

Sample Teaching Unit #1

Rhythm: Repetition and Contrast

Grade Level: 7

Time Frame: 5 Hours (One Week)

Student Demonstration

Students will print a design suitable for use on a drapery fabric (curtains, upholstery material, wallpaper or T-shirt), using rhythm as their key principle of design. The inspiration for their motifs will come from images from prehistoric cave art, which they will have researched. Students will describe how the repetition and contrast of elements in their design is used to create rhythm.

Specific Expectations

Visual Arts KE 1,6. CW 1,2,4. CT 2,3,4.

Keywords and Vocabulary:

focal point, emphasis, dominance, contrast, repetition, distortion, magnification, minification, rule of thirds, scratchboard, positive and negative shapes and spaces

Teaching Strategies and Learning Activities

Part 1: Students will research the images used in prehistoric cave paintings, from locations such as Pechemerle, Lascaux, Altamira, and North American and South African petroglyphs. They will make line drawings of these images, and record the colours and pigments used.

They will also learn the materials and techniques used, the approximate dates, and the probable reasons why they were made. These will be recorded into journals. This research can be done either individually or in groups.

Part 2: Students will bring in samples of fabrics and / or wallpaper with examples of repeat motifs. They draw examples of repeat motifs that they find on fabric design, such as clothing patterns, curtain and upholstery materials, or any other decorative coverings.

This can be done by using the sample for one half of the drawing and reproducing the pattern on the other half. These sketches will become the basis for a discussion of how lines, shapes, colours, textures and values can be repeated for a pleasing visual design. Discuss the importance of the following terms using their samples:

- contrast or opposites, to create variety
- gradation, or gradual change
- alternation or repeated contrasts, for visual interest

Part 3: Using the *Critical Analysis Worksheet* (see page 8) have students make journal entries assessing the artist's use of rhythm in some well-known pieces of artwork. They may find their own, or use some given examples such as:

- Michael Snow, *Venus Simultaneous*
- Marcel Duchamp, *Nude Descending a Staircase*
- Hokusai, *The Great Wave*
- Rosa Bonheur, *The Horse Fair*
- Vincent Van Gogh, *The Starry Night*
- Lawren Harris, *Mount Lefroy*

Part 4:

Studio Assignment: See *Printed Design with Prehistoric Motifs*. Students will create a printed design of prehistoric cave art-inspired repeat motifs, using repetition as the dominant principle of design.