

**2nd Year Trinity Comprehensive**

# **Fight for your Right**

Mrs. Adamczyk



A 2nd year 9 lesson unit looking at the art of boxing and the language of the sport as a launching point for discussion, drawing and planning towards the creation of an artefact such as DVD or book cover.

Design briefs throughout the unit will cover drawing from the human form and the natural or man-made world, through secondary sources, and primary sources, where possible.

A variety of support studies, research and the art elements and design principles underpin and support activities and tasks including preparatory work, sketching and colouring, all of which will serve as the basis for a graphic design DVD cover or a book bound 3D craft piece to be resumed upon return to school.



# BOXER ARTIST - Ushio Shinohara

1/9

colour, shape, movement

## LESSON 1/9



- Let's explore the media and techniques in this live artwork!
- What do we think of this artist's process...do we like it? why/why not?
- What descriptive language can you use to discuss the colour, shapes and movement in this work?

2ND YEAR

Mrs. Adamczyk

**INTRODUCTION TO 'FIGHT FOR YOUR RIGHT'**

- A boxing themed art module to create a book binding/DVD cover design.

**TASK 1 - Getting warmed up - AEDP**

Mon, 24th Jan, '21 - 10am

Google Classroom

**2nd YEAR STUDENTS!****TO DO:**

- VIEW *USHIO SHINOHARA* 'Paint Boxer' VIDEO
- ANSWER QUESTIONNAIRE
  - Use **KEYWORDS** list below to guide you.

**KEYWORDS:**

USHIO SHINOHARA  
 BOXER  
 ARTIST  
 STYLE  
 ENERGY  
 COLOUR  
 POWER/FORCE  
 PAINTING  
 CANVAS  
 TECHNIQUE  
 PATTERN  
 PAINTING SKILLS  
 BOXING SKILLS  
 PERFORMANCE  
 ART GALLERY  
 EXHIBITION

**USHIO SHINOHARA 'PAINT BOXER' QUESTIONNAIRE****Q**

1. What type of artist is Ushio Shinohara? (Tick the box or write a,b or c in your notebook\*)

- a. A sculptor
- b. A painter
- c. A performance artist

2. Write the artist's name

\_\_\_\_\_

3. What *medium* is Ushio Shinohara using?

- a. Paper
- b. Charcoal
- c. Paint

4. Which colours are used?

5. Select 3 words/phrases from the following that best describe the technique Shinohara is using in this artwork...

Splattering paint  
 Gentle paint brush strokes  
 Scribbling  
 Dabbing  
 Layering paper  
 Splashing  
 Dipping  
 Punching

6. What tools is the artist using to create the work?

A range of paintbrushes and a palette, boxing gloves with sponges and basins of paint or a mop and bucket of paint?

7. Describe what action you see happening at 1.46 - 1.56 secs in the video

\_\_\_\_\_

\_\_\_\_\_

8. Where do you think this event is being held?

- a. A college lecture hall
- b. An art gallery
- c. A theatre

**Writing task:**

*What sort of marks did the artist make? Did he create a sort of pattern? Can you describe the types of shapes we see when he finishes creating the piece?*

Answer the above questions and write 3 - 5+ sentences on what you found interesting about this video, the artist and the artwork.

- Write bullet points first if this helps you plan your writing.
- Refer back to the 8 questions you just answered and your **keywords** list.

**Eg.** The technique the artist uses is interesting because it is quite unusual.

Ushio Shinohara uses special boxing gloves and a punching technique on the canvas to splatter bright colours. It was strange to see boxing and art mixed together. The artist is an older man but you would expect to see a younger artist using boxing in their work. I liked that he signed autographs in his own way at the end. The work is a live art performance in front of an audience, not just a normal painting hung in an art gallery.

# STUDENT WORK: WELL DONE CHELSEA!

A painter  
 Ushio Shinohara  
 Paint  
 Black and blue  
 Dabbing, ~~Drawing~~<sup>Punching</sup>, splattering paint  
 Boxing gloves with sponges and basins  
 He is marking the piece with his foot  
~~A gallery located at~~ Art Gallery



# Boxer in Motion

## Human figure drawing

# LESSON 2/9

### 2nd YEAR STUDENTS!

#### TO DO:

1. VIEW SLOW MOTION BOXER VIDEO  
Pro Middleweight Boxer *Linus Udofia*

- Watch the boxer's movements carefully. This is a lesson in observing the human figure in action. Pay particular attention to how Linus interacts with the punch bag and with his fellow boxer who does pad work with him.

2. Look at the art of boxing and **write down 5 points** of what you found visually interesting.

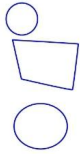
*Eg.; I like how straight he punches, his arm reaches really far. With slow motion you can almost feel the power. It looks like he is dancing or in a dream. I can see the muscles flinch and the facial expressions, as well as the technique of the boxer's movement clearly.*

3. Follow the step by step line and shape figure drawing exercise below.

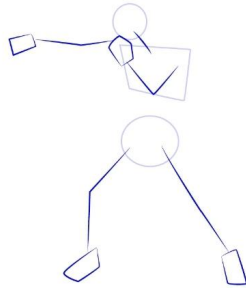
- You will need paper, a pencil and a marker of a colour of your choice.



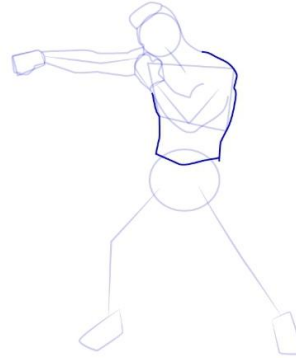
Step 1



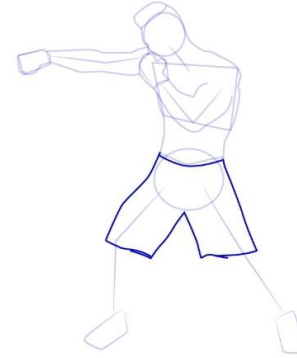
Step 2



Step 5

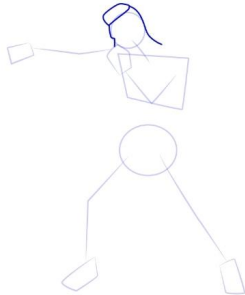


Step 6

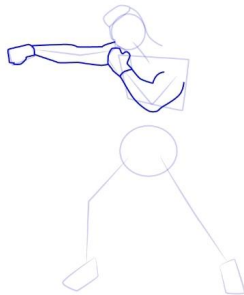


Draw the shapes and lines you see in each step. Be careful of where you position them on the page at the starting point. *Remember*, you need to fit the entire human figure in (see Step 2). Start with pencil. Closer to the end point you will outline in marker.

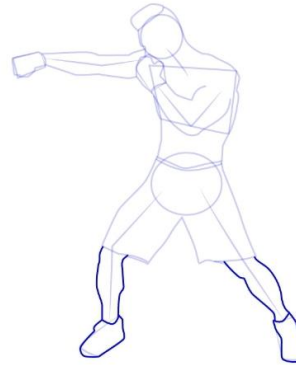
Step 3



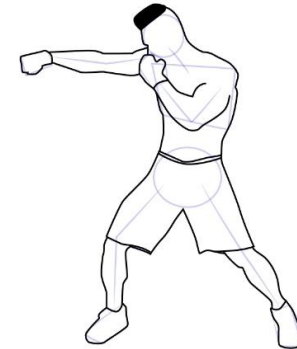
Step 4



Step 7



Step 8





## LESSON 3/9



# Boxing Symbols



A symbol is a mark, sign, or word that indicates, signifies, or is understood as representing an idea, object, or relationship

A symbol - something that stands for something else: emblem - The eagle is a symbol of the United States. What is the emblem of Ireland or a symbol that represents Irishness?



For this task you will need:

- paper and a pen/pencil
- A dictionary or to simply search for word definitions on your phone/browser.

When looking up words in online dictionary, type in your word and 'definition' after it to the search bar...

i.e.; *Contender definition*

Press search.

## 2nd YEAR STUDENTS!

### TO DO:

1. a) Read all the words and phrases listed on pg. 2  
b) Look at the images of boxing symbols on pg. 3
2. Connect the words that match with each symbol.  
Write the number of symbols 1-16 on a separate page and write the corresponding word, showing how you have paired the images and words up.

**EXAMPLE: 1. "time!"**

**2. ...**

3. Draw your own boxing symbol and add a word or phrase that can be linked to your symbol.

### LIST OF WORDS:

<b>Opponent</b>	<b>"Round 1"</b>	<b>Conditioning</b>
<b>Speed bag</b>	<b>16oz</b>	<b>Cross</b>
<b>Head gear</b>	<b>Jab</b>	<b>Skipping</b>
<b>"On the clock"</b>	<b>'Weigh in'</b>	<b>"On the ropes"</b>
	<b>Champion</b>	<b>Contender</b>

<b>Gloves</b>	<b>Protective gear</b>
<b>"Time!"</b>	<b>Boxing bag</b>
<b>Footwork</b>	<b>"Step in the ring"</b>
<b>Power</b>	<b>Success</b>

### BOXING SYMBOLS:

PAGE 3

1



2



3



4



5



6



7



8



9



10



11



12



13



14



15



16



# Boxing Belt

## LINE, SHAPE & COLOUR task

### LESSON 4/9



#### INSTRUCTIONS:

1. Looking at line, shape and colour today for a drawing and colouring task.

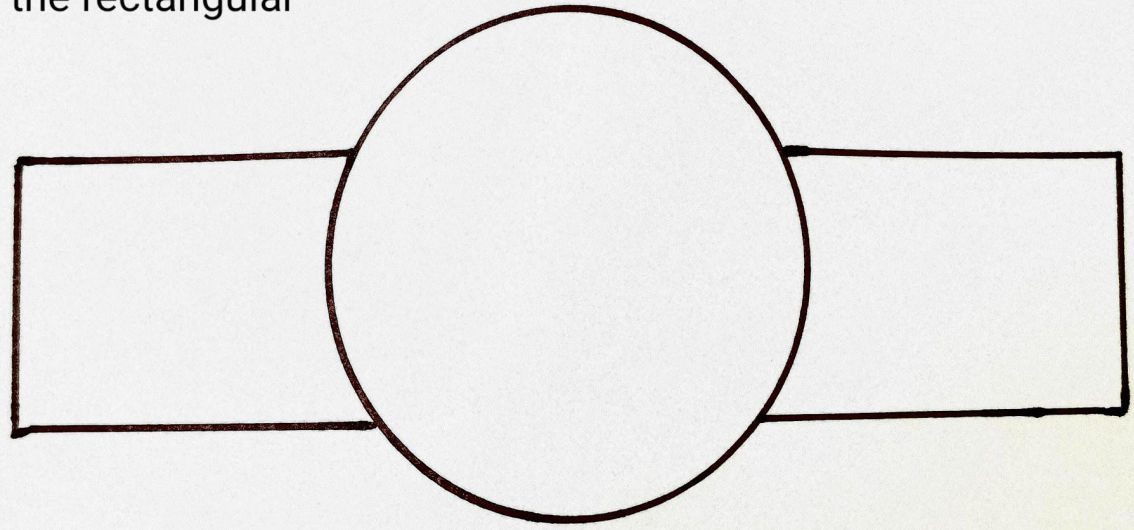
Draw the boxer's belt first, use pencil. (**Look at the video if you weren't present at class**). Draw a circle for the belt buckle and use rectangular shapes for the belt.

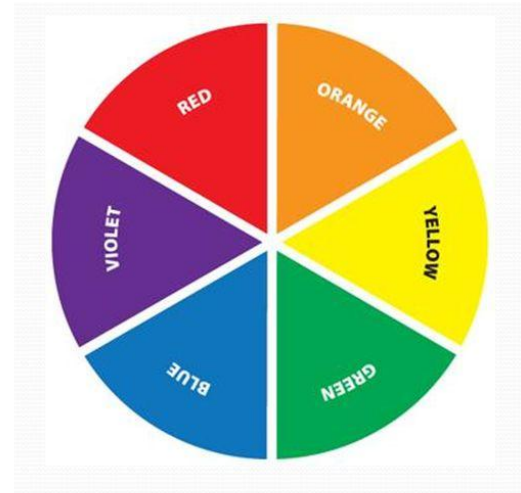
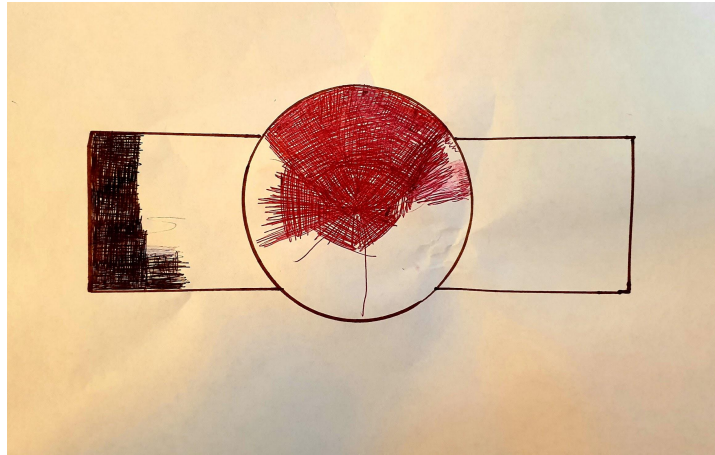
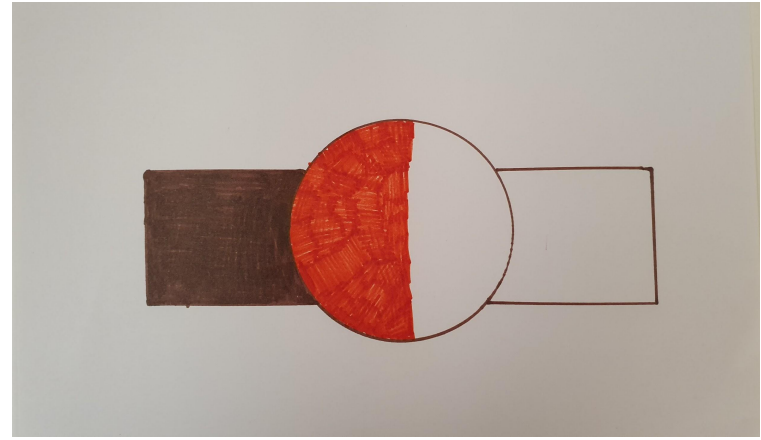
2. Use a primary colour for the buckle and a secondary colour for the belt.

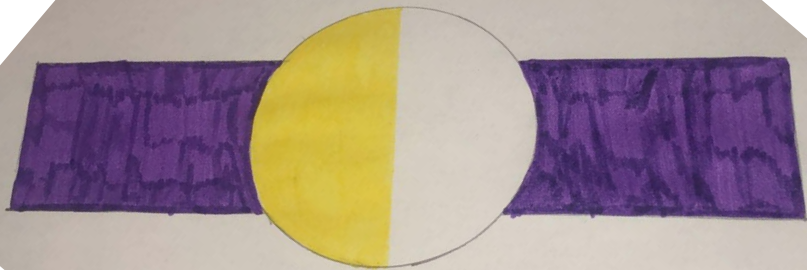
Colour in with markers or colouring pencils. (If you don't have these you can use biros, just as I have done).

Look at the techniques I demonstrate for colouring in. It creates a very nice textured effect!

Use a primary colour for the circle and a secondary colour for the rectangular shapes







**STUDENT WORK: WELL DONE KATIE!**

# LESSON 5/9

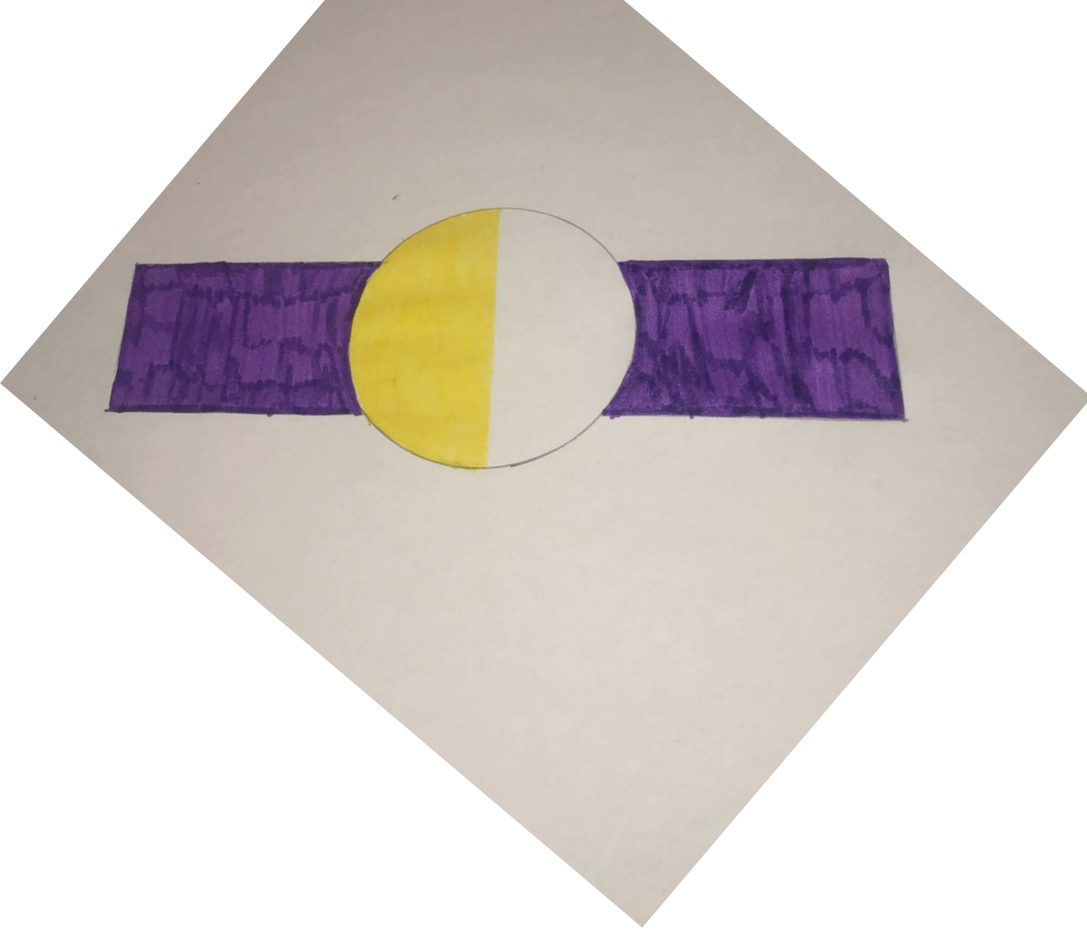
5/9

***THEORY:  
POSTER & FONT***

***PRACTICAL:  
DRAWING from  
primary sources***

## WHAT ARE WE LEARNING TODAY?...

- Give feedback on HW and talk about theme in relation to Andy Warhol
- Introduction to poster design and font - learning to look.
- Boxing belt font and symbol exercise
- Line drawing from primary sources



QUESTIONS FOR KATIE:

5/9

Can you tell us why you chose those colours?

That's very careful colouring work - how did you find it?

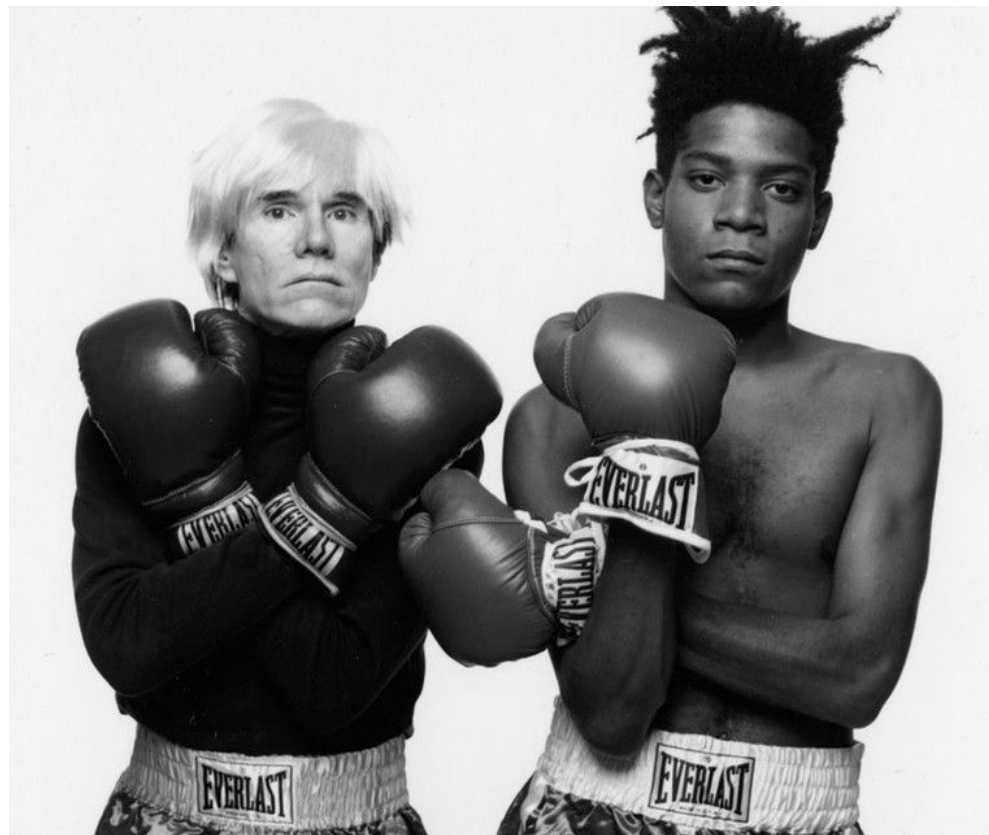
Do you think that technique created a nice finish?

How did you draw your shapes (belt buckle and belt straps?)

**STUDENT WORK: WELL DONE KATIE!**

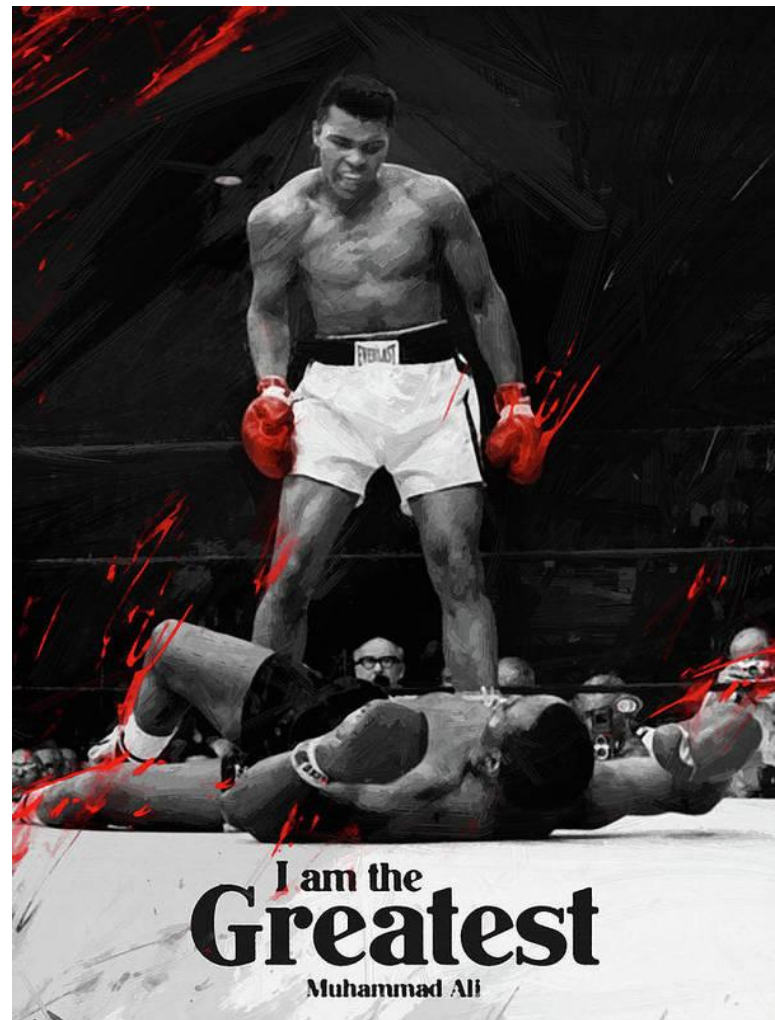


ANDY WARHOL (1928-1987)  
Four Pairs of Boxing Gloves  
ink and tempera on paper  
10.3/4 x 12 in. (27.3 x 30.5 cm.)  
Executed *circa* 1954.



ARTISTS ANDY WARHOL (LEFT) AND JEAN-MICHEL  
BASQUIAT (RIGHT), PHOTOGRAPHED IN NEW YORK,  
NEW YORK, ON JULY 10, 1985. © MICHAEL HALSBAND  
/LANDOV





## WHAT IS FONT? WHAT IS TYPOGRAPHY?



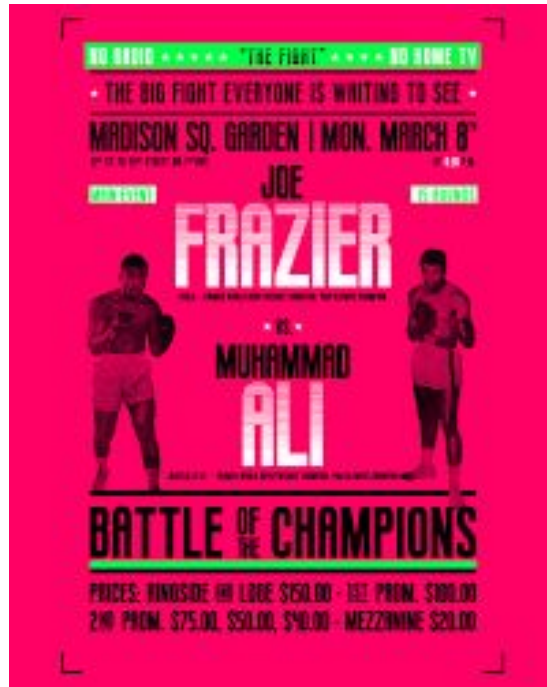
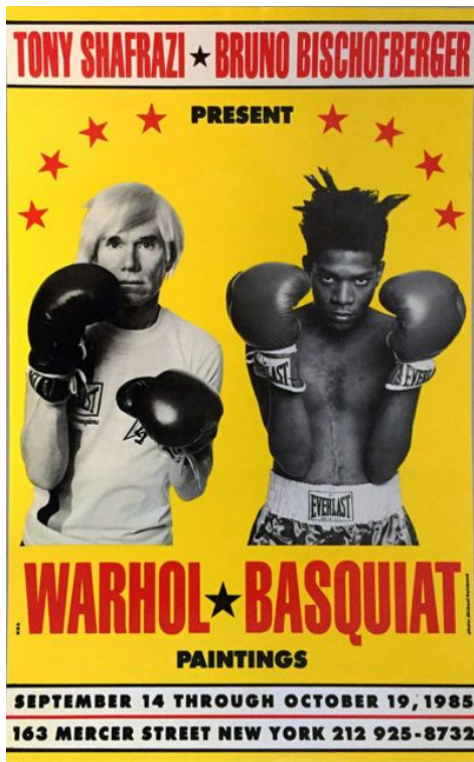
Finally converted this font  
for iPhone!

The quick brown fox jumps  
over the lazy dog. ✨

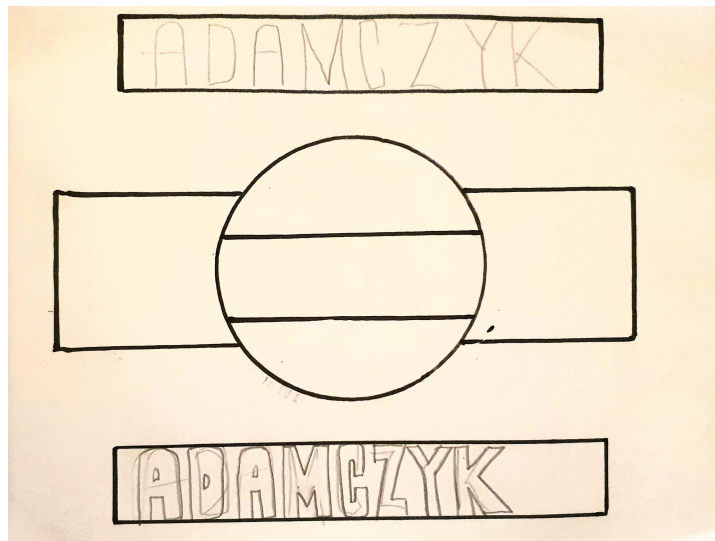
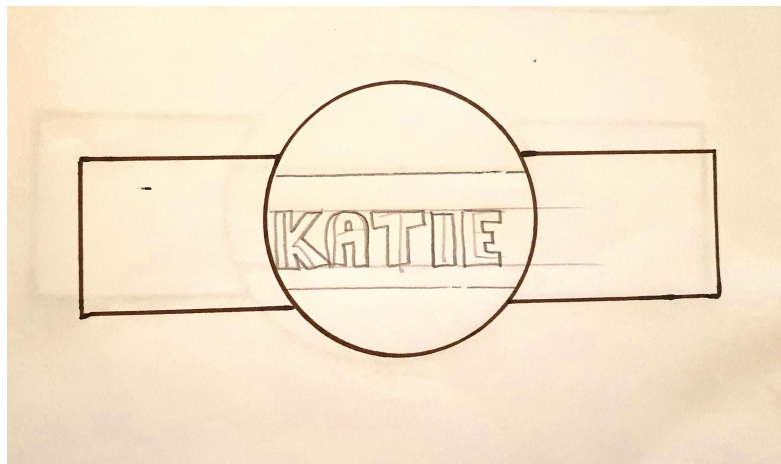
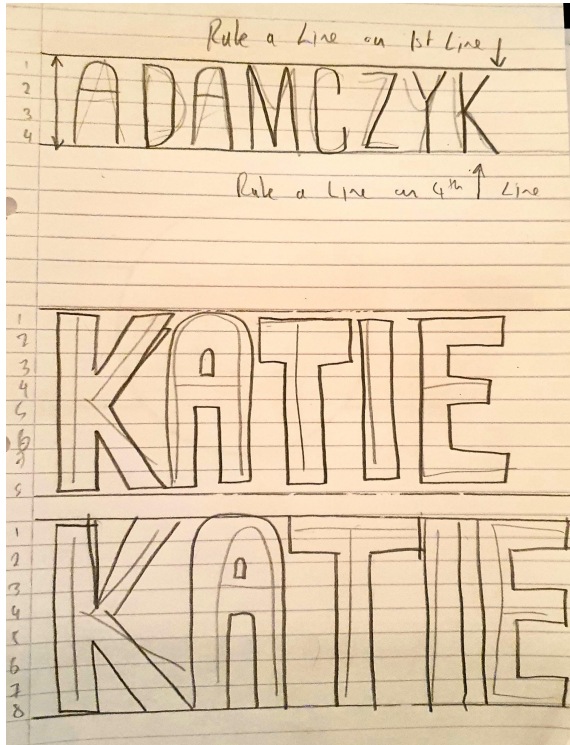
1234567890@#£%&ζ-+( ) ; ! ! ✨

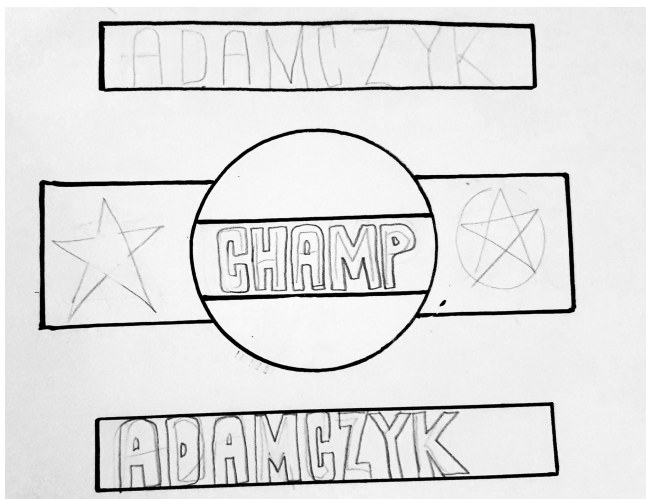
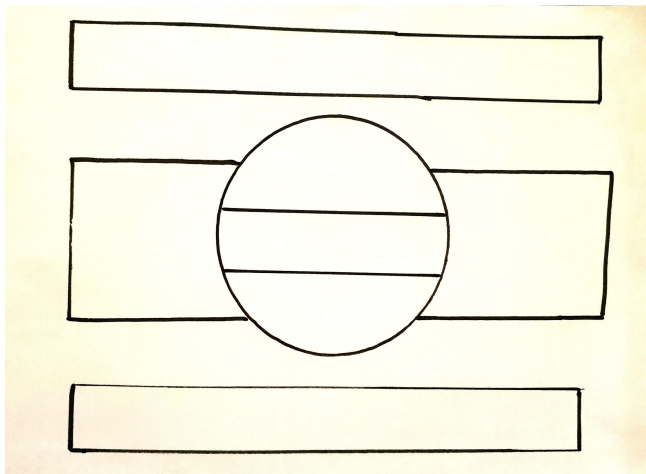
“Girly crown hearts”  
|



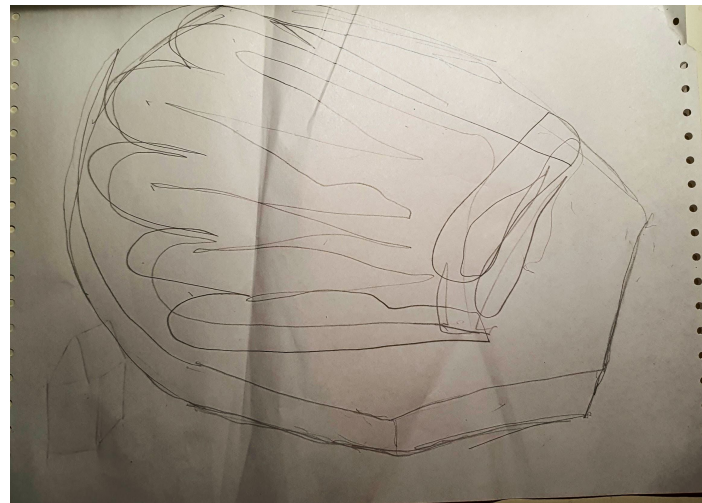
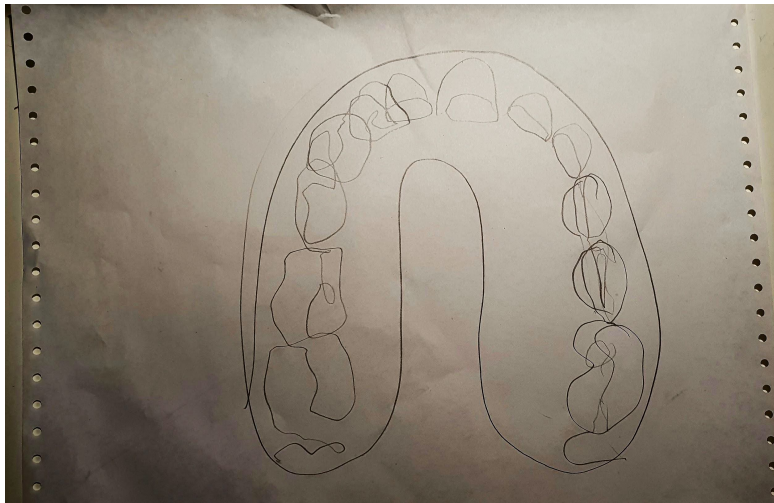
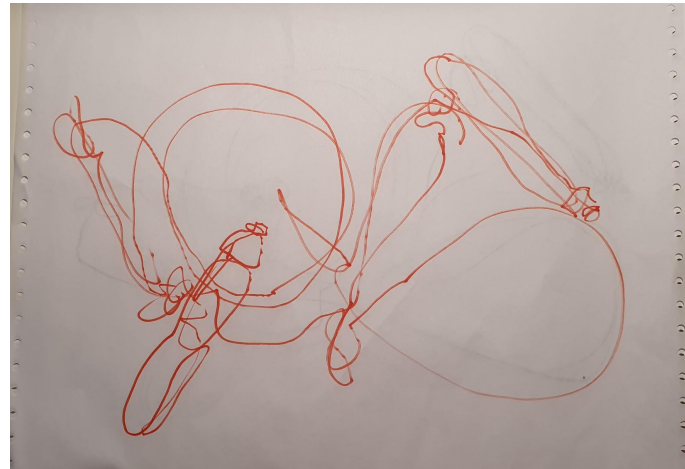
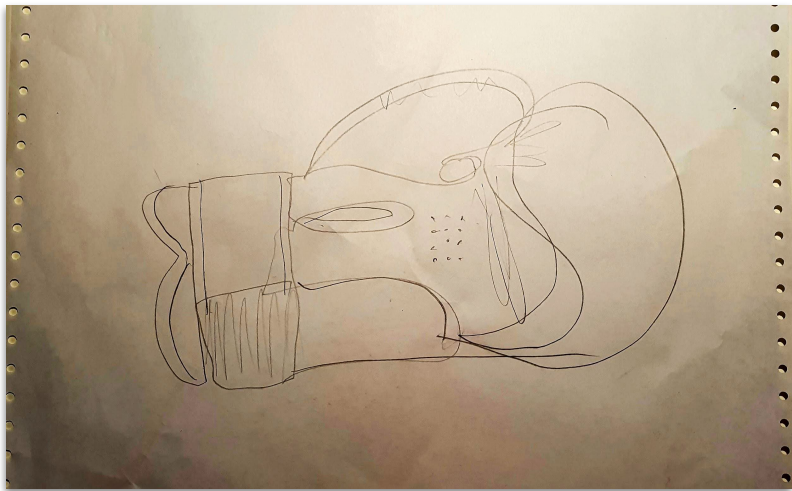


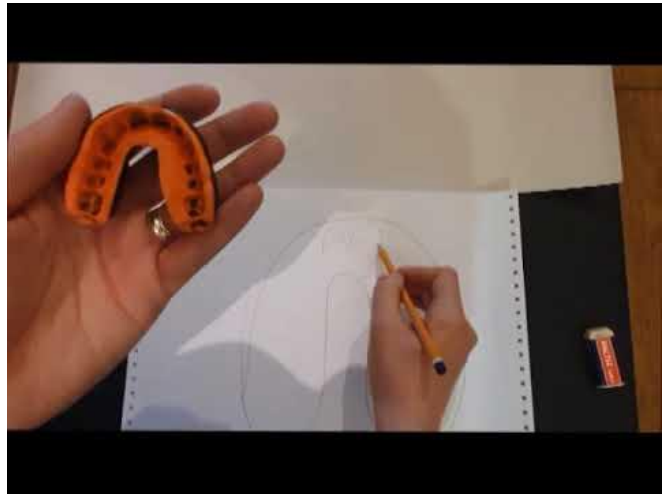
A B C D E F  
G H I J K L  
M N Ñ O P Q  
R S T U V W  
X Y Z













# CATCH UP ON LESSON 5



# LESSON 6/9

## THEORY:

*Line, shape, harmony, balance*

## RESEARCH & REFLECT:

*Your 'Boxing' message*

## PRACTICAL:

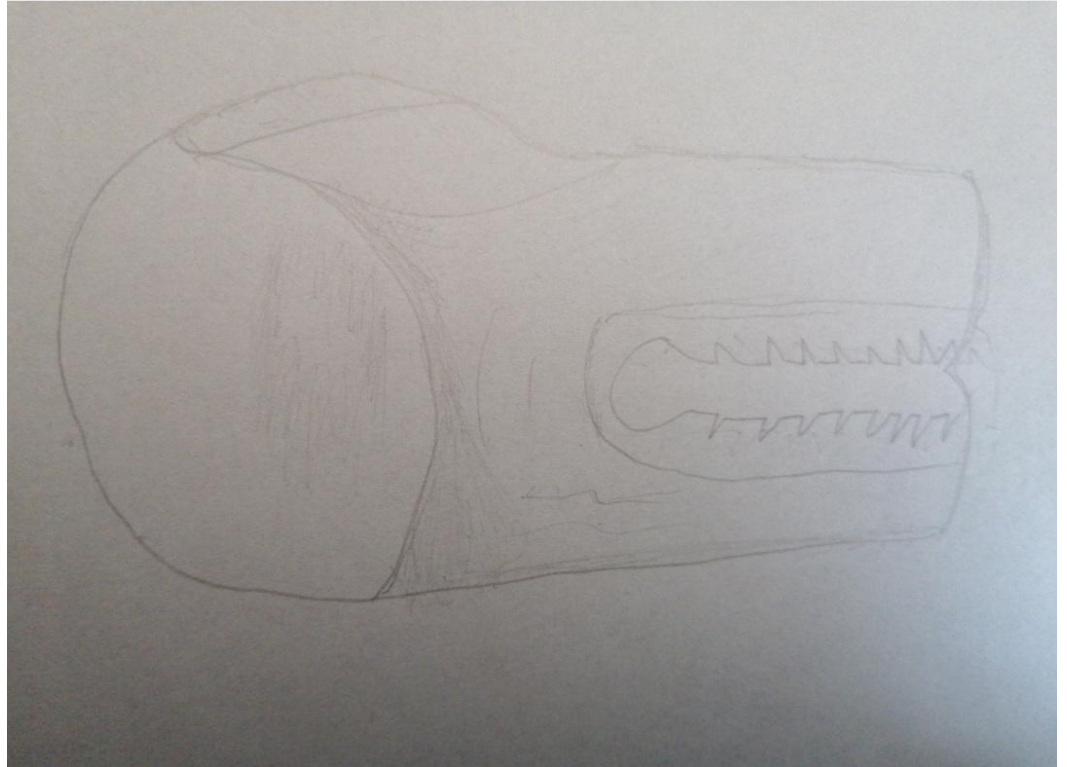
*Drawing from secondary sources  
with base colour*

## WHAT ARE WE LEARNING TODAY?

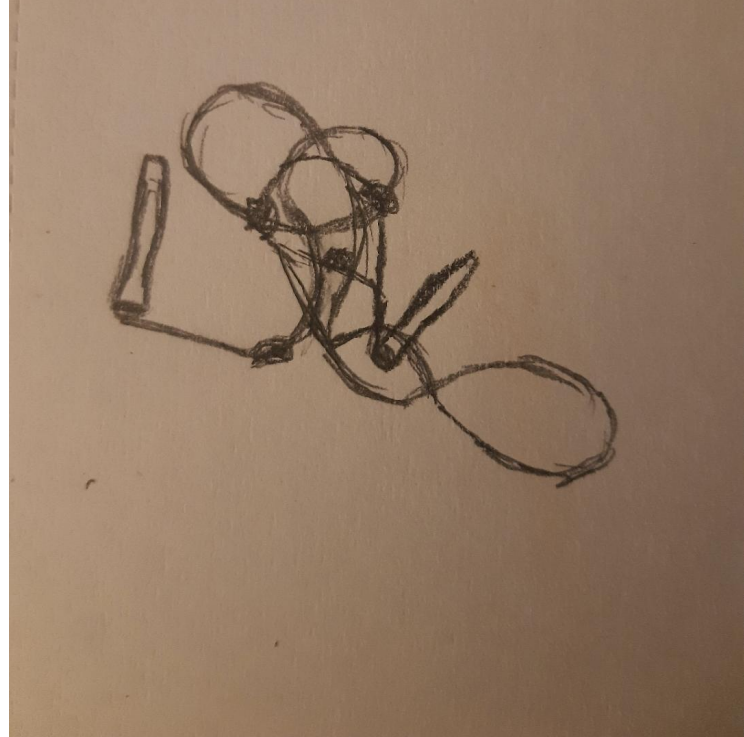
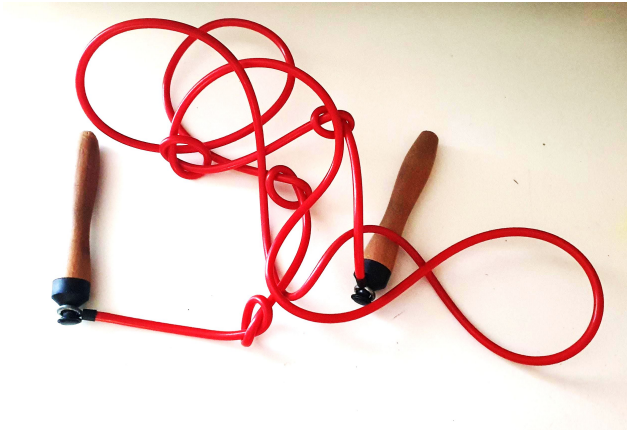
6/9

- Student work (primary objects/line)
- Refresher on poster & typography - C+C class task
- Motivational message - Beneavin Boxing sample & other ideas!
- Video (next step)
- Do your text task for today and submit your drawing task by next class (Monday)
- Colour and medium

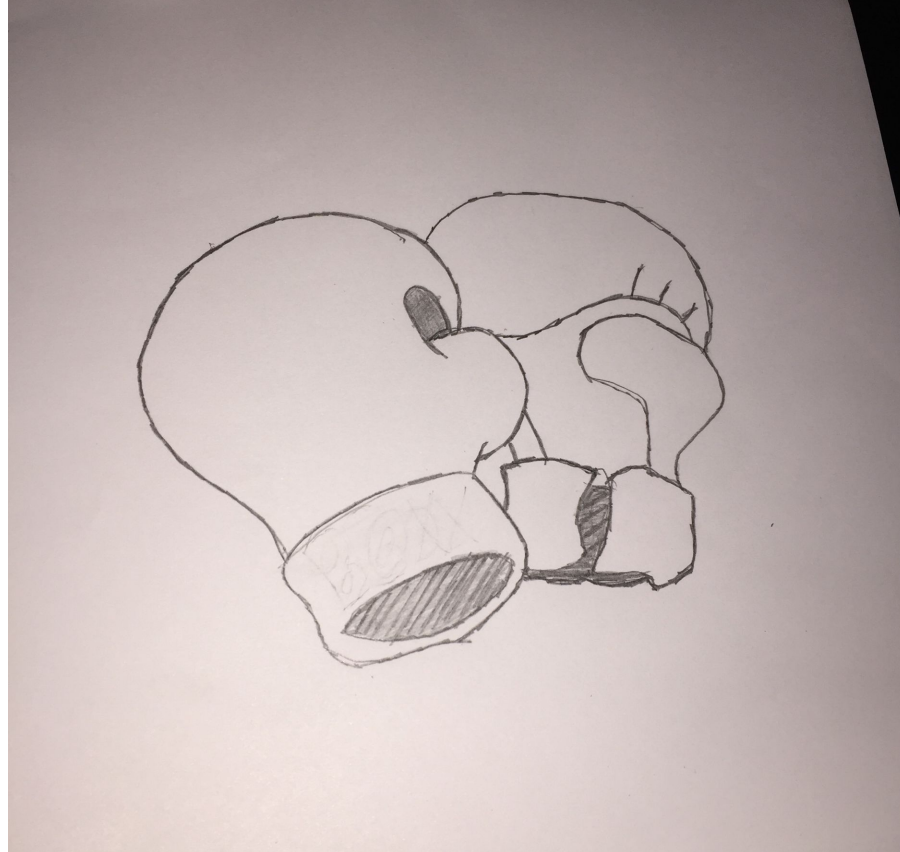
# STUDENT WORK:

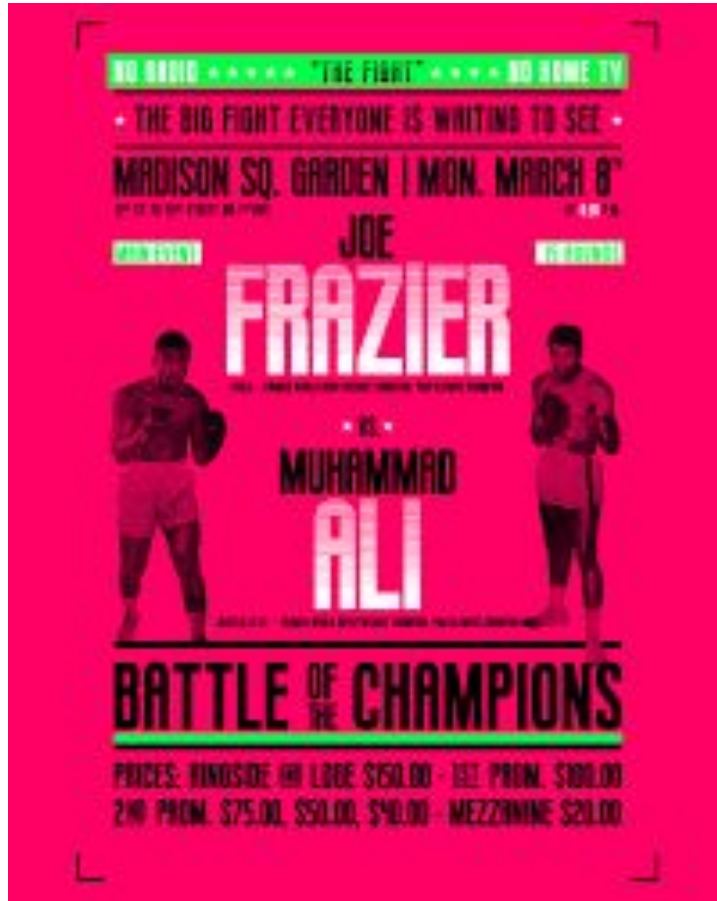
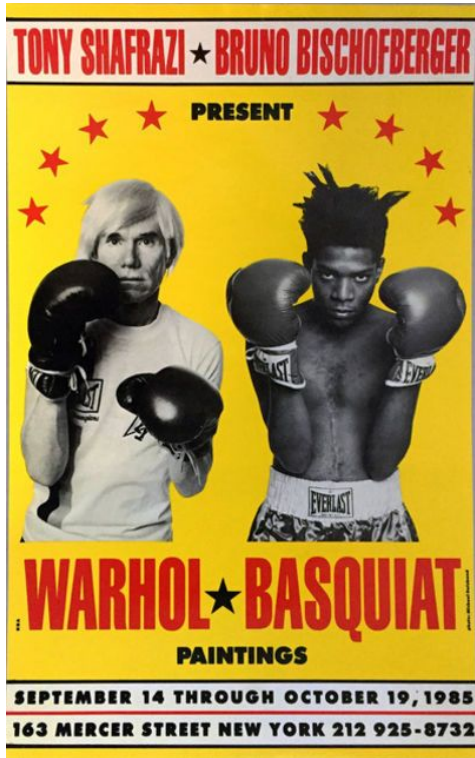


# STUDENT WORK:



# STUDENT WORK:





A B C D E F  
G H I J K L  
M N Ñ O P Q  
R S T U V W  
X Y Z

## LESSON 3/9

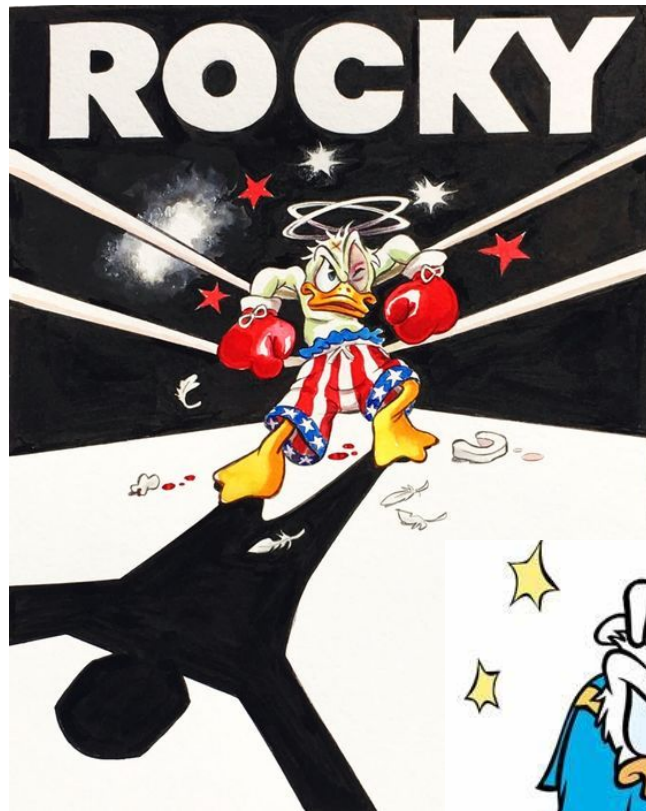
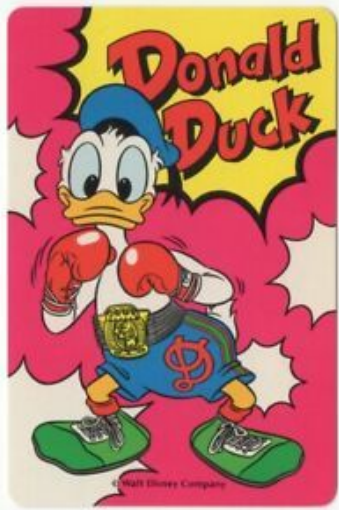


# *Boxing Symbols*



A symbol is a mark, sign, or word that indicates, signifies, or is understood as representing an idea, object, or relationship

A symbol - something that stands for something else: emblem - The eagle is a symbol of the United States. What is the emblem of Ireland or a symbol that represents Irishness?





THE REMATCH OF THE CENTURY



**ROCKY  
BALBOA**

The Challenger From Philadelphia  
Exciting Slugging Sensation

VS.

**APOLLO  
CREED**

From New York City  
World's Heavyweight Champion



**ROCKY II**

ROBERT CHARTOFF • BRYAN WALKER ..... SYLVESTER STALLONE "ROCKY II" TALK SHIRE • DUFFY YOUNG • CARL McHENRIES  
• GUNDESS MEREDITH • ... • BILL COTLER • PAUL WELER ..... BRYAN WALKER ..... ROBERT CHARTOFF ..... SYLVESTER STALLONE  
© 1979 United Artists

TICKETS ON SALE AT BOXOFFICE

**TAYLOR vs  
LINARDATOU**

WBO SUPER LIGHTWEIGHT CHAMPIONSHIP

**SAT. NOV 2**

MANCHESTER ARENA

ONLY ON



**IT'S FIGHT SEASON ON** 

matchroom  
boxing



beneavindelasallecollege

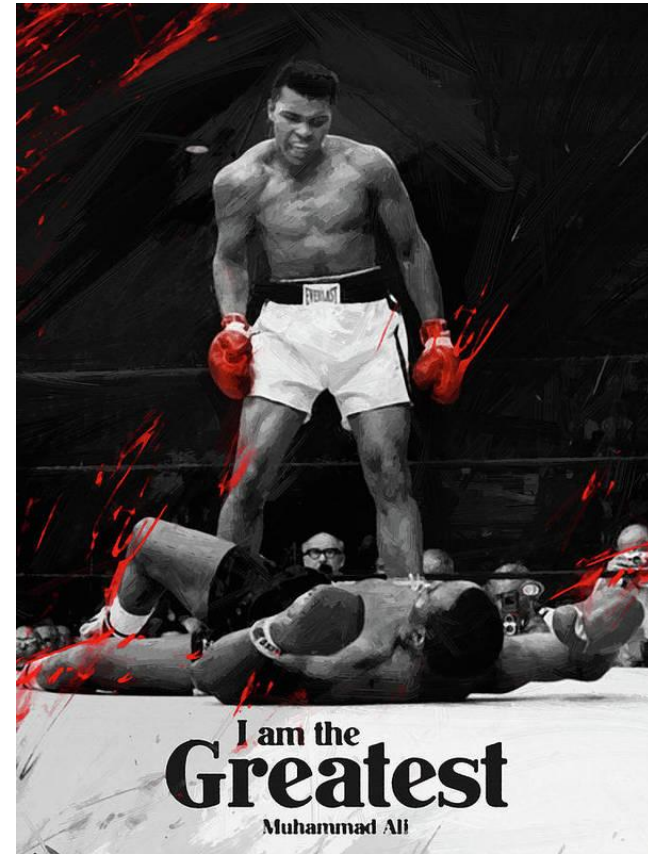


@Arron Kavanagh

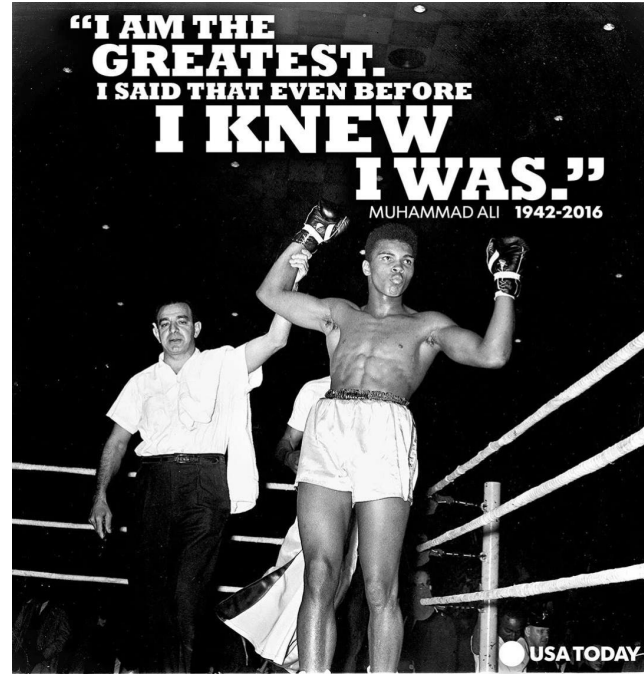
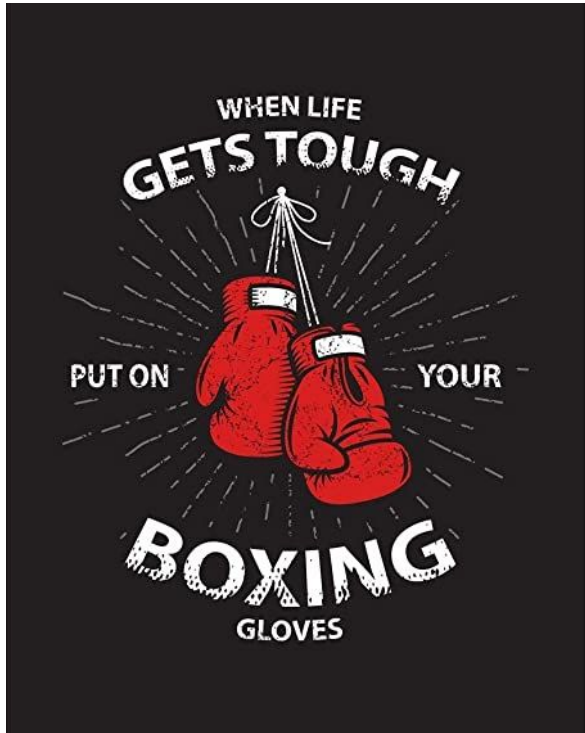
You're braver than you believe,

Stronger than you seem,

And smarter than you think.



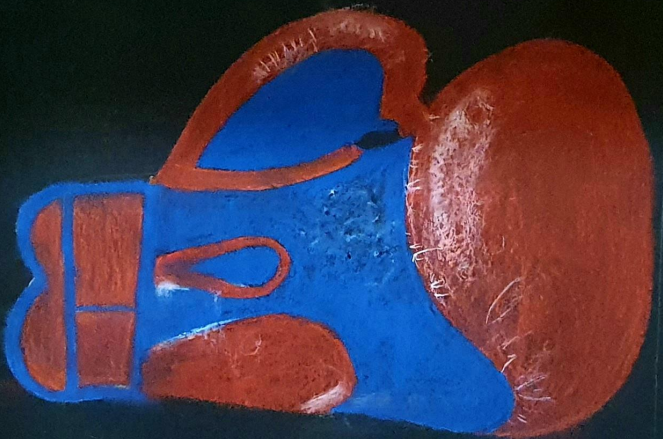




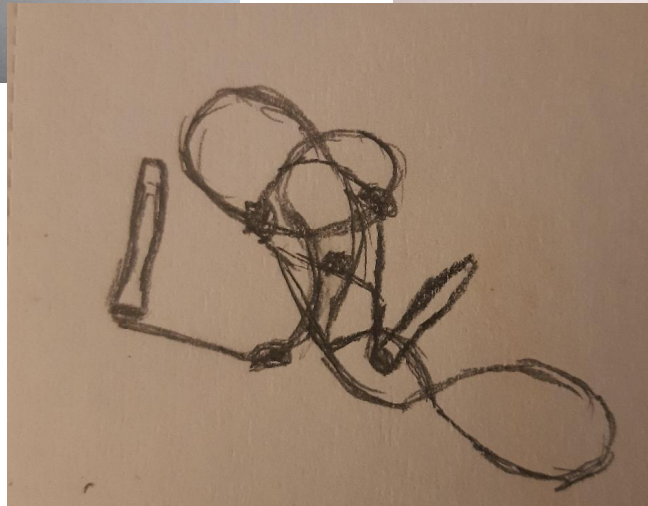
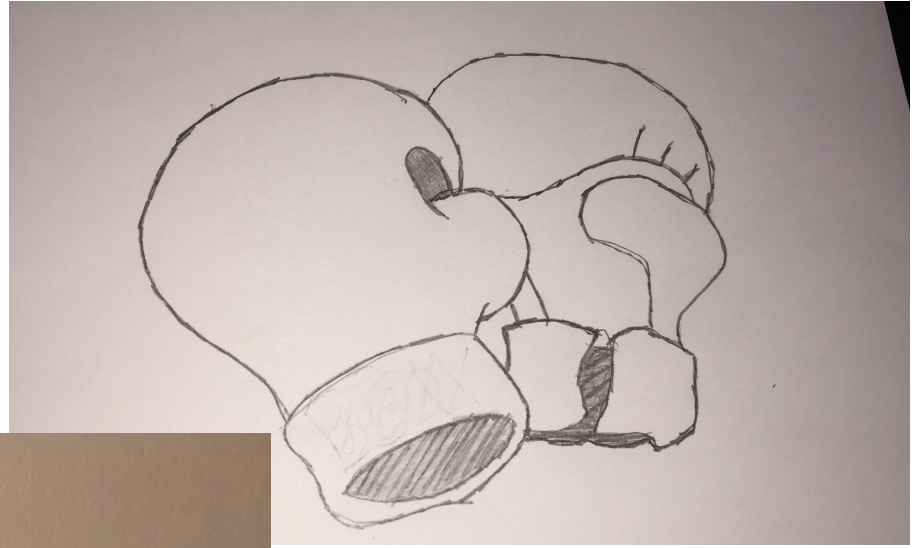
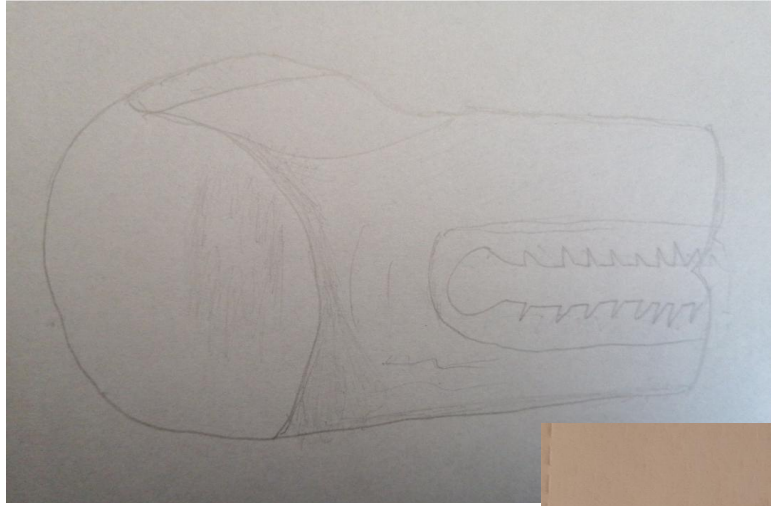
# MEDIUM: Coloured chalk pastel



I AM AS GREAT  
AS I MAKE MY  
MIND UP TO BE



# Due Monday: Colour (max. 2 colours)



Andy Warhol's assistant, the historic pop artist, Steve Kaufman's original pair of hand painted boxing gloves featuring images of Muhammad Ali. Both gloves are covered with different images and are both signed by Kaufman as well as one being signed by Muhammad Ali himself.





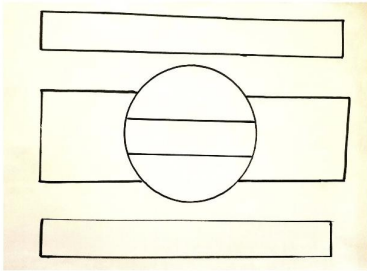
### TASK 5

8th Feb, February '21

**Materials:** A4 paper, pencil, rubber, marker (black or dark coloured).

#### INSTRUCTIONS:

1. We are using similar skills as for last week's task... With pencil and on an A4 sheet of paper, please draw up your own template just like below, using a ruler for the bars and belt straps (rectangular shapes) and a circular object to trace the outline for the belt buckle (circle):

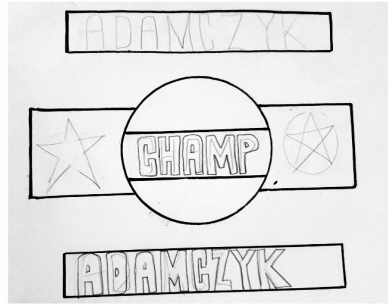


**TIPS:** Look at the video if you weren't present at class for lesson 4 and use your page in landscape format.

Don't forget to include the space, which is another rectangular shape at the centre of the buckle.

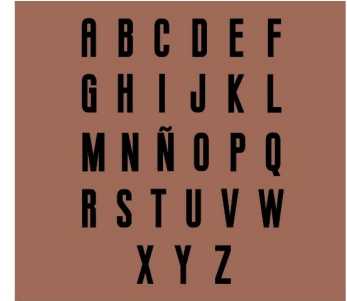
1

2. Practice your name using 'Boxing' typography created by Argentinian designer Tano Veron. (Page 3 for alphabet reference). Use the top bar for single line letters in the font style. Then use the bottom bar for your outlined version. See example:



3. Write 'CHAMP' in the centre of the belt in the space. (Note that 'Boxing' typography is all UPPERCASE LETTERING)\* Draw a freestanding star on the left part of the belt and a star in a circle on the right (find something small to trace around for the smaller circle).
4. Outline neatly and carefully with a black or dark marker.
5. Take a picture and submit to TASK 5 classwork on Google Classroom.

2



3

**TASK 5**

(Due Wednesday morning - to be submitted before class)

8th Feb, February '21

Materials: paper, pencil

**INSTRUCTIONS:**

Pick one of the four of my primary objects...

1.



2.



3.

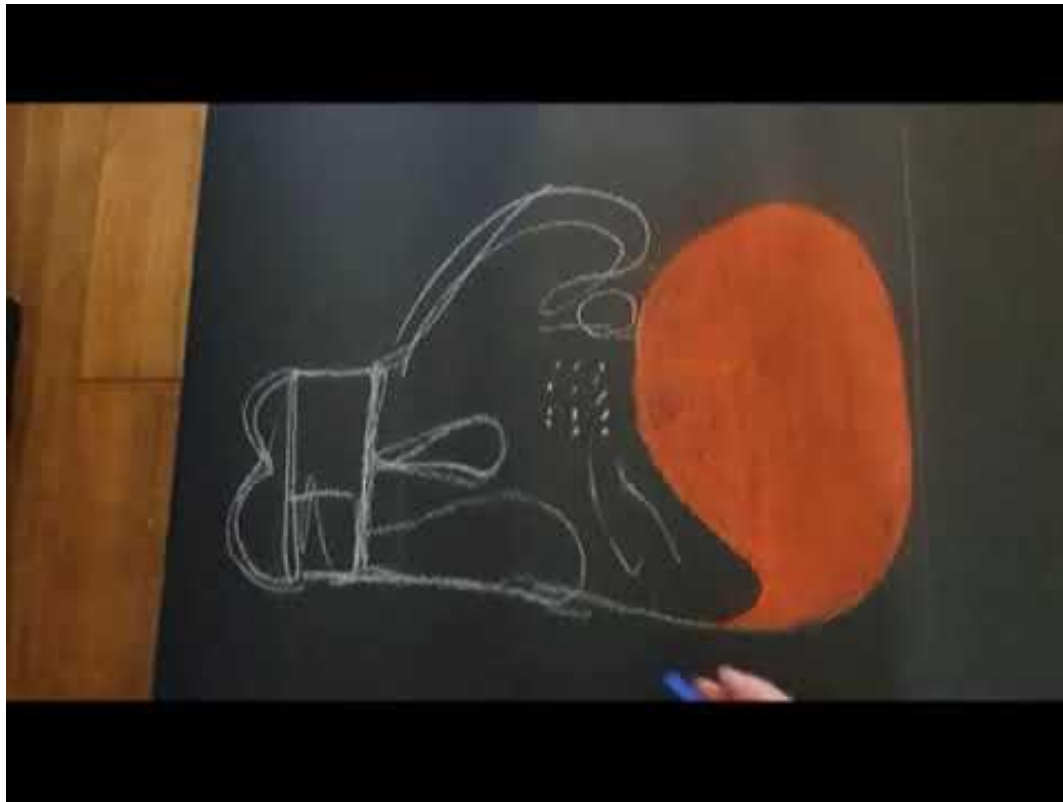


4.



If you have any boxing primary objects around, draw from those, otherwise you may draw from these images. When we draw from a photo or an image and not directly from observing an object in front of us (an object we can hold), it is called drawing from a **secondary source**.

*\*Please see instructional videos for each object choice contained in the assignment package.*







# LESSON 6



## City Me, by Matt Windle

This vocal material was stitched  
 And moulded by thoughts and  
 Vocal chords, caught strumming itself when the wind is still  
 But even when movement is minimal the wind is still  
 A part of your enzyme  
 Every breath makes me try harder by 10 times to not allow the gift of life to be simply sent by

We were all sent by someone  
 Or something  
 Not to be everlasting but to be temporary kings  
 Not to back down from challenges but to beat things  
 So that even a Queen couldn't stop you  
 And if someone tries let them know that we, will rock you  
 We could be the stars etched on to city streets  
 Morph in to the soul that helps the heart, beat  
 I'm not just a part of my city. My city is a part of me  
 I gave birth to this with dodgy dialect, bad behaviour and good luck  
 And I give many things but I will never give... up  
 I will never forget what made me  
 What participated in the evolution to man from baby  
 My built up surroundings are a combination of sweet and savoury

"When I was 15, I wrote a poem about homelessness that my teacher really liked and she encouraged me to enter the Birmingham Young Poet Laureate competition."

Windle went on to win the award and currently makes a living visiting schools and teaching them how to write poetry.

He used his contacts gained during his reign as poet laureate to garner school contracts.

He explained: "When I get there, they all think poetry's boring. By the time I leave they are all rapping and beatboxing."

A sea sick blue swimming in silver spaceships  
 Shopping trips, golden books and funny accents  
 Possibly inherited by the Anglo-Saxons  
 But you know what they say, right?  
 'Accents speak louder than words'  
 So we must be pretty easy to hear  
 And when I am no longer here  
 When I'm far away  
 I'll look to the sky and the stars and pray

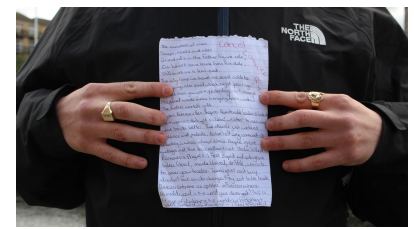


Boxer and poet Matt Windle at the Big City Gym, Lionel St, Birmingham

That the days in my city live with me  
 Time  
 It doesn't quite flash but it moves pretty quickly  
 So stick with me. Stay by my side  
 I run to get fit but I don't wish to hide  
 So seek if you wish I'm pretty easy to find  
 Because we don't fight to be kind we fight to survive  
 Now allow yourself to become a prince like the work of Machiavelli  
 And I'd swallow fire to keep one alive in my belly  
 So whether U B 40 plus or simply an infant  
 Know that you are a king  
 And that your city, is your kingdom.

## 'Learning The Ropes' Rhyme & Rhythm

- SDL - Matt Windle (tech research)
- Beatbox rhythm session
- Rhyming schemes - couplets and multisyllables intro.
- Guest *Carl ÓG*



# Learning layers/ Cross curricular links & L/O/N/W:

## P.E.

English - main learning outcome/justify\* VIVA familiarity with relevant info. SITE IT! Don't just tick box.

## Social, Personal and Health Education

## Civic, Social and Political Education

Describing their work, knowledge and understanding of the activity, the language specific to the theme, the media, the equipment and the research processes as well as being able to elaborate on various creative processes in written form through documentation.

Broadening vocabulary through managing information and coordinating verbal content in verbal and visual formats. Listening to instructions and adopting phrases and terminology relevant to the skills and studies.

## Numeracy

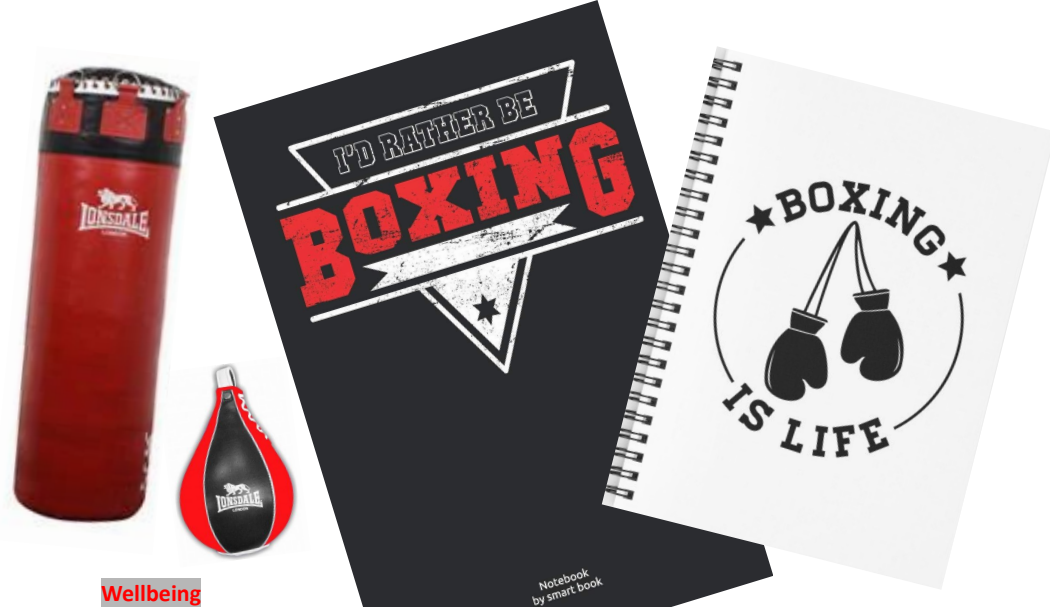
Measuring/gauging time in terms of the clock (3mins on 1 min off). Learning to measure space and limitation by determining the span of an area and how quickly they cover it based on their step and push via footwork. 10 seconds 'double time'.

Counting during breathwork. Measuring their breath in the vocal refinement exercises.

## Oracy

Communication with fellow students to present their work and to critique that of their fellow learners. Asserting opinions and viewpoints to one another in a measured vocal manner. Developing vocal capacity and control through public oration and various assessment roles and peer teaching tasks.

Listening to one another's voices in group presentation and one to one contexts.



## Wellbeing

Practice of patience through listening to and watching the performance and presentations of fellow students.

Practice of tolerance through listening to/observing their fellows work and gaining in self esteem through absorbing critique as well as compliments and praise.

Development of the recognition of identity through social/cultural and personal exploration throughout the project.

Kindness learned through listening to others during presentations and Q&As  
Safety/security - exploring content and processes together in a non judgemental environment. Respecting distance, personal boundaries and acquiring discipline and focus.

Emotional regulation through the pace and pattern of breathing, vocal and physical work. Learning to utilise power, energy and intense emotions and apply control in manageable ways that are empowering as well as personally and socially constructive.

Empathy, respect and dignity - seeing the diversity in what others value and gaining understanding and insight into others values and feelings, etc.

# Key Skills & Statements of Learning:

- PHYSICAL TRAINING BASED ON THE PRINCIPLES OF BOXING
- CRITICAL AND CREATIVE THINKING
- VERBAL COMMUNICATION SKILL DEVELOPMENT
- COMMUNICATION
- PUBLIC ORATION AND PEER TEACHING
- INFORMATION PROCESSING & DOCUMENTATION
- WORKING WITH OTHERS
- DEMONSTRATION, PRESENTATION, INSTRUCTION
- PERSONAL EFFECTIVENESS

## Strands of Study/Learning Outcomes:

### Research

- 1.1 Looking
- 1.2 Recording and documenting
- 1.3 Experimenting and interpretation
- 1.4 Contextual enquiries\*
- 1.5 Process\*

### Respond

- 3.1 Analysis
- 3.3 Impact and value
- 3.4 Critical and personal reflection

### Create

- 2.3 Process
- 2.4 Realisation/Presenting

**SOL 1:** The student communicates effectively using a variety of means in a range of contexts.

**SOL 3:** The student creates, appreciates and critically interprets a wide range of texts.

**SOL 6:** The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which they live.

**SOL 16:** The student describes, illustrates, interprets, predicts and explains patterns and relationships.

**SOL 21:** The student applies practical skills as they develop models and products using a variety of materials and technologies.

**SOL 23:** The student brings an idea from conception to realisation.

**SOL 24:** The student uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner.



# LESSON 1 'Step Up To The Plate'

verbal, visual and physical

PROCESS: Text, Film, & Footwork

## KEY SKILLS

- Interpret a text and respond to it in a verbal way
- Engage in a warm-up and answer questions around bodily function simultaneously
- Understand and attempt boxing footwork
- Seek out the theme in the SS/VA

## ASSESSMENT

- 2X peer to peer teaching demos (phys.)

## LEARNING OUTCOMES

Students should be able to:

- Ask questions and explore solutions to problems by repeated attempts
- Reflect, observe and make connections between the module theme and the 'Million Dollar Baby' scene



Learning outcomes for scheme/unit of learning

### Critical and Visual Language:

Observe their work and reflect with a critical eye/voice on whether or not they have achieved the given tasks and explored/discovered sufficiently according to requirements and their own self-evaluation.

### Art Elements and Design Principles:

1.12 apply their understanding of the art elements and design principles to make an artwork.

### Visual Culture and Appreciation:

1.7 examine the method of a number of artists and the artwork they created. 1.8 discuss examples of historical and contemporary visual art. 1.9 debate the value that they and society place on an artwork.

### Drawing:

1.4 demonstrate how they use drawing to observe, record and analyse the human figure and the world around them. 1.6 use drawings to communicate their personal outlook and understanding.

3.6 design a final work based on their drawings.

### Media:

1.13 identify media which are used to create artwork. 1.14 use media to create their own artwork.

1.15 critique the choice of media in their own or other's artwork.

# LESSON 2 'STEP IN THE RING'

verbal, visual and physical

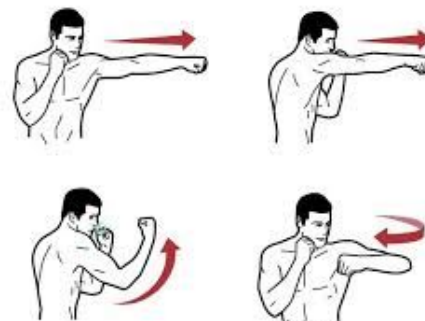
**PROCESS:** Verbal response to film (class discussion after quote is presented on board), Boxing gloves paint job after Andy Warhol & combination training.

## KEY SKILLS

- Engaging in dialogue in peer learning and group discussion
- Learning the technique of punching
- Painting with punches and pads
- Organising the space to dry work and dedicate 10 minutes to visual reporting
- Write a 3 line review of the lesson's learning



"In the art world I don't think there are many boxing enthusiasts. So why not introduce these two worlds to one another? And most of all, in the boxing world there aren't many art-enthusiasts, so why not? When one meets the other it may further that research".



## ASSESSMENT

- Did the students engage in upper body work (power punch and flat fist)?
- Mini presentation and verbal share of review carried out?

## LEARNING OUTCOMES

*Students should be able to:*

- Compare styles of artworks and processes as well as imitate the style and record the results
- Identify and evaluate around the theme and give opinions and insights in response to the VA
- Scrapbook rounds and 3 line reviews in end of class presentation



Artists Andy Warhol (left) and Jean Michael Basquiat (right), photographed in New York, New York, on July 10, 1985. Michael Halsband /Landov Photo: MICHAEL HALSBAND/Landov

# LESSON 3 'Punching Above Your Weight'

verbal, visual and physical

PROCESS: Text, Film, & Breathwork

## KEY SKILLS

- Interpret a text and respond to it in a verbal way
- Engage in a warm-up and answer questions around bodily function simultaneously
- Understand and attempt boxing footwork
- Seek out the theme in the SS/VA

## ASSESSMENT


- Pad work combinations - moving forward/backwards. 'On the bag' above eyeline

## LEARNING OUTCOMES

Students should be able to:

- Ask questions and explore solutions to problems by repeated attempts
- Reflect, observe and make connections between the module theme

KEY WORDS: reach, eye level, capacity, vacuum, diaphragm, engage,



**BOXING SCIENCE** ALTITUDE MASKS FOR BOXING

**CLAIMS**  
Simulates Training at Altitude  
Increases in lung capacity, anaerobic threshold and oxygen efficiency

**FINDINGS**  
Limited research to support the claimed benefits  
The mask works by restricting the air flow, not by simulated altitude

**SUMMARY**  
These masks do not simulate altitude and do not contribute to aerobic fitness, just increases breathing difficulty that can negatively affect training session quality, intensity and volume.

As a result of training with an elevation mask, Training Mask states that it "helps condition the lungs by creating pulmonary resistance and strengthening the diaphragm". In other words, your lungs are conditioned to take deeper breaths and use oxygen more efficiently because of the resistance caused by the mask.

AEDP:

KEY ART & DESIGN ELEMENTS

LINE

SHAPE

FORM

TONE

SPACE

TEXTURE

KEY ART & DESIGN PRINCIPLES

BALANCE (SYMMETRY, ASYMMETRY, RADIAL SYMMETRY)

CONTRAST

MOVEMENT

PATTERN

RHYTHM

UNITY

**Managing Behaviours:**  
**Issues/Strategies**

Identify issues – establish strategy to manage behavioural issues

Management of learning environment

Material management. Equipment respect and safety.

Seating/standing arrangement

Regulated movement through classroom

Peer learning – group selection

Reward, affirm positive behaviour

# Arte Povera — or “poor art” —

## LESSON 4

### ‘Roll With The Punches’

verbal, physical and visual

PROCESS: Film, Breath & Scrapbooking

#### KEY SKILLS

- Interpret a text and respond to it in a verbal way
- Stand do breath/vocal work
- Watch the film excerpt
- Contributing to the scrapbook

#### ASSESSMENT

- Group demos (breath)

#### LEARNING OUTCOMES

Students should be able to:

- Demonstrate
- Reflect, observe and make connections between the module theme

...was born in the late 1960s as Italy’s postwar “economic miracle” gave way to depression and political unrest. Amid the student occupations of 1967, Germano Celant, a young art critic, coined the term to describe the work of the artists — Alighiero Boetti, Jannis Kounellis and Giulio Paolini among them — he grouped together for a show in Genoa. With a nod to the Polish director Jerzy Grotowski’s notion of “poor theatre”, which abandoned costumes and other inessentials to focus on the actor’s relationship with the audience, Celant spoke of a new kind of art concerned with “taking away, eliminating, downgrading things to a minimum”.

Jane Ure-Smith



Ken Loach ‘Kes’ 2.06

Barry Hines ‘A Kestrel For A Knave’

## Rubric Self Assessment pitch

(Please answer without judgement)

Simply tick the box that you feel closely matches your learning experience today.

How well do I feel I responded in today's class?

1. I wasn't as engaged as other days, I felt distracted and drained.

2. I was focused and I felt comfortable and attentive.

3. I was intrigued with the lesson and felt enthusiastic and energised.

Please write down a minimum of 5 words or 1 sentence to elaborate further on your experience...

## RUBRIC HANDOUT

Dev. Ed. Learning Outcomes #2

1. ~~Cognitive: mental skills (knowledge)~~
2. Affective: growth in feelings or emotional areas (attitude or self)
3. Psychomotor: manual or physical skills (skills)

## **Aim of Unit of Learning:**

A second year unit of learning (8 LESSONS) based on bodily movement and phrases associated with the theme. The art of boxing offers the basis for which physiological learning and engagement can occur throughout the unit (for the sake of fun and physical well being during 'lockdown'). Second year students will explore the theme of 'Standing Up for Yourself & Others' (or 'Standing up for what is Right'). Through a range of tasks and techniques using reading, writing, drawing and motion activities and tasks, learners will develop their creative skill sets in speaking about art through visual thinking strategies, producing drawings and diagrams, collecting imagery and recording information. **Each learner will record all their visual research and experimentation. These visual and verbal memos will be developed into digital scrapbooks and be exhibited online.**

**Cardboard construction project \* Boxing Title Belt**

**Qualities: kindness, patience, forgiveness, tolerance,**

Title

Who you are giving the best to

Best mam

Best Nanny

Best teacher

Best key worker

Best youth club leader

End point: photograph

The creation of a digital portfolio could be an option for this project if restrictions resume for a long time, whereas the physical artefact should be worked toward upon return to school.