

Get Moving: An Integrative Investigation of Rhythm & Movement

Grade Level: Grade 3

Written by: Delane Ingalls Vanada, The Classical Academy, Colorado Springs, CO

Length of Unit: 3 lessons

I. ABSTRACT

The disciplines of art and music share a great deal of the same vocabulary and concepts. As young visual art students begin to connect the elements of art to understand the principles of design, and to reach a wider range of learning styles, it is helpful to integrate music and drama. In a three lesson sequence, students investigate the concepts of rhythm, movement, pattern, and variety to understand rhythms in visual art (regular, random, alternating, and flowing) through music and tableaux vivant (drama).

II. OVERVIEW

A. Concept Objectives

After completing this lesson, students will be able to:

1. Identify rhythm and movement as principles of design, created by repetition. [Teacher note: The Elements of Art are the basic pieces or components that an artist arranges (line, shape, form, color, value, space, texture) whereas the principles of design have to do with the different ways that an artist arranges the elements](CO Visual Arts Standard 2 and *Core Knowledge Sequence*, p. 74).
2. Discover how artists & musicians use regular rhythm and music to create movement and order (CO Visual Arts State Standard 1: Students will recognize and use the visual arts as a form of communication; CO Visual Arts Standard 5: Students analyze and assess the characteristics, quality, and meaning of art work, and *Core Knowledge Sequence*, p. 74).
3. Recognize art works by early American quilters and artists that demonstrate regular rhythm (CO Visual Arts Standard 4: Students will relate the visual arts to historical and cultural traditions- Colonial America, Impressionists; and *Core Knowledge Sequence*, p. 74).
4. Plan and create works of art that demonstrate knowledge of various types of rhythm (CO Visual Arts Standard 2: Students will know and apply elements of art principles of design, and sensory and expressive features of visual art & Standard 3: Students will know and apply visual arts materials, tools, techniques, and processes, and *Core Knowledge Sequence*, p. 74).
5. Students analyze and assess the characteristics, quality, and meaning of art work (CO Visual Arts Standard 5, and *Core Knowledge Sequence*, p. 74).

B. Content Objectives from *Core Knowledge Sequence*:

1. Review elements of art: line, shape, texture, space, color (p.74)
2. Examine principles of design: the elements of art working together (p.74)
 - a. Rhythm (random, regular, alternating, flowing, and progressive)
 - b. Movement
 - c. Pattern
3. Artists
 - a. Rosa Bonheur, and *The Horse Fair* (p.74)
 - b. Henri Matisse, and *Icarus* and his collages (p.74)
 - c. Horace Pippin, and *Victorian Interior* (p.74)

- d. Hokusai, and “Great Wave off Kanagawa”(review from 2nd grade; p.52)
“Kajikazawa from the Thirty Six Views of Fuji” (p.74)
- e. Henri Matisse, “Purple Robe and Anemones” 1937 (review from “K”;
p.14)
- f. Claude Monet that demonstrate random rhythm: “Field of Poppies”;
“Water Lilies, 1905” (review of Monet, the artist, from 1st grade; p. 31)
- 4. Art forms/ processes
 - a. Early American Quilts
 - b. Abstract
 - c. Printmaking; Block printing
- C. Skill Objectives:
 1. Students will identify various rhythms in works of art and music
(CO Visual Arts Standard 2)
 2. Students will create a quilt design using painted foam core pieces
 3. Students will use patterning techniques on foam core quilt squares/ triangles
(CO Visual Arts Standard 2 and p.74)
 4. Students will create abstract paintings demonstrating flowing and alternating
rhythms
 5. Students will identify “variety”, as a principle of design in works of art and will
demonstrate ability to create variety in their own artworks (CO Visual Arts
Standard 2)
 6. Students will cooperatively create a “music piece” that demonstrates various
rhythms
 7. Students will create their own block print and demonstrate their knowledge of
printing a design in a random rhythm
 8. Students will observe various rhythms in nature and their outdoor surroundings
 9. Discover how artists used flowing and alternating rhythm in a work of art and
music
 10. Recognize art works by Hokusai that demonstrate flowing rhythm (p.74)
 11. Recognize art work by Henri Matisse that demonstrates alternating rhythm (p.74)
 12. Identify rhythm and movement as principles of design, created by repetition
(CO Visual Arts Standard 2)
 13. Discover how artists used random rhythm in a work of art and music
 14. Recognize art works by Claude Monet that demonstrate random rhythm
 16. Plan and create a print using random rhythm

III. BACKGROUND KNOWLEDGE

- A. For teachers:
 1. Hirsch, Jr. E.D. (1998). *What your third grader needs to know*. New York: Dell
Publishing.
 2. Jensen, Eric (2001). *Arts with the brain in mind*. Alexandria: Association for
Supervision and Curriculum Development.
 3. Joyce, M. (1994). *First steps in teaching creative dance to children*: 3rd Ed.
Mountain View: Mayfield Publishing Company.
 4. Page, N. (1995). *Music as a way of knowing*. U.S.A.: Stenhouse Publishers.
 5. Teachers guide to American Art:
www.thinker.org/fam/education/publications/guide-american/index.html
http://www.michigan.gov/hal/0,1607,7-160-17451_18670_18793-52923--,00.html
- B. For students:
 1. Cobb, C. (1995). *The quilt block history of pioneer days: Projects kids can make*.
Brookfield, CT: Millbrook Press.

2. Coerr, E. (1986). *Josephina story quilt, The*. Harper Trophy.
3. Flournoy, V. (1985). *The patchwork quilt*. NY: Dial Books for Young Readers.
4. Paul, A. (1991). *Eight hands round: A Patchwork Alphabet*. New York: Harper Collins Publishers.
5. Ray, D. (2001). *Hokusai: The man who painted a mountain*. New York: Frances Foster Books.
6. Venezia, M. (1998). *Henri Matisse*. Chicago: Children's Press.
7. Venezia, M. (1990). *Claude Monet..* Chicago: Children's Press.
8. World Wide Quilting Page: <http://tsw.com/MainQuiltingPage.html>

IV. RESOURCES

- A. Herberholz, D. H., B., (1998). *Artworks for elementary teachers: Developing artistic and perceptual awareness* (5th ed.). Boston: McGraw Hill.
- B. Prince, E. (2002). *Art matters: Strategies, ideas, and activities to strengthen learning across the curriculum*. Tucson, AZ: Zephyr Press.
- C.. Ragans, R. (2001). *Art Connections: Teachers edition*. SRA McGraw Hill. p. T24.
- D. Wachowiak, F., & Clements, R. D. (1993). *Emphasis art: A qualitative art program for elementary and middle schools* (5th ed.). New York: Harper Collins College Publishers.

V. LESSONS

Lesson One: Rhythm in Art I

- A. *Daily Objectives*
 1. Concept Objectives
 - a. Identify rhythm and movement as principles of design, created by repetition. (Teacher note: The Elements of Art are the basic pieces or components that an artist arranges--line, shape, form, color, value, space, texture-- whereas the principles of design have to do with the different ways that an artist arranges the elements.)
 - b. Discover how artists & musicians use regular rhythm and music to create movement and order (CO Visual Arts State Standard 1: Students will recognize and use the visual arts as a form of communication; CO Visual Arts Standard 5: Students analyze and assess the characteristics, quality, and meaning of art work)
 - c. Recognize art works by early American quilters and artists that demonstrate regular rhythm (CO Visual Arts Standard 4: Students will relate the visual arts to historical and cultural traditions- Colonial America; Impressionists)
 - d. Plan and create works of art that demonstrate knowledge of various types of rhythm (CO Visual Arts Standard 2: Students will know and apply elements of art principles of design, and sensory and expressive features of visual art & Standard 3: Students will know and apply visual arts materials, tools, techniques, and processes.)
 - e. Students analyze and assess the characteristics, quality, and meaning of art work (CO Visual Arts Standard 5)
 2. Lesson Objectives
 - a. Elements of Art
 - i. review line, color, shape (geometric), space, texture
 - b. Principles of Design
 - i. review pattern
 - ii. introduce rhythm (regular): in art & music
 - c. Artists/ Musicians

- i. M.C. Escher, Andy Warhol
 - ii. Musicians: John Philip Sousa
 - d. Art Forms
 - i. Early American Quilts
 - 3. Skill Objectives
 - a. Students will identify regular rhythm in works of art and music
 - b. Identify rhythm and movement as principles of design, created by repetition.
 - b. Students will create a quilt design using painted foam core pieces
 - c. Students will use patterning techniques on foam core quilt squares/ triangles
- B. *Materials*
 - 1. Pre-cut foam core pieces in squares/ triangles for creating quilt block designs
 - 2. Student acrylic paint
 - 3. Glue
 - 4. Tag board: six 5 x 5 inch pieces for each student
 - 5. Poster board or mat board backing for quilt design: one 15 x 10 piece per student
 - 6. Crayola © Gel FX Markers
- C. *Key Vocabulary*
 - 1. Elements of Art
 - a. Shape, Space, Color, Texture (visual)
 - 2. Principles of Design
 - a. Rhythm: A principle of design that repeats elements (shapes, colors, lines, textures, or values) to create the suggestion of movement. Rhythm may be random, regular, alternating, flowing, or progressive.
 - b. Regular Rhythm: Visual rhythm that is created by repeating the same motif with equal amounts of space in between.
 - c. Movement: Principle of design in which the eye of the viewer is directed from one element to another creating the suggestion of movement or action.
 - 3. Quilting (specifically Colonial quilting)
- D. *Procedures/ Activities*
 - 1. “Hook”/ Discussion of regular rhythm in music
 - a. At the beginning of class, have students listen to a March (by Sousa or other) and act out being in a marching band, with a regular beat and equal spacing between rows.
 - 2. And/ or: Have students stand in a circle with their back to the drummer in the center (teacher); students respond with quick, strong movements to the even rhythm examples the drummer gives
 - 3. Teach:
 - a. Discuss how in music, rhythm is heard as a beat. Rhythm in art (visual rhythm) is seen with our eyes rather than our ears.
 - b. Show students how artists also use regular rhythm in art works: quilts
 - c. Discuss and instruct about quilt designs, their meanings, and their geometric proportions. Notice colors, pattern, shapes, and texture.
 - 4. Students will observe the following:
 - a. Early American quilt designs- posters and actual examples, if possible
 - b. Photocopy of quilt block design examples and their names
 - c. Alternate artworks: works by M.C. Escher or Andy Warhol that demonstrate even rhythm (tessellations)
 - 5. Students will assimilate their learning:
Day One:

Students will:

- i. arrange foam core pieces in a quilt block design onto six 5" x 5" tag board pieces
- ii. paint foam core pieces with acrylic paint

Day Two:

Students will:

- i. glue down quilt pieces to create quilt patterns onto 6 tag board pieces (the same quilt pattern on each square)
- ii. add patterning (and visual texture) to each foam core piece with over writer markers (Crayola © Gel FX)
- iii. mount tag board squares onto 10 x 15 inch piece of poster board/mat board to create "quilt" with regular rhythm

6. Alternate lesson idea: Students Plan and create a print using random rhythm:

- a. Weave paper strips to create background with even rhythm.
- b. Make printing block in quilt pattern (or other design) with cut pieces of "fun foam" sheets, glued down to mat board square.
- c. When printing block is dry, use block printing ink to print quilt square designs onto woven background. Students may choose to print in a random or even style.

E. *Assessment/ Evaluations*

1. Informal: Make anecdotal notes about student's focus and process skills, improvements in listening, good questions, and signs of connections with the assignment. Check students work for designs that are clear examples of the elements and principles.
2. Formal: Students will participate in self assessment rubrics

Lesson Two: Rhythm in Art II

A. *Daily Objectives*

1. Concept Objectives
 - a. Identify rhythm and movement as principles of design, created by repetition. (Teacher note: The Elements of Art are the basic pieces or components that an artist arranges--line, shape, form, color, value, space, texture-- whereas the principles of design have to do with the different ways that an artist arranges the elements.)
 - b. Discover how artists & musicians use regular rhythm and music to create movement and order (CO Visual Arts State Standard 1: Students will recognize and use the visual arts as a form of communication; CO Visual Arts Standard 5: Students analyze and assess the characteristics, quality, and meaning of art work)
 - c. Plan and create works of art that demonstrate knowledge of various types of rhythm (CO Visual Arts Standard 2: Students will know and apply elements of art principles of design, and sensory and expressive features of visual art & Standard 3: Students will know and apply visual arts materials, tools, techniques, and processes.)
 - d. Students analyze and assess the characteristics, quality, and meaning of art work (CO Visual Arts Standard 5)
2. Lesson Content Objectives
 - a. Elements of Art
 - i. review line, color, shape (geometric), space, texture
 - b. Principles of Design
 - i. review pattern

- ii. introduce rhythm (flowing & alternating): in art & music
 - c. Artists/ Musicians
 - i. Hokusai
 - ii. Henri Matisse
 Alternate artworks:
 - iii. Artwork by Rosa Bonheur: “Horse Fair” (flowing rhythm)
 - iv. Works by David Hockney or Grant Wood
 - d. Processes
 - i. glue line
 - 3. Skill Objectives

After completing this lesson, students will be able to:

 - a. Discover how artists used flowing and alternating rhythm in a work of art and music
 - b. Recognize artworks by Hokusai that demonstrate flowing rhythm
 - c. Recognize artwork by Henri Matisse that demonstrates alternating rhythm
 - d. Identify rhythm and movement as principles of design, created by repetition
 - e. Identify variety as a principle of design
- B. *Materials*
 - 1. Black glue (Can be made with 1/3 india ink to 2/3rds white liquid glue. Mix well.)
 - 2. Heavy white paper or tag board: 9 x 12 inches or larger
 - 3. Watercolors
- C. *Key Vocabulary*
 - 1. Rhythm:
 - a. Rhythm: A principle of design that repeats elements (shapes, colors, lines, textures, or values) to create the suggestion of movement. Rhythm may be random, regular, alternating, flowing, or progressive.
 - b. Alternating rhythm: A visual rhythm set up by repeating motifs but changing position or content of motifs or spaces between them
 - c. Flowing rhythm: A visual rhythm created by repeated lines and shapes in a waving or curving arrangement
 - d. Movement: A principle of design in which the eye of the viewer is directed from one element to another creating the suggestion of movement or action
- D. *Procedures/ Activities*
 - 1. Hook/ Discussion:
 - a. Show students slides or pictures of flowing rhythm in nature (flowing rhythm examples might be sand dunes, rolling hills, waves in the ocean)
 - 2. Teach (also the “Hook”):
 - a. Flowing rhythm in music:
 - b. Rain Forest: Have students sit in a circle; one person is the leader and starts a soft rhythmical sound. When it has gone all the way around, the leader changes the sound and one by one the others follow. Use hand rubbing, random snapping, lightly hitting the legs, etc.
 - c. Show the students examples of flowing rhythm in art (Hokusai)
 - d. Alternating rhythm in music:
 - i. Have students work in pairs. Give students 2 different musical instruments or found objects (wood blocks , spoons, would be sufficient).

- ii. Demonstrate a 4 beat rhythm. Have the student pairs create a musical piece” by taking turns alternating the instruments/ sounds in a 4 beat rhythm of their choice. Have students take turns demonstrating their “alternating rhythm piece”.
 - 5. Show the students examples of alternating rhythm in art (Matisse)
 - 6. Students will observe the following artworks:
 - a. Hokusai: “Great Wave off Kanagawa”; “Kajikazawa from the Thirty Six Views of Fuji” (flowing rhythm)
 - b. Henri Matisse: “Purple Robe and Anemones” 1937 (alternating rhythm)
- Alternate artworks:
- c. Artwork by Rosa Bonheur: “Horse Fair” (flowing rhythm)
 - d. Works by David Hockney or Grant Wood

3. Students will assimilate their learning:

Day One (1 Hr.):

- i. Students will create a nonrepresentational abstract art piece which shows both flowing and alternating rhythm.
- ii. Students draw light pencil lines first, using flowing, curved lines and connected swirls alternated with (but connected to) areas of alternating rhythm patterns. Demonstrate this idea for the students using basic lines and shapes and talk about how you are using the art principle of variety in this lesson.
- iii. Using black glue, move the glue bottle fairly quickly over the pencil lines. Let dry flat

Day Two (1 Hr.):

- i. Review (assess?) student understanding of regular, alternating, and flowing rhythm
- ii. Students use watercolor (or colored inks) to paint all of the white areas. Encourage students to choose 3-4 colors and to plan their color scheme before starting. No black is allowed in this lesson.
- iii. Divide the students in to groups of 6-7. Have the groups come up with a “tableaux” or still group shape that exemplifies the rhythm concepts they have learned about.

E. *Assessment/ Evaluations*

- 1. Informal: Make anecdotal notes about student’s focus and process skills, improvements in observation techniques, good questions, and signs of connections with the assignment.
- 2. Formal: Teacher created assessment rubrics for this project.

Lesson Three:

A. *Daily objectives*

- 1. Concept Objectives
 - a. Identify rhythm and movement as principles of design, created by repetition. (Teacher note: The Elements of Art are the basic pieces or components that an artist arranges--line, shape, form, color, value, space, texture-- whereas the principles of design have to do with the different ways that an artist arranges the elements.)
 - b. Discover how artists & musicians use regular rhythm and music to create movement and order (CO Visual Arts State Standard 1: Students will recognize and use the visual arts as a form of communication; CO Visual Arts Standard 5: Students analyze and assess the characteristics, quality, and meaning of art work)

- c. Plan and create works of art that demonstrate knowledge of various types of rhythm (CO Visual Arts Standard 2: Students will know and apply elements of art principles of design, and sensory and expressive features of visual art & Standard 3: Students will know and apply visual arts materials, tools, techniques, and processes.)
 - d. Students analyze and assess the characteristics, quality, and meaning of art work (CO Visual Arts Standard 5)
2. Lesson Content
- a. Elements of Art
 - i. Review line, color, shape (geometric), space, texture
 - b. Principles of Design
 - i. Review pattern; regular, flowing, alternating rhythms
 - ii. Introduce rhythm (random): in art & music
 - c. Artists/ Musicians
 - i. Monet
 - ii. Miro
 - iii. Alternate artworks/ artist: Henri Rousseau: “The Equatorial Jungle, 1909”
 - d. Processes
 - i. collage
 - ii. block print making; block printing
3. Skill Objectives:
Students will:
- a. Discover how artists used random rhythm in a work of art and music
 - b. Recognize art works by Claude Monet that demonstrate random rhythm: “Field of Poppies”; Water Lilies , 1905
 - c. Identify rhythm and movement as principles of design, created by repetition
 - d. Plan and create a block print
 - e. Print their own artwork using the block print in a random rhythm style
 - e. Identify variety as a principle of design
- B. *Materials*
- 1. Fun foam sheets
 - 2. Small pieces of mat board for block print backing
 - 3. Construction paper (some pre cut long strips)
 - 4. Colored/ printed papers
 - 5. Glue
 - 6. Tempera paint
- C. *Key Vocabulary*
- 1. Rhythm: A principle of design that repeats elements (shapes, colors, lines, textures, or values) to create the suggestion of movement. Rhythm may be random, regular, alternating, flowing, or progressive.
 - 2. Random rhythm: A visual rhythm created by repeating a line, shape or texture in no particular order.
 - 3. Movement: Principle of design in which the eye of the viewer is directed from one element to another creating the suggestion of movement or action.
- D. *Procedures/ Activities:*
For “Hook”/ Discussion, teacher will pick one:
- 1. Have students go outside to look for five examples of random rhythm in nature. (i.e. Trees growing as naturally placed, clouds in the sky, the way leaves fall

from a tree...) Can they describe the random rhythm that they see. (In case of inclement weather, teacher may need to prepare National Geographic pictures.)

2. Listen to music with random rhythm (some jazz, or works by cacophony of sounds without a definite rhythm)
3. Cut up sheet of colored paper into little pieces. Drop the pieces onto another sheet of colored paper to see where they randomly fall on the page.

Teach:

1. Random rhythm in music:
 - a. Have students choose an instrument from a basket of simple children's instruments. They are to, in turn, join into a rhythmic "menagerie", without any set rhythm or plan, until all have joined in. Tell students they may vary their "beat", sometimes going slow and sometimes fast. The teacher serves as the conductor (also may use individual student sounds such as sighing, clapping, snapping, humming, sneezing, shushing, clicking, laughing, groaning, buzzing, etc.).
 - b. Teacher may "clap out the rhythm" of different art works that display random rhythm (translating visual symbols to aural symbols)
2. Random rhythm in art:
 - a. Show the students examples of random rhythm in art (Monet & Miro)
3. Students will observe the following artworks:
 - a. Claude Monet: "Field of Poppies"; Water Lilies, 1905
 - b. Joan Miro: "Symbols and Love Constellations of a Woman" (or other)Alternate art works:
 - c. Henri Rousseau: "The Equatorial Jungle, 1909"
4. Students will assimilate their learning:

Day One:

 - i. Students create a small block print (i.e. leaves, flowers, clouds...)
 - ii. Begin planning colored paper collage/ printmaking project with the theme of "nature" that demonstrates random rhythm

Day Two:

 - i. Students create colored paper collage/ printmaking project
 - ii. Students begin gluing down colored strips and designs cut out of construction paper that carry out their nature theme— preferably not in a regular rhythm! Encourage overlapping.
 - ii. Students brush paint onto their block print design and print on top of and in between construction paper cut outs in a random manner.

E. *Assessment/ Evaluation*

1. Informal: Make anecdotal notes about student's observational skills, improvements in observation techniques, good questions, process skills, and signs of connections with and an understanding of the assignment.
2. Formal: Students will participate in self assessment rubrics.

VI. HANDOUTS/ WORKSHEETS

Appendix A: Art Assessment Rubric

Appendix B: Principles of Art/ Design Reference sheet

Appendix C: Visual Thinking Worksheet: Principles of Design

VII. BIBLIOGRAPHY

- Core Knowledge Foundation. (1998). *Core knowledge sequence*. Charlottesville, VA: Core Knowledge Foundation.
- Herberholz, D. H., B.,. (1998). *Artworks for elementary teachers: Developing artistic and perceptual awareness* (5th ed.). Boston: McGraw Hill.
- Hirsch, Jr. E.D. (1998). *What your third grader needs to know*. New York: Dell Publishing.
- Jensen, Eric (2001). *Arts with the brain in mind*. Alexandria: Association for Supervision and Curriculum Development.
- Joyce, M. (1994). *First steps in teaching creative dance to children* (3rd Ed).Mountain View: Mayfield Publishing Company.
- Page, N. (1995). *Music as a way of knowing*. U.S.A.: Stenhouse Publishers.
- Prince, E. (2002). *Art matters: Strategies, ideas, and activities to strengthen learning across the curriculum*. Tucson, AZ: Zephyr Press.
- Ragans, R. (2001). *Art connections: Teachers edition*. SRA McGraw Hill. p. T24.
- Wachowiak, F., & Clements, R. D. (1993). *Emphasis art: A qualitative art program for elementary and middle schools* (5th ed.). New York: Harper Collins College Publishers.

Appendix A

Art Assessment Rubric

	Exemplary (E)- 4 points	Proficient (G)- 3 points	Working Towards Proficiency (S)-2 pt	Not Proficient (N)- 1 pt.
Craftsmanship: <i>-ability with & good aesthetic judgment with tools and materials</i>				
Effort & Process Skills: <i>-Focus -Wise use of time -Decision making</i>				
Creativity: <i>-Shows desire for individuality/ invention</i>				
Demonstration of Understanding <i>-Shows understanding of concepts being taught</i>				
Cooperation/ Character: <i>-Works well in group setting -Displays exemplary character</i>				

_____ pts. + _____ pts. + _____ pts. + _____ pts

Total Points = _____

Scoring Process:
 Level 4 = Total 17-20
 Level 3 = Total 11-16
 Level 2 = Total 6- 10
 Level 1 = Total 5

Prepared by Delane Vanada 2003

Appendix B

Principles of Design or Principles of Art:

the different ways that the elements of art may be combined in a work of art. Artists "design" their works to varying degrees by controlling and ordering the elements of art. To do this, they use such principles as:

Balance- the way the elements of art are arranged to create a feeling of visual weight; a pleasing or harmonious arrangement or proportion of parts or areas in a design or composition. Portions of a composition can take on dominance, and can then be arranged in such a way that they appear to be either in or out of balance, or to have one kind of balance or another. Balance can be symmetrical, or formal; or it can be asymmetrical, or informal. It can also be radial.

Emphasis (or dominance)- a way of drawing attention to some feature or features of an artwork by means of contrast or size differences-- A way of combining elements to stress the differences between those elements and to create one or more centers of interest in a work. Often, emphasized elements are used to direct and focus attention on the most important parts of a composition -- its focal point.

Movement- this refers to an implied motion -- the arrangement of the parts of an image to create a sense of motion by using lines, shapes, forms, and textures that cause the eye to move over the work. It can be a way of combining elements of art to produce the look of action.

Pattern- Visual repetition of lines, shapes, colors—which can create a motif or design. The regular or random use of an element more than once within a work can create visual texture and can create emphasis. Pattern often creates rhythm: regular, irregular, or random.

Proportion- proportion refers to the comparative, proper, or harmonious relationship of one part to another or to the whole with respect to size, quantity, or degree; a ratio. Often proportion is associated with another principle of art, emphasis. For example, if there are more intense hues than dull hues in a work, emphasis is suggested. For another example, if one figure is made to look larger compared to other figures in a composition, it is said to be out of proportion and is given greater importance.

Rhythm- a visual tempo or beat created through repetition of the elements of art to produce the look and feel of movement. It is often achieved through the careful placement of repeated components which invite the viewer's eye to jump rapidly or glide smoothly from one to the next. Just as in music, there can be regular, uneven, flowing, or random rhythms.

Unity- the quality of wholeness or oneness that is achieved through the harmonious blending of the elements and principles of design-- a totality that combines all of its parts into one complete, cohesive whole. Often it is realized through a deliberate or intuitive balancing of harmony and variety. Limiting variety contributes to unity.

Variety- refers to a way of combining elements of art to produce diversity to increase the visual interest of an artwork. Variety can be achieved by using different sizes, colors, textures, or patterns. Unity is the principle which is variety's opposite.

VISUAL THINKING WORKSHEET
The Principles of Design: Putting the elements of art together

BALANCE- What kind of balance is used?

___ Symmetrical (each side of the painting is similar)

___ Assymetrical (each side of the painting does not look alike, but are balanced like a seesaw)

___ Radial (the parts of the design radiate from a central point)

UNITY (The feeling that all parts of a design belong together or are working together)

___ Repetition of lines (Draw the kind you see repeated most)

___ Repetition of Shapes (Draw the kind you see repeated most)

___ Repetition of Colors (Name the colors you see repeated most)

RHYTHM & MOVEMENT- (created by repetition and used to direct the viewer's eye)

___ The artist used regular rhythm

___ The artist used a random rhythm

___ The artist used flowing rhythm

___ The artist used repeated shapes / lines

VARIETY What differences do you see in the artwork that make the composition interesting?

___ I see a variety of lines (Draw them)

___ I see a variety of shapes (Draw them)

___ I see a variety of colors (Draw them)

___ I see a variety of textures (Draw them)

PROPORTION:

___ The proportions look normal

___ The proportions are distorted

___ I see a pleasing relationship of all the parts to each other and to the whole of the design.

EMPHASIS- How did the artist create a Focal point in the artwork?

___ Use of color (bright, or light and dark values)

___ Size

___ Contrast (in colors, shapes, or size)

___ Placement on the page