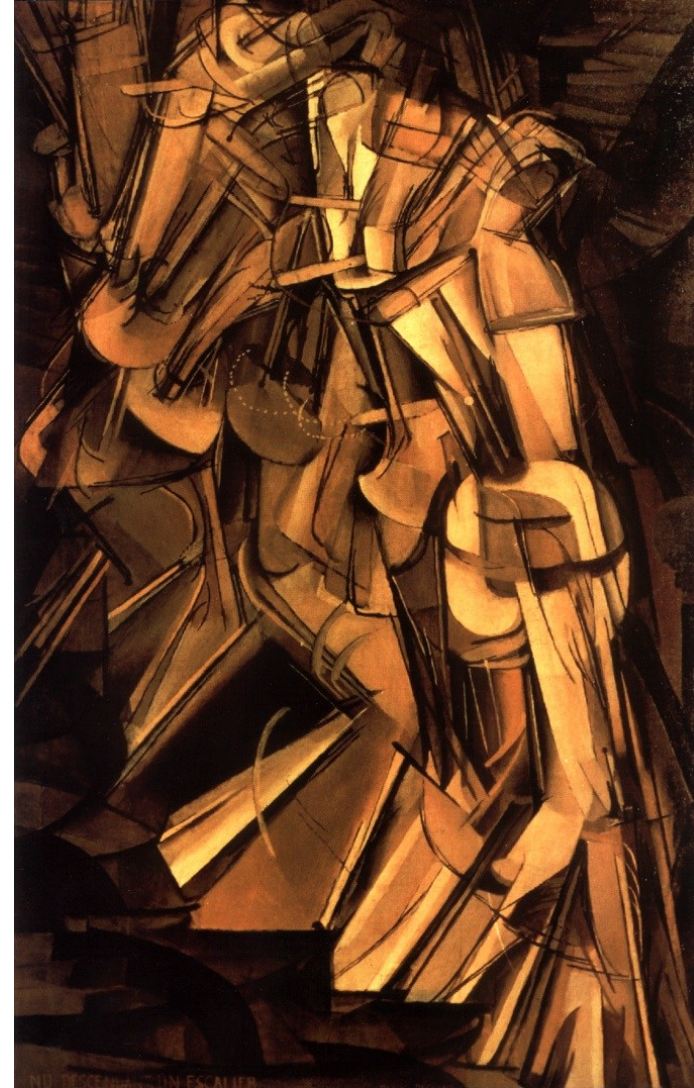
Juraj Dobrović: *Fields*, 1969.



3rd grade, warm and cool colors, collage paper



3rd grade, caterpillar, rhythm of shapes



Marcel Duchamp: *Nude Descending Stairs No. 2*, 1912.

**3rd grade, Rhythm of Line and planes,
movement (Animation) of the Hand,
felt pens**



4. svjetski festival animiranih filmova
4th world festival of animated films

ZAGREB 80



Zvonimir Lončarić: poster for the 4th Animafest, 1980.

**4th grade, rhythm of surfaces and lines,
relation between image and text, poster,
Poster for a railway station,
collage paper**



Karl Schmidt-Rottluff: Cats II, 1914.

4th grade,
plane, matrix, print,
bird
cardboard print, graphics



2/2 LEPTIR

BRUNO
RAŠTEGORAC



1/2

LEPTIR

MATILDA JOČIĆ

4th grade, butterfly, graphic, cardboard print



2/2

dašak proljeća

Kristina





1/2

PTICA FRANKESTAIN

TENA STRAHUA 2013.



1/2

PTICA

MATIJA
HERCEG, 2013

4th grade, bird, graphic, cardboard print



1/2 "PLAVA PTICA" JELENA JOLIC 2013.

4th grade, complementary contrast, tiger, monotype



MONOTIPIJA

TIGAR

ANA GRUNDLER



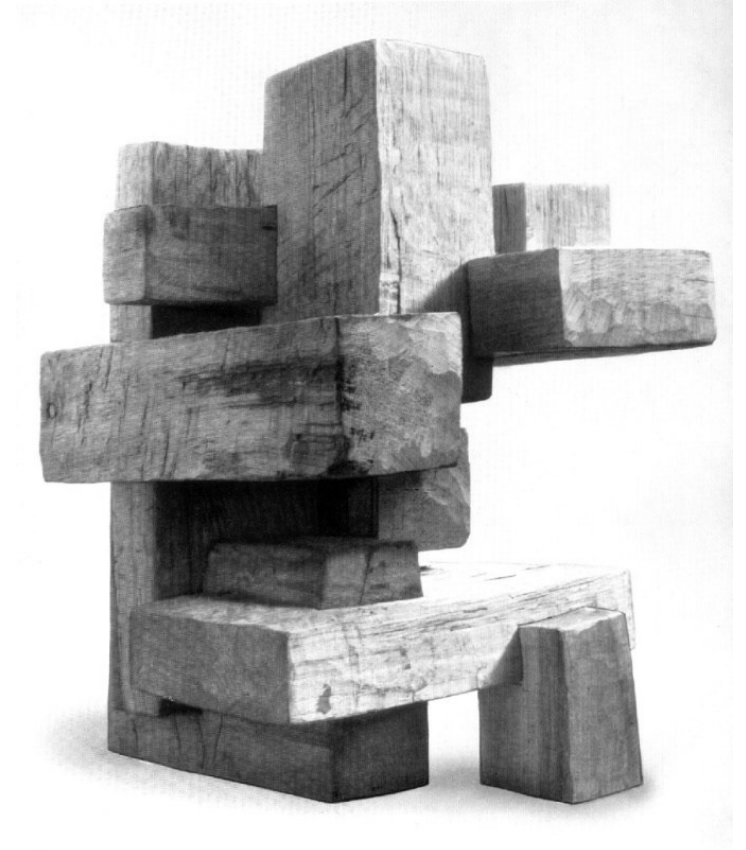
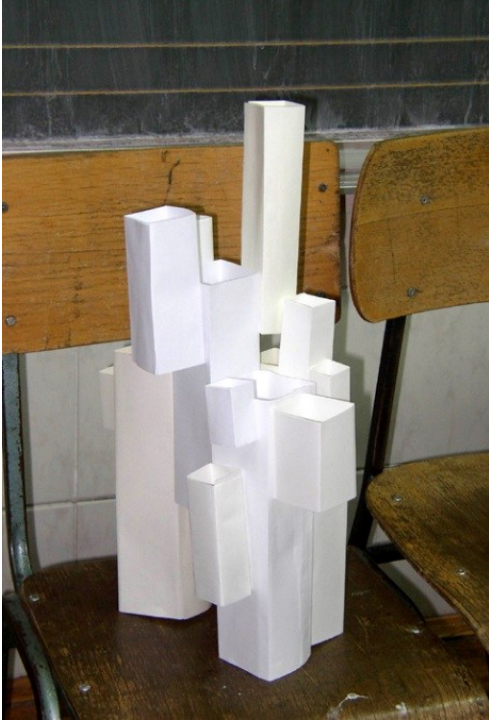
Monotipija Truh od listca Ivan Bajlić, 2003

4th grade, complementary contrast, leaf carpet, monotype



Monotipija Truh od listca

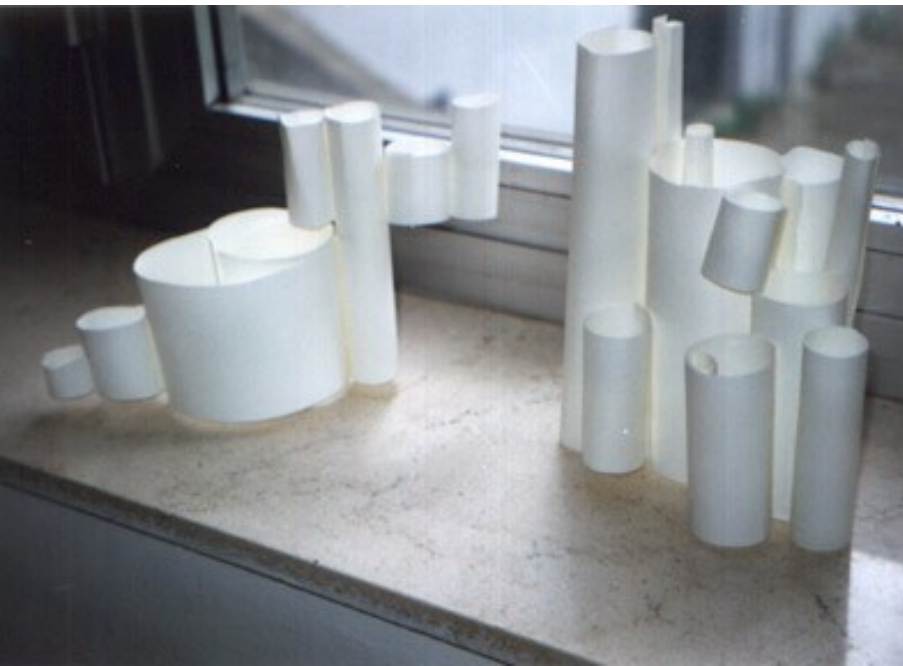
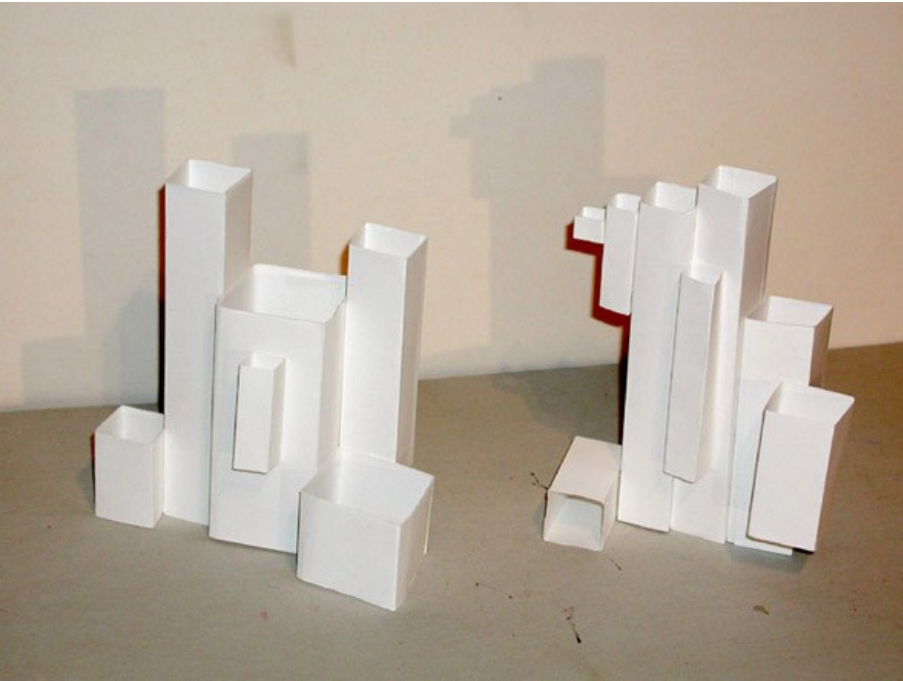
Katarina Prusina, 2003



Hans Steinbrenner: *Beam Construction 3*, 1962

**1st grade,
round and square geometric shapes,
paper-plastic**

1st grade, round and square geometric shapes, paper



3rd grade, concave-convex mass,
camel and elephant, clay









Dinosaur, concave-convex mass,
surface, clay, 3rd grade







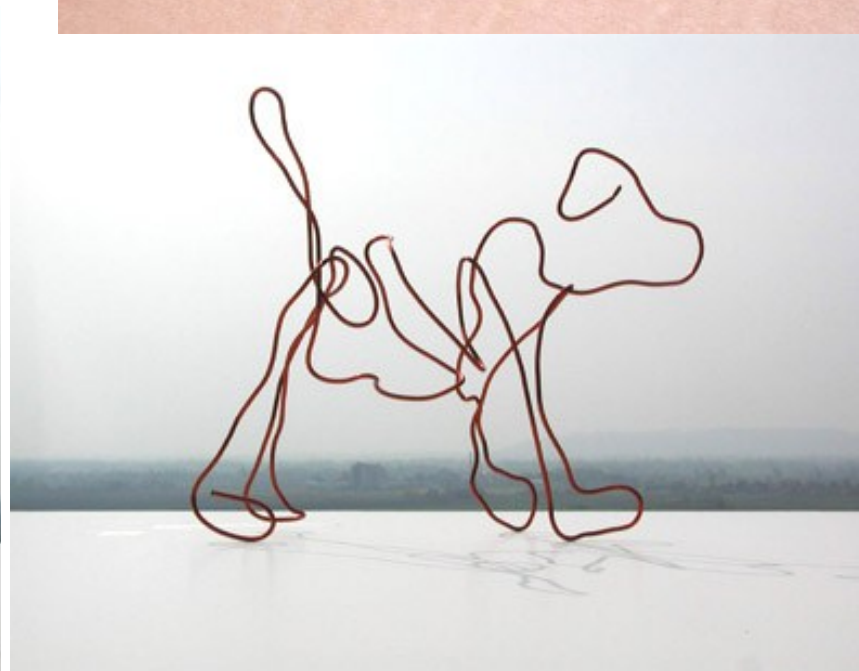
Bird, hedgehog, turtle; different surfaces

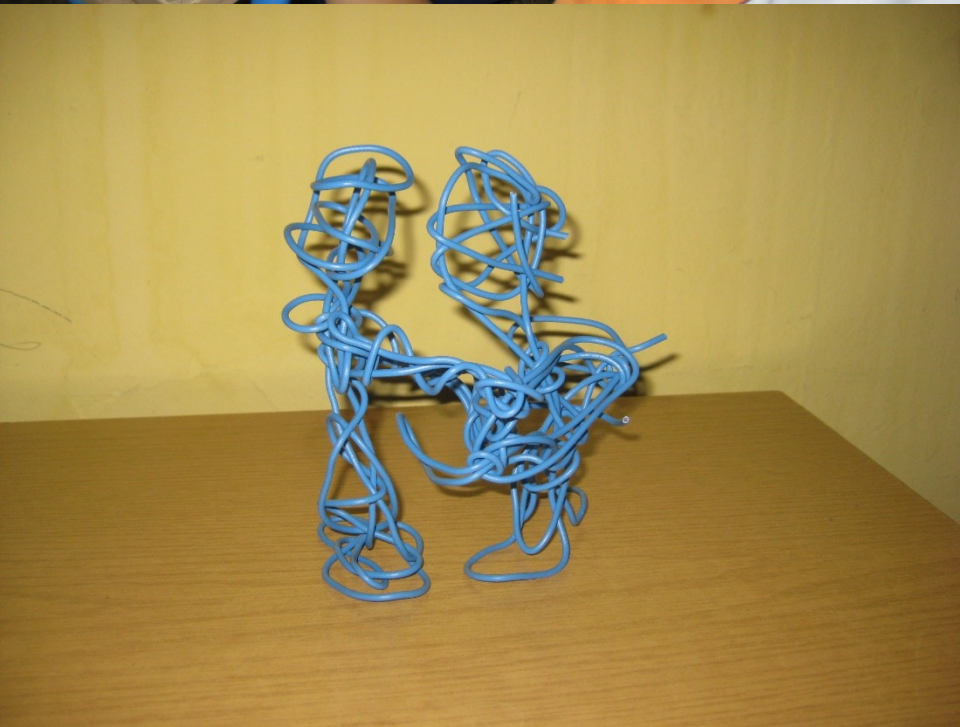




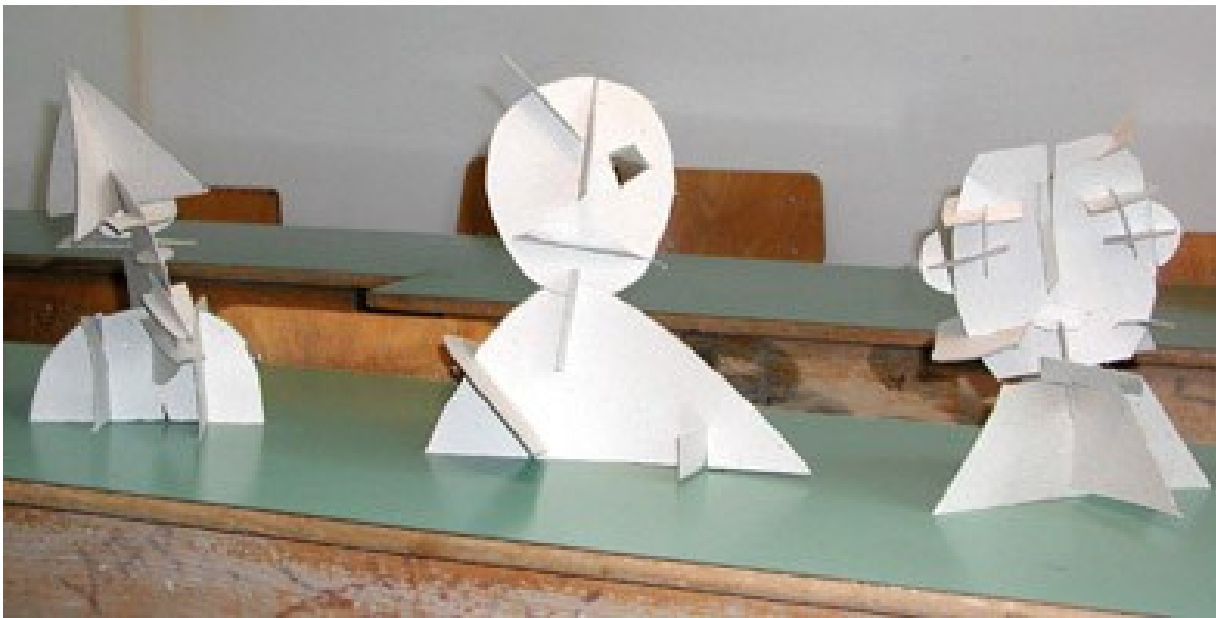


**4th grade,
animal,
wire,
line-thinned mass**

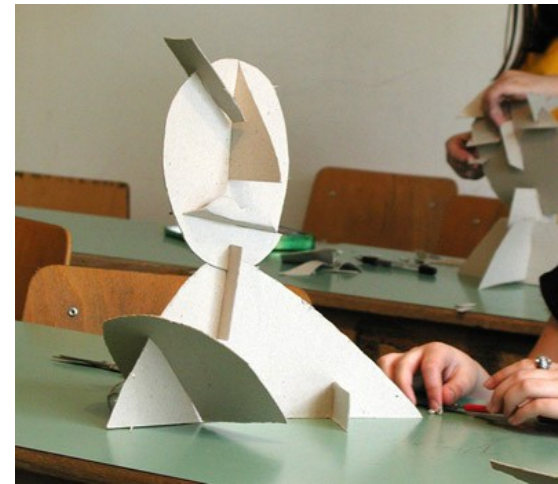








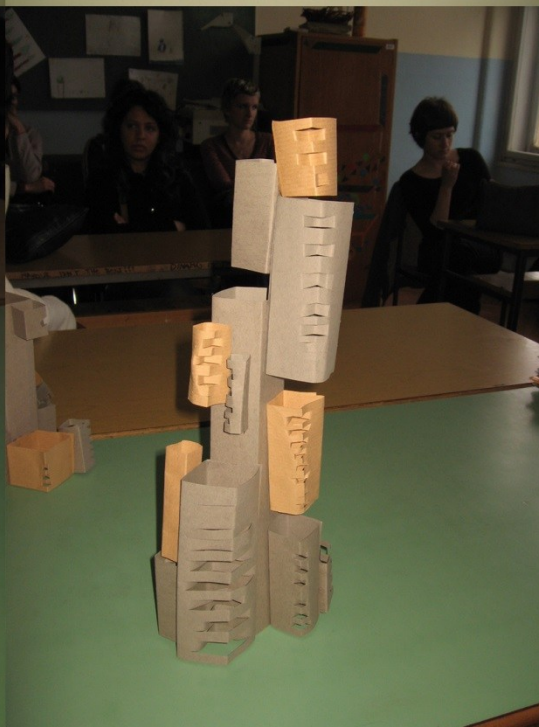
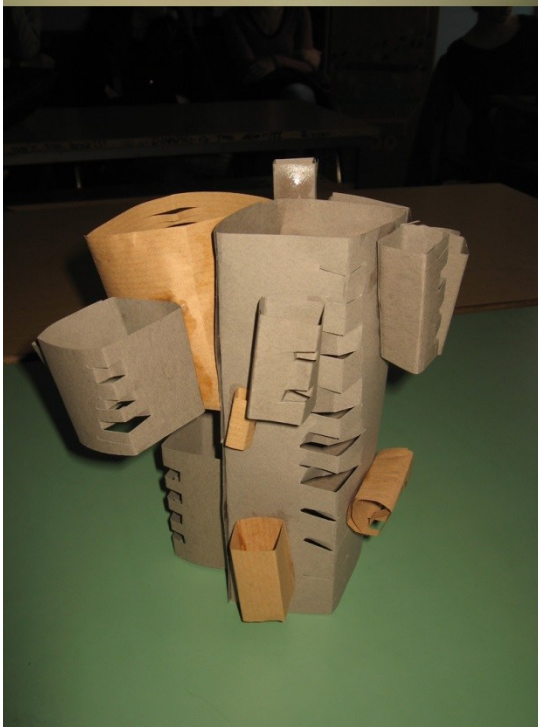
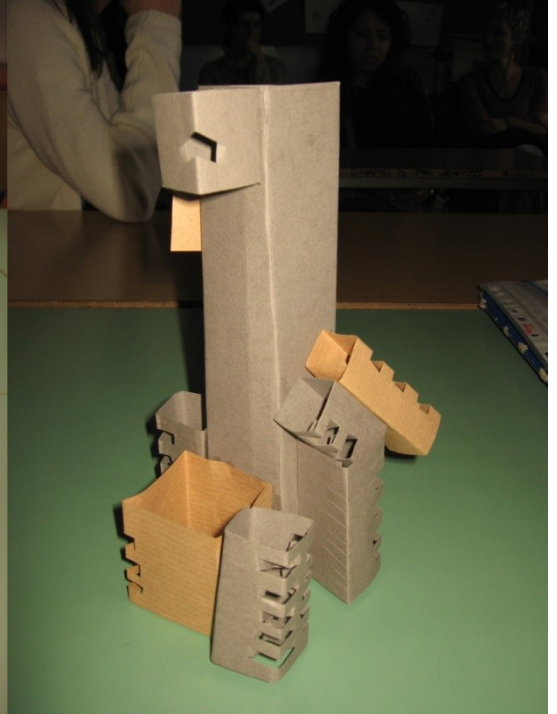
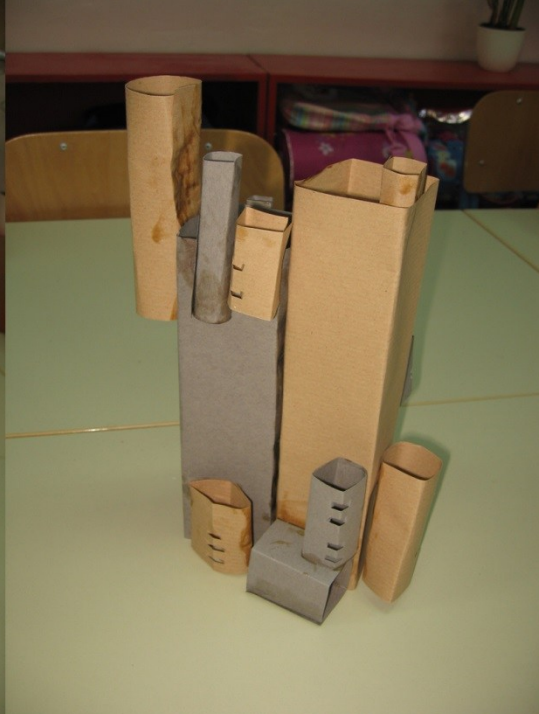
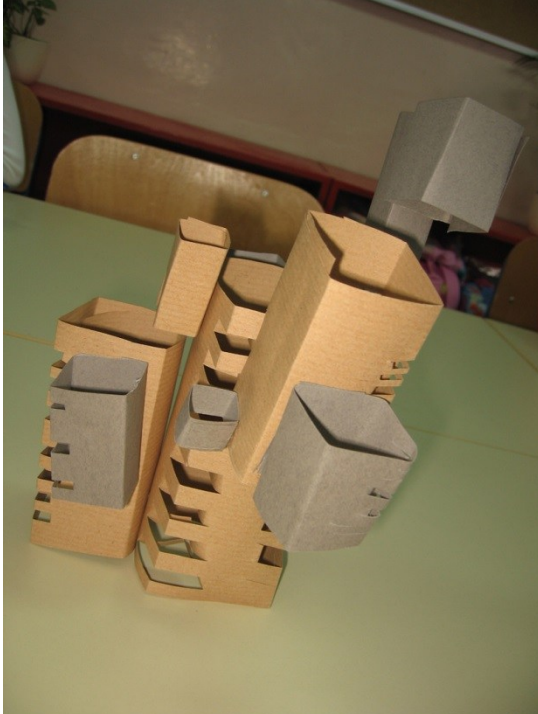
4th grade, bust, cardboard,
flat-thinned mass



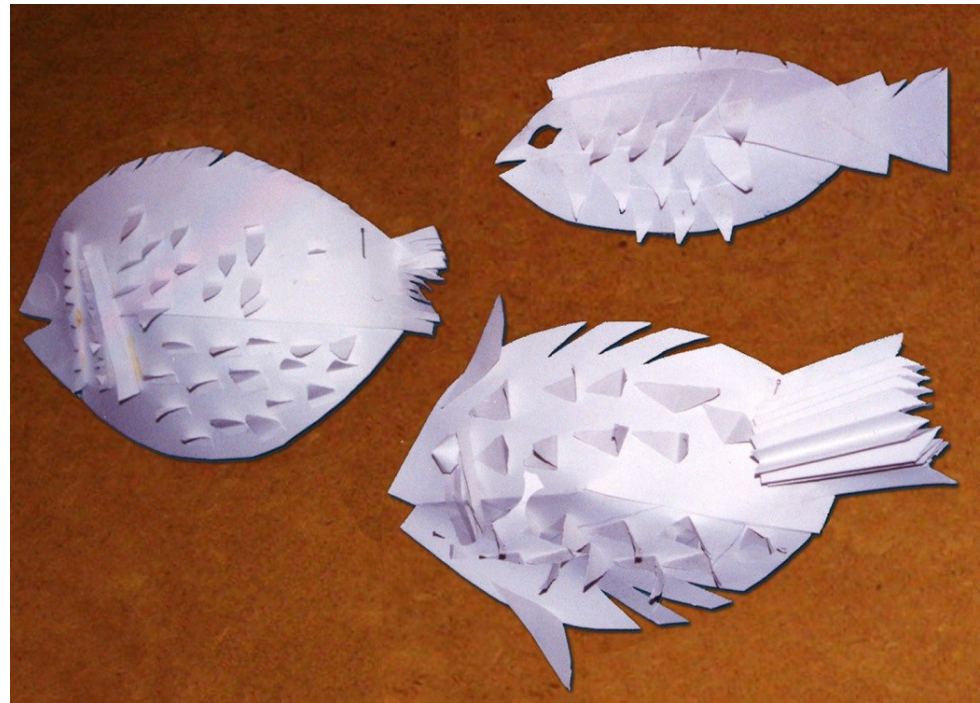
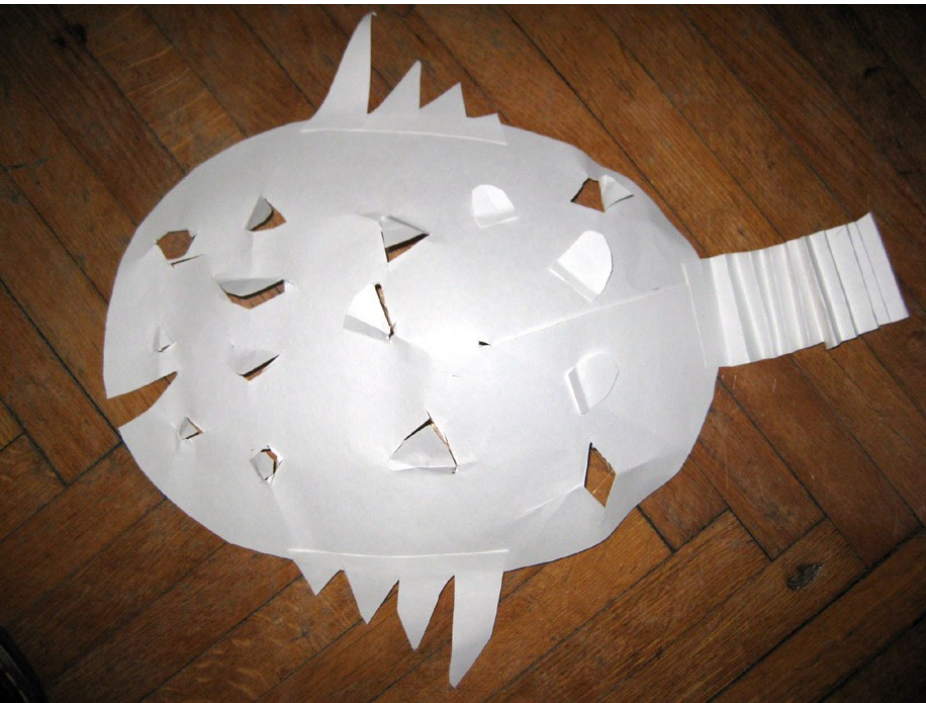
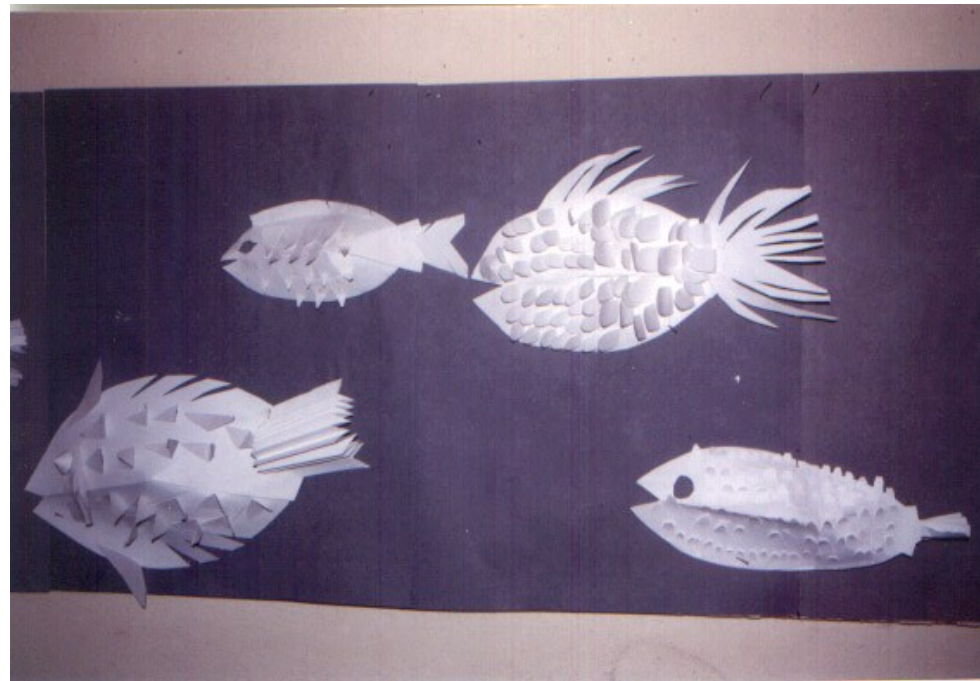






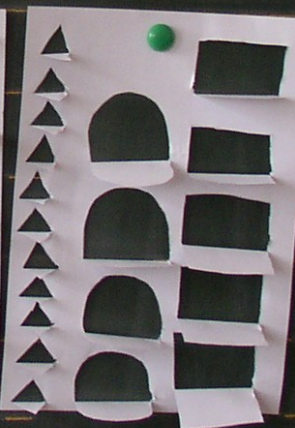
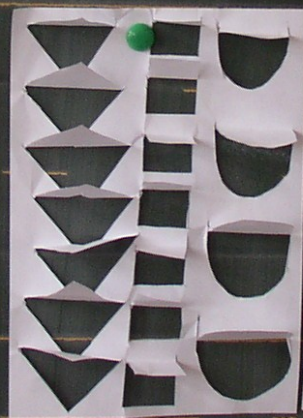
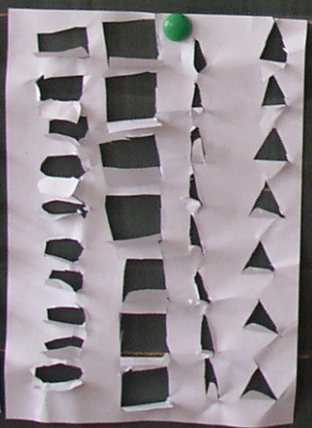
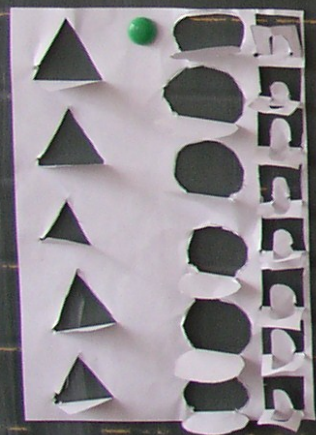


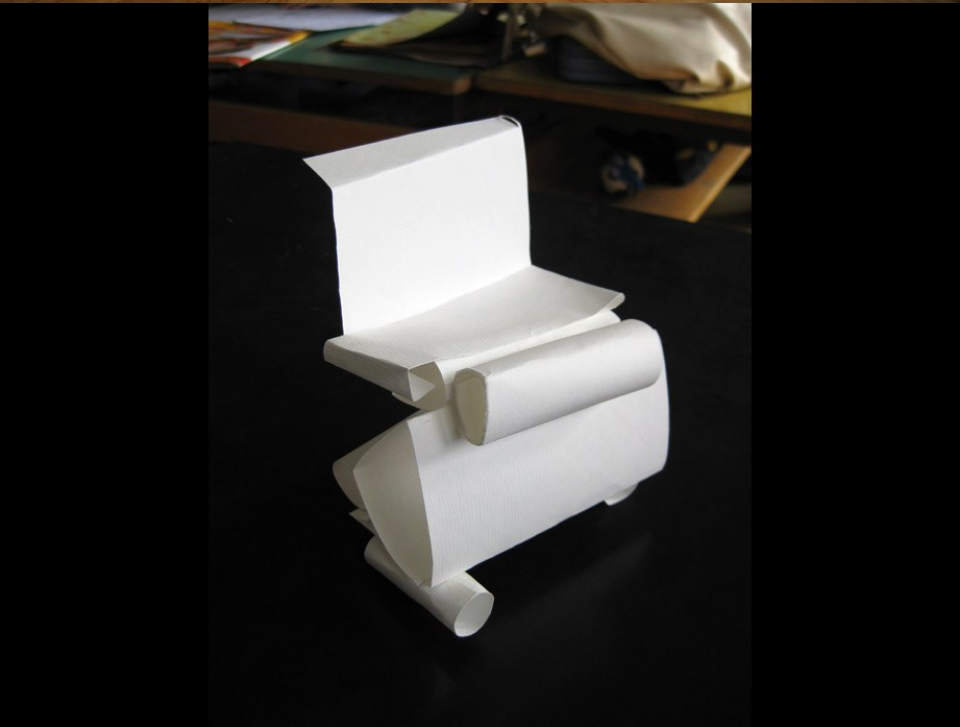
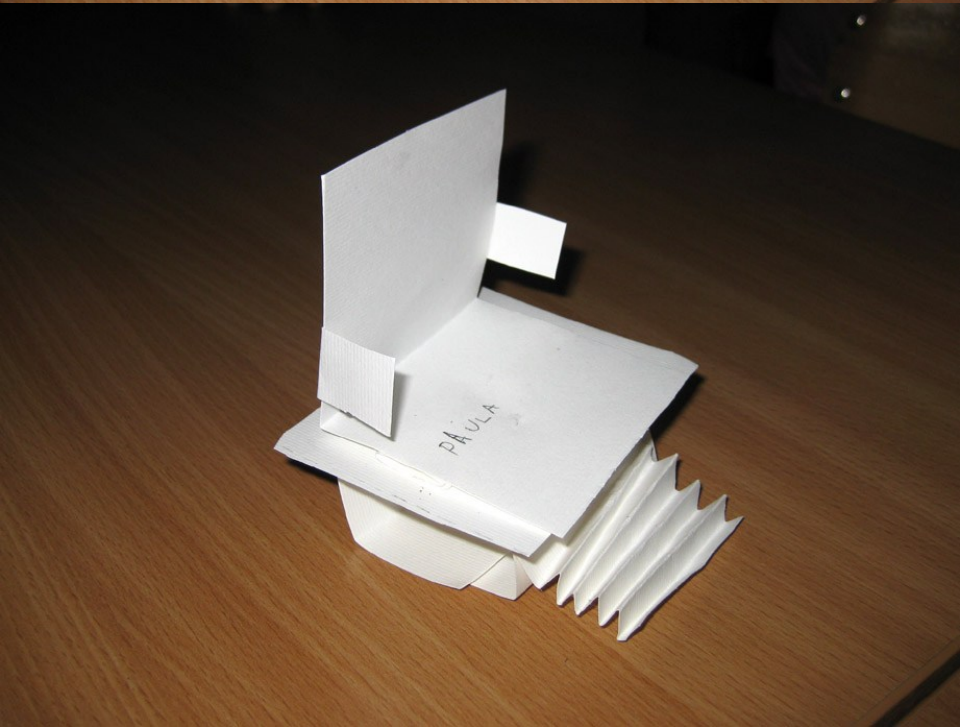
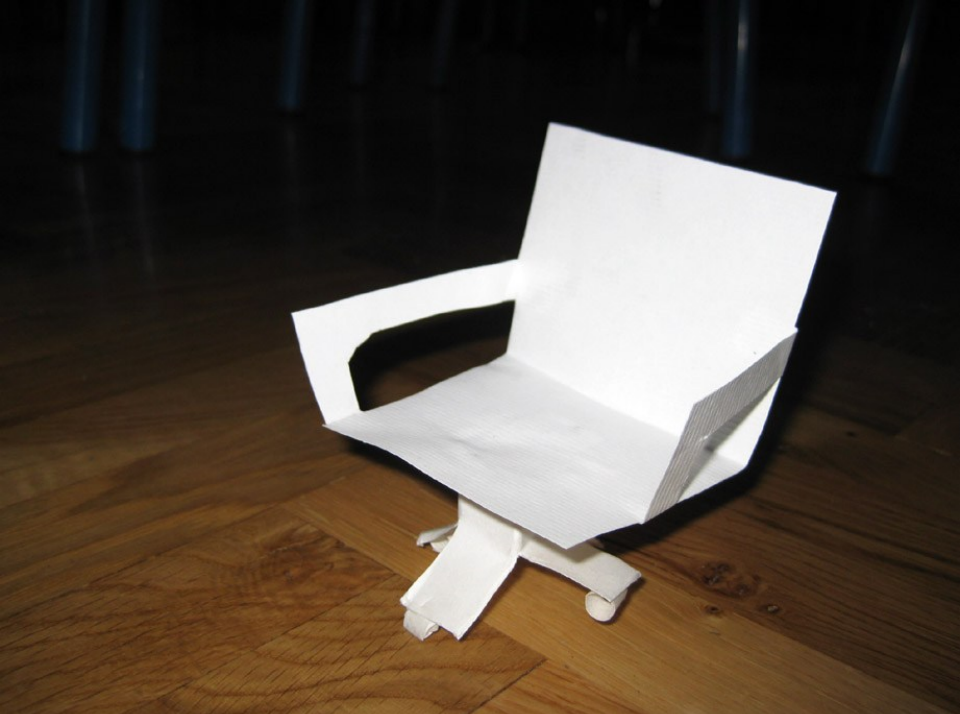
3rd grade,
fish,
paper,
flat-thinned mass





TAPU REZJEFU





4th grade,
mobile,
paper,
flat-thinned mass,
balance





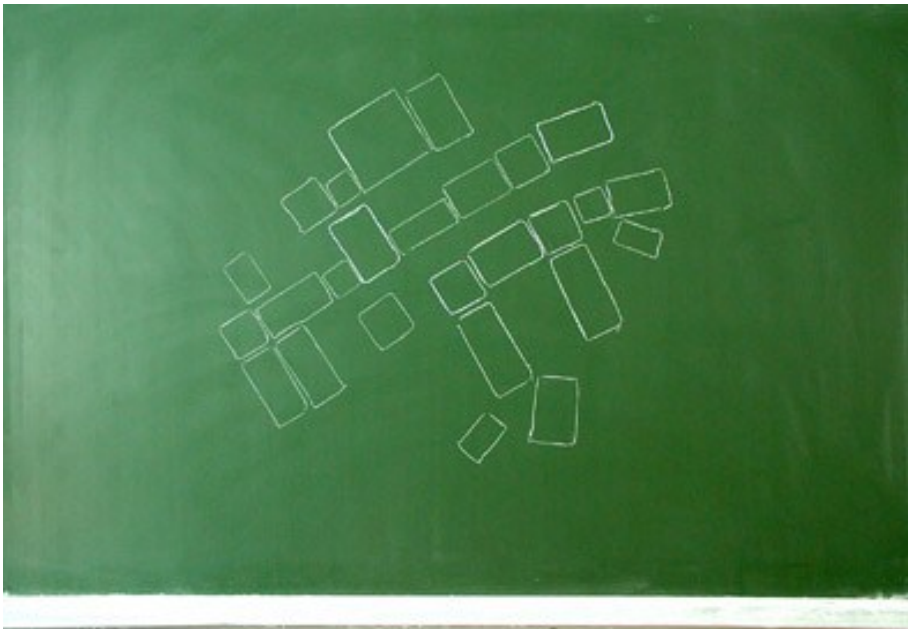
Puppet and scenography



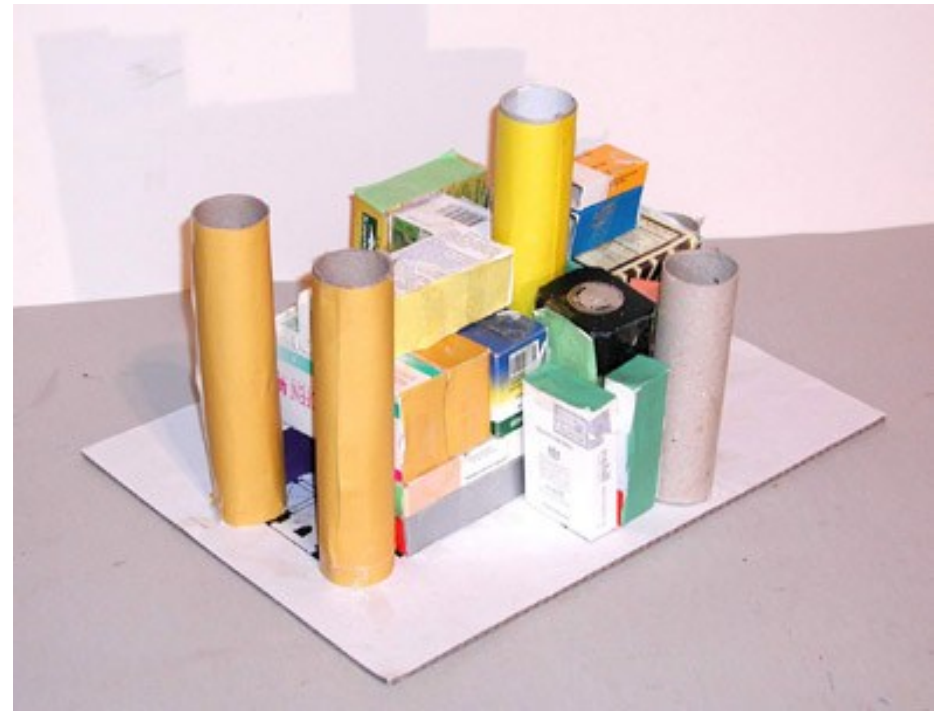
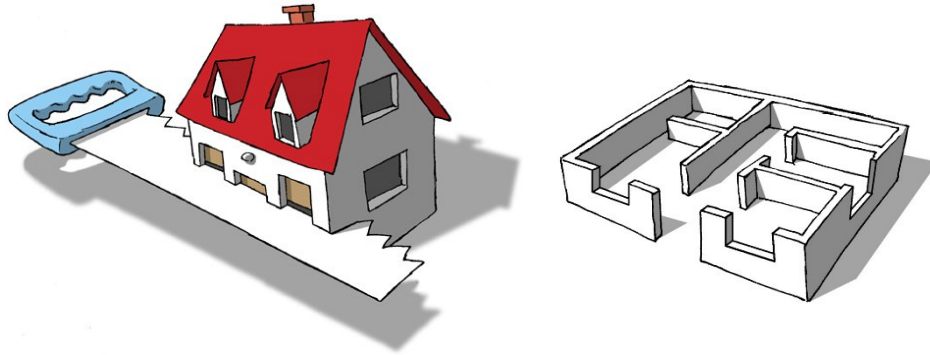




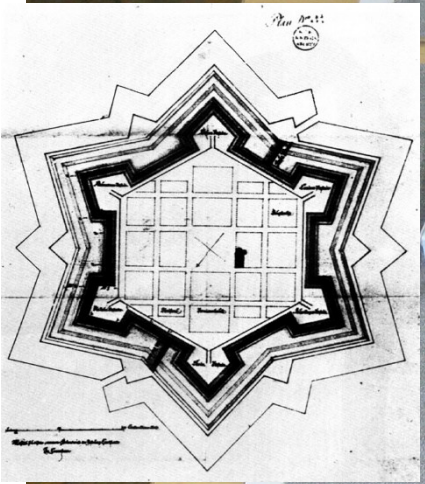
3rd grade, city plan, urbanism, ground plan



3rd grade, building, box packaging,
ground plan









Dubrovnik



Thank you!