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Kinston High School
Fall 2009
1 Day
Art I: 1st & 3rd Periods

Gesture Dancing

GOALS:

As part of learning about the Art Elements and Principles of Design, students will learn about and see examples of gesture drawing. They will try to capture very active movement using simple lines by observing a rotation of dancers in class. For homework, they will try capturing the movement of other observed actions.

OBJECTIVES:

(<http://www.dpi.state.nc.us/curriculum/artsted/scos/visualarts/visual9-12>)

1.01 Plan and organize for creating art.

1.02 Devise and use strategies for imagining and implementing images.

1.03 Create multiple solutions in problem solving and discuss that some solutions are better than others.

1.06 Manipulate sensory stimuli to develop perceptual awareness.

4.01 Demonstrate the use of life surroundings and personal experiences to express ideas and feelings visually.

4.02 Interpret the environment through art.

7.01 Identify connections, similarities and differences between the visual arts and other disciplines.

7.03 Read about and discuss universal themes that exist within the arts disciplines.

CONSTRAINTS:

Students: 32 Teacher: 1 Time: 5 days, 90-minute classes Facility: classroom & media center

- SUPPLIES: Discovering Drawing textbooks, 64 11x18" drawing paper, crayons, pencils or pens, lap boards, CD player, dance music CD

INTEGRATIVE ASPECTS:

Dance- observing movement

ACTIVITIES:

- *Begin class with regular sketchbook assignment (15 minutes).*
- Begin with an introduction to gesture sketches. Read selection from Discovering Drawing, "Walkowitz and Isadora," about the artist Abraham Walkowitz capturing the movement and grace of turn of the century dancer Isadora Duncan. Discuss how dance and art both show expressive movement. Compare and contrast how movement relates to each discipline. (10 minutes)
 - Distribute 2 sheets of paper, lap boards and drawing utensil to students. They should sit in a chair

facing the center of the room in a spot where they can see clearly. Select a student to run the CD player and another to dance in front of the class.

- When the music turns on, student will dance or move, using all limbs. When the music is paused, student will freeze in his/her pose. The class will have 1 minute to draw the pose.
- Students rotate— the dancer sits down, the one running the music becomes the dancer and he chooses another student to run the music. The music plays for 30 seconds before dancer must freeze, but students only get 50 seconds to capture the motion.
- The rotation continues, with the time allowed to capture the movement becoming less and less. Eventually, students will be attempting to capture movement without any pause in the dancer's action. (50 minutes)
- Have students display their sketches on the tables. Discuss the challenges and benefits of gesture drawing. What have they learned about capturing movement? Who would be some other people who would make good subjects for gesture drawing (ex: athletes)? For homework, make at least 3 more gesture drawings of actions observed at home. (10 minutes)
- Put away materials & get ready for the bell (5 minutes)

EVALUATION:

Did students show comprehension of the concept of gesture drawing?

Were sketches loose and show movement, or did students try to include detail and stiff lines?

Did student engage in discussions?

Was student willing to participate in the dancer rotation if called upon?

EVALUATION METHOD:

All students present in class will be given a small classwork grade based upon teacher observation of student on task, display of completed sketches and willingness to participate in activity and discussion.