

# Monday Amazing Art - Week 7

11/28/16

Using a new Page in your sketchbook Let's Describe this work of art!

Describe the COLORS, LINES, SHAPES, AND SPACES you see.



In the photograph above, people hang from a building and look like they might fall at any moment. Erlich placed a life-size image of a building flat on the ground, then positioned a mirror at a 45-degree angle from the image. Since mirrors reflect everything at an equal and opposite angle, the building appeared to be standing upright at a 90-degree angle ( $45+45=90$ ). Viewers who went to see the installation quickly figured out how to make themselves part of the art. They swung from balconies and hung from ledges.

**Title:** Installation

**Artist:** Leandro Erlich

# Monday 11-28-16

**Learning Goal:** Students can organize the structural elements of art to achieve artistic goals when producing personal works of art.

**Daily Question:** What is a tessellation?

**AGENDA:** How I will learn it?

- Watch a Video
- Create a tessellation

## **Week 7**

**How do I know I learned it?**

When I can score at least a 3 on the scale

4	I can correctly complete this activity innovatively.
3	I can correctly complete this activity independently
2	I can correctly complete this activity using peers assistance
1	I can correctly complete this activity using teacher assistance

**5. How can I use it?**

In the other Art Projects

**Reminders:**

**10pts - Have your parent(s)/guardians go to [katundra.com](http://katundra.com) and complete the parent form and you the student form.**

# Tuesday Amazing Art - Week 7

11/29/16

Using the paper in your sketchbook let's Analyze this work of art!

How did the artist organize this work of art using the Principles of Design? Choose 3 to explain.



In the photograph above, people hang from a building and look like they might fall at any moment. Erlich placed a life-size image of a building flat on the ground, then positioned a mirror at a 45-degree angle from the image. Since mirrors reflect everything at an equal and opposite angle, the building appeared to be standing upright at a 90-degree angle ( $45+45=90$ ). Viewers who went to see the installation quickly figured out how to make themselves part of the art. They swung from balconies and hung from ledges.

**Title:** Installation

**Artist:** Leandro Erlich

# Tuesday 11-29-16

**Learning Goal:** Students can organize the structural elements of art to achieve artistic goals when producing personal works of art.

**Daily Question:** What is a tessellation?

**AGENDA:** How I will learn it?

- Create a tessellation

## **Week 7**

### **How do I know I learned it?**

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### **5. How can I use it?**

In the other Art Projects

### **Reminders:**

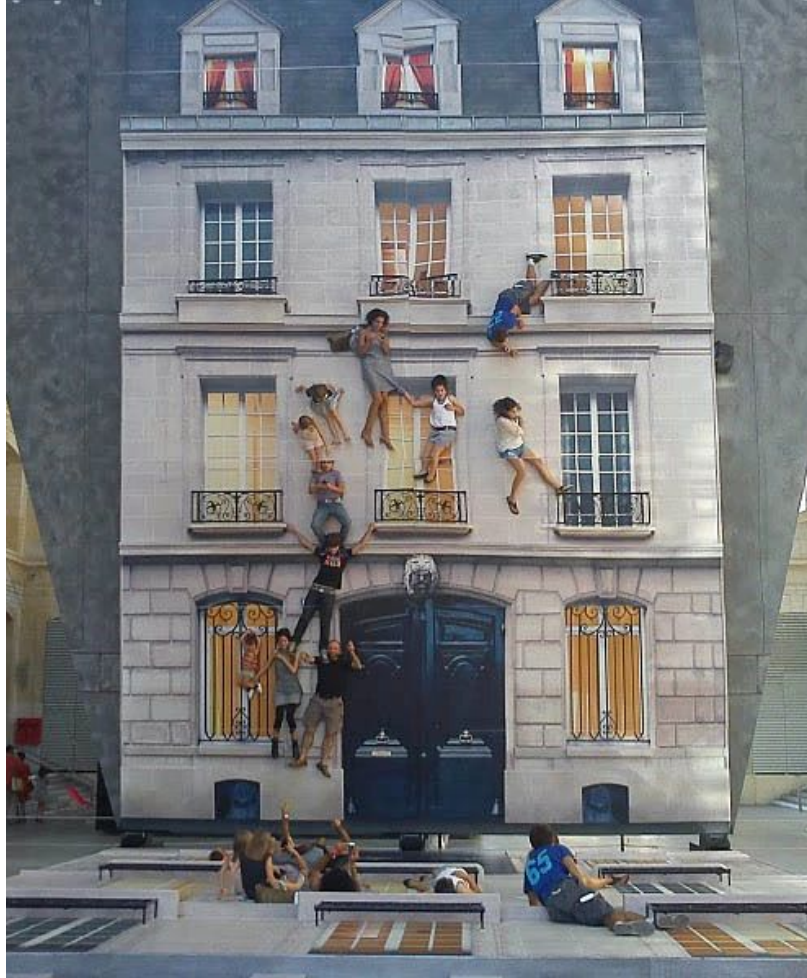
**10pts - Have your parent(s)/guardians go to [katundra.com](http://katundra.com) and complete the parent form and you the student form.**



# Wednesday Amazing Art - Week 7

11/30/16

Using the paper in your sketchbook let's Compare and Contrast the 2 works of art! Tell me 3 things for each three categories.



**Title:** Installation

**Artist:** Leandro Erlich



**Title:** Reptiles, 1943

**Artist:** M.C. Escher

## Wednesday 11-30-16

**Learning Goal:** Students can organize the structural elements of art to achieve artistic goals when producing personal works of art.

**Daily Question:** What is a tessellation?

**AGENDA:** How I will learn it?

- Create a tessellation  
Using step 1 and 2

### How do I know I learned it?

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### 5. How can I use it?

In the other Art Projects

### Reminders:

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# Thursday Amazing Art - Week 7

12/01/16

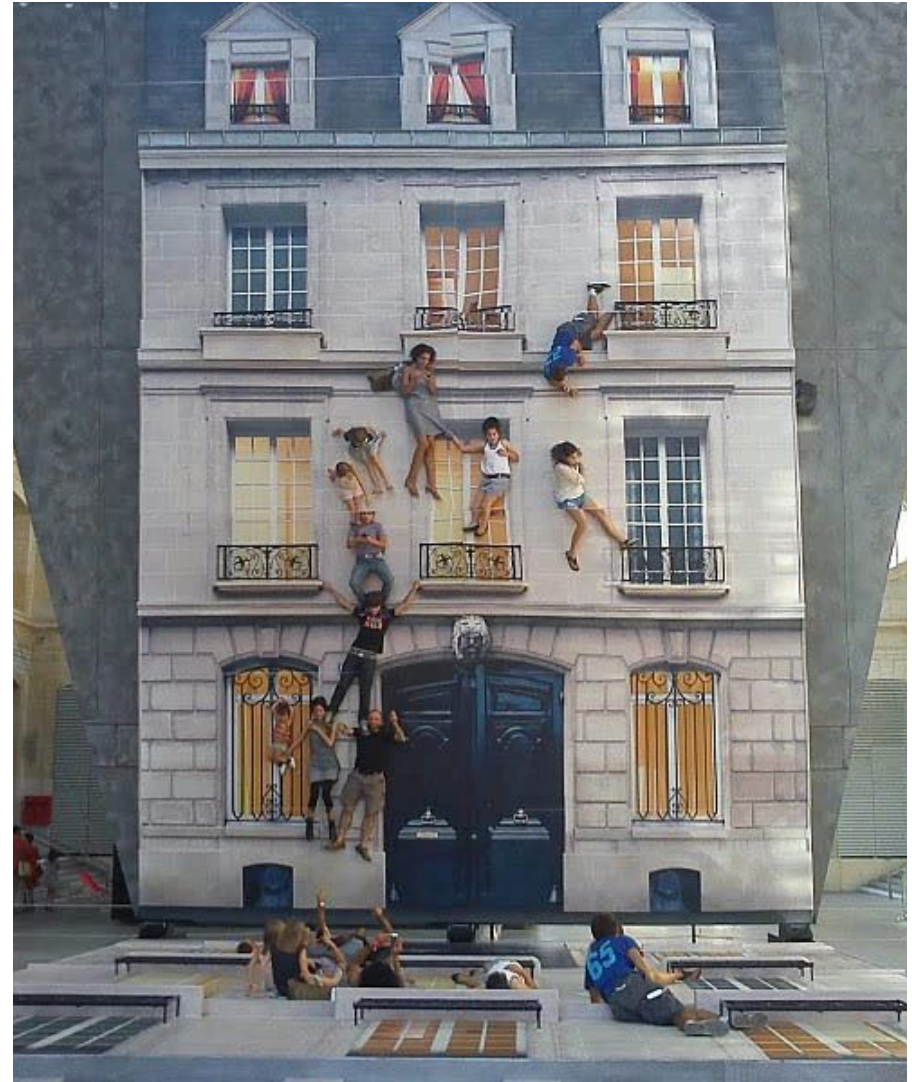
Using the paper in your sketchbook let's draw the work of art!

Start sketching the large shape and then focus on the smaller parts.

Write the artist name and art title.

**Title:** Installation

**Artist:** Leandro Erlich



## Thursday 12-01-16

**Learning Goal:** Students can organize the structural elements of art to achieve artistic goals when producing personal works of art.

**Daily Question:** What is a tessellation?

**AGENDA:** How I will learn it?

- Create a tessellation  
Using step 1 and 2

### **How do I know I learned it?**

When I can score at least a 3 on the scale

4	I can correctly complete this activity innovatively.
3	I can correctly complete this activity independently
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1	I can correctly complete this activity using teacher assistance

### **5. How can I use it?**

In the other Art Projects

### **Reminders:**

10pts - Have your parent(s)/guardians go to [katundra.com](http://katundra.com) and complete the parent form and you the student form.

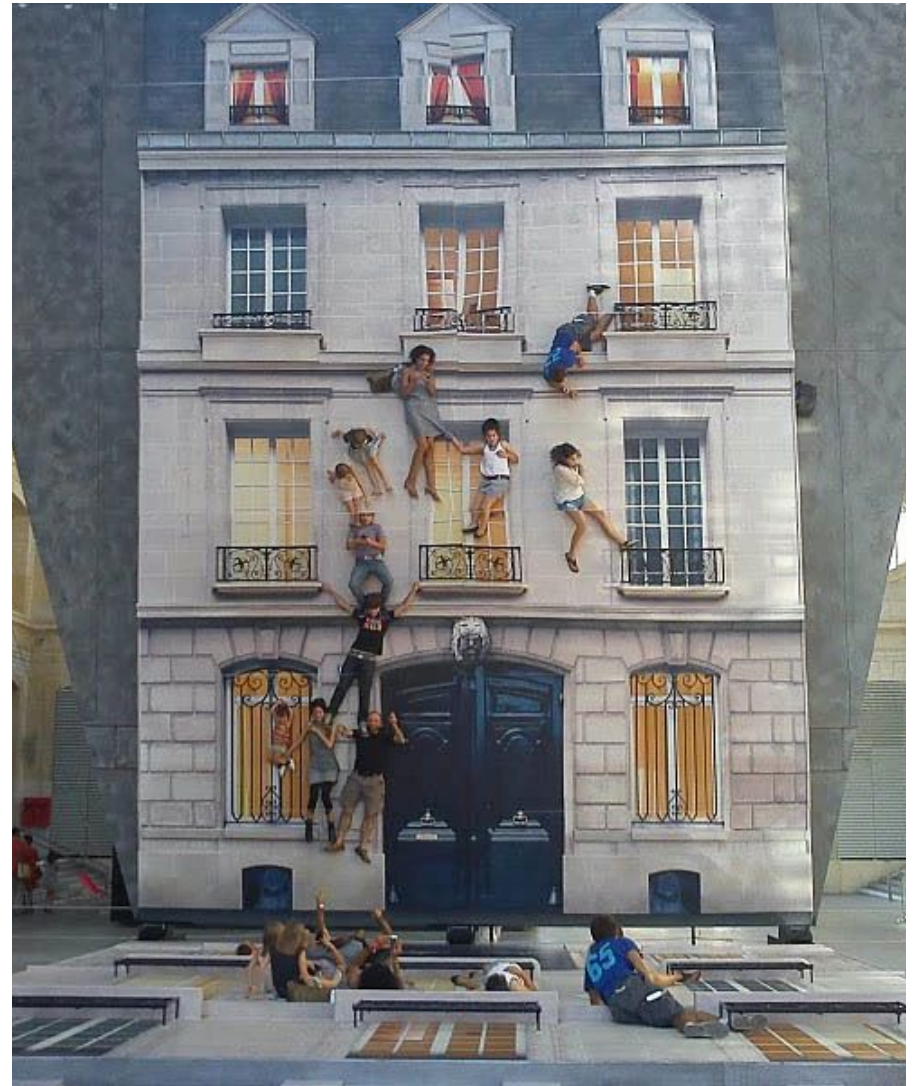


# Friday Amazing Art - Week 7

12/02/16

Using the same paper in your sketchbook judge this work of art.

What is the artist trying to say? Do you like this artwork? Why or Why not? Is the artwork successful. (3-4 sentences)



# Friday 12-02-16

**Learning Goal:** Students can organize the structural elements of art to achieve artistic goals when producing personal works of art.

**Daily Question:** What does my tessellation represent?

**AGENDA:** How I will learn it?

- **Create a tessellation**  
**Using step 1 and 2**

## **Week 7**

### **How do I know I learned it?**

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1	I can correctly complete this activity using teacher assistance

### **5. How can I use it?**

In the other Art Projects

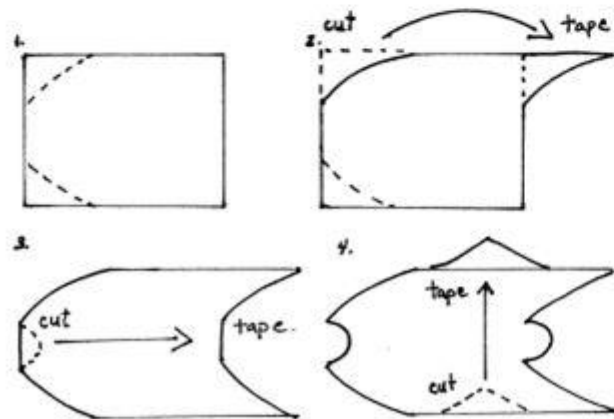
### **Reminders:**

**10pts - Have your parent(s)/guardians go to [katundra.com](http://katundra.com) and complete the parent form and you the student form.**

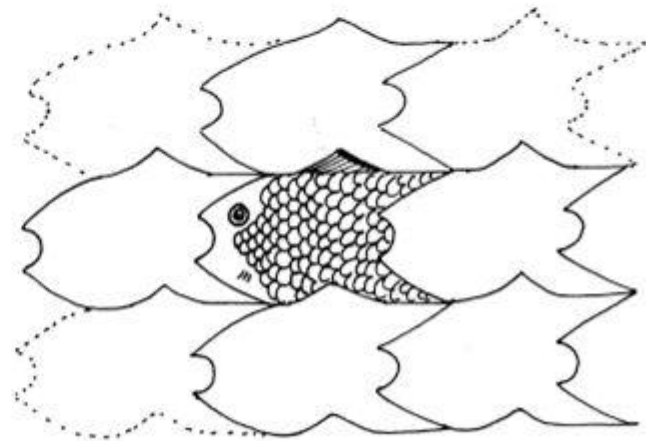
# CREATING A SHAPE TO TESSELLATE

To begin you must first design a shape that will fit together with itself, or another shape, so that your tessellation will have no negative space when you create a pattern with your shape.

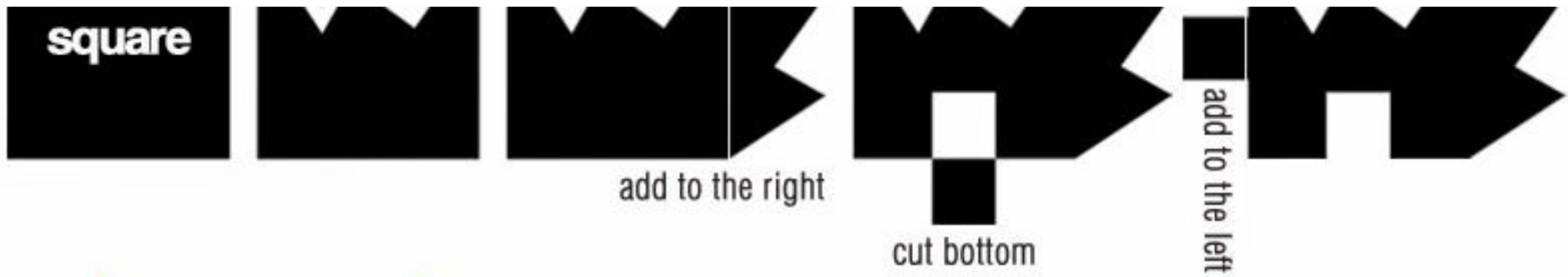
One method is to translate a shape across and down to fill the paper. To do this you may start your shape with a rectangle or square. To begin working out a new shape, you will remove pieces from your rectangle. Any piece you remove must be re attached on the opposite side of your rectangle.



Step 1 – make stencil



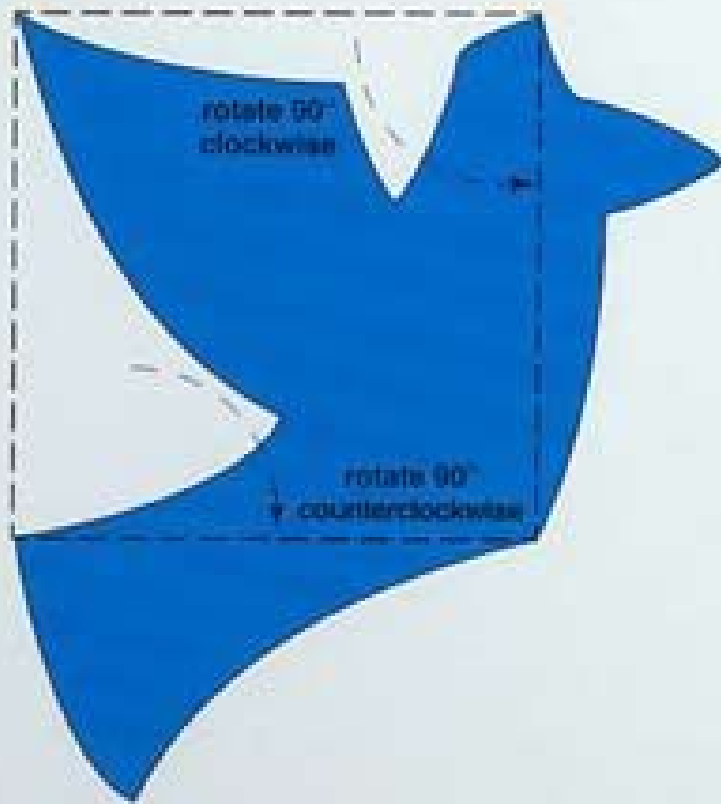
Step 2 – trace and repeat



# Rotation Tessellation







Rotation template



Rotation pattern

## **STEP 1: Transform the Square**

**Mark where you plan to cut by drawing a line from the top left corner to the bottom left corner.** Cut a piece out of the left side of the index card. The line can be curving, geometric, or both. Use scissors to cut along the line.

### **A. Translation**

To create a shape that will tessellate through **translation** (slides) slide the cut-out piece to the right side of the Index Card and carefully attach it with tape.

-Repeat this process with the top and bottom sides.

or

### **B. Rotation**

To create a shape that will tessellate through **rotation**, rotate the cut-out piece clockwise onto an adjacent side and carefully tape it into place. Do the same for the two remaining sides. Experiment with making different shapes.

**C. Draw recognizable images inside of them. Images can resemble a person, an animal, or an object.**

## **STEP 2: Tessellate**

Place a scrap of tracing paper over the shape you'd like to tessellate, then trace the shape's outside edges and interior details. Turn the tracing paper over onto a sheet of newsprint and use a pencil to carefully trace your shape onto the tracing paper's underside. Turn the tracing paper over again and place it on a sheet of drawing paper. Retracing your initial lines while pressing down firmly should transfer your shape onto the drawing paper. When you're finished, slide or rotate the tracing paper into the next position and trace again. You can keep adding shapes until the entire drawing paper is covered. TIP: Taping the tracing paper down will prevent it from moving.

→ **Kim's Tessellation**

Kim created a shape that tessellates through rotation. She filled the border of her image with spinning spirals that echo the rotating heads inside.



→ **Kimberly's Tessellation**

Kimberly created a butterfly shape that tessellates through rotation. Her simple blue background forms a nice contrast to the complex designs that decorate the butterflies.



↓ **Kat's Tessellation**

Kat created a lion shape that tessellates through translation. Her lions seem to be rushing forward in the same direction. She left one area of negative space to focus the viewer's attention.



want to experiment with different colors. Consider creating areas of solid color (see Elizabeth's tessellation), or blending colors to create gradations (see Kat's tessellation). If the colors don't provide enough contrast, consider adding outlines (see Elizabeth's tessellation). When you're done, crop your image to the desired size. **TIP: To keep colors clean, apply light colors before dark ones.**

→ **Elizabeth's Tessellation**

Like Kat's lions, Elizabeth's figures tessellate through translation. Like the lions, they also seem to be moving toward something: In this case, glasses of milk to go with their cookies.





During this Activity I should

See:

<b>C</b> ONVERSATION	0	1	2	3
<b>H</b> ELP	RAISE YOUR HAND	ASK YOUR NEIGHBOR	ASK YOUR TEAMATES	ASK NEW STUDENT
<b>A</b> CTIVITIES	PRESENTATION & INSTRUCTION	INDEPENDENT WORK	PARTNER WORK	GROUP WORK
<b>M</b> OVEMENT	NONE	Move to Materials Counter	Move to Materials Counter	Move Around The Tables
<b>P</b> ARTICIPATION	RAISE YOUR HANDS	DRAWING, WRITING & READING	SPEAKING	DISCUSSING

## 5. Clean-Up

### What You Will Do: (5 MINS)

Conversation At a Level-0.

Help You can raise your hand to receive help on the...

Activities Clean-Up Time

ARTISTS DUTIES	
4	ART ADVISOR
3	MATERIALS MANAGER
2	SKETCHBOOK SUPERVISOR
1	WASTE WATCHDOG

Movement Moving around the tables

Participation Cleaning

# Class Reflection

Did you follow CHAMP during...

Class Rubric	“-” Needs Improvement	“+” Excellent
1. Entry & BW		
2. Instruction		
3. Activity		
4. Weekly Reflection		
5. Clean-up		

E=All +'s, S=3 or 4 +'s, N=0-2+'s

Does the class deserve an E, S, or N?