

Title: Rhythm in Nature

Subject Area: Studio Art

Grade Level: 10th -12th Grade

Materials:

11" x 17" paper  
drawing pencils  
erasers  
paintbrushes  
tempera paint  
water cans  
image of Matisse's "Goldfish"  
real or fake twigs, leaves, acorns, and other miscellaneous nature objects

NYS Standards:

1. Students will be able to create a painting using the art principle rhythm in nature as a theme
2. Students will be able to utilize and manipulate tempera paints in various ways.
3. Students will be able to recognize art vocabulary terms such as rhythm and be able to analyze each others' paintings, their own painting as well as Matisse's "Goldfish."
4. Students will be able to recognize the artist Matisse and gain a further knowledge of how rhythm is applied in art, as well as influenced Matisse's "Goldfish" painting.

Motivation:

Begin by showing the students Matisse's painting "Goldfish." Have the students observe it for a few minutes and then ask them to describe what they are seeing. Begin an in class discussion about the topics that come up while analyzing the piece. If needed, lead them in the right direction by asking questions about specific art elements and principles in the piece such as "What color is dominant?", "What do you notice about the complementary colors?", "What shape is dominant?", "Where is the negative space?", "What patterns do we see?", etc.,. Bring up rhythm and repetition of the art elements in artwork and how it is applied in this painting. have students point t out on the image. Explain how the leaves and flowers are the same oval shapes being repeated, creating a rhythm throughout the painting.

Procedure:

1. Have students direct their attention to the front of the classroom.
2. Begin stating motivation for this project.
3. Explain to the students that they will be creating a painting based on the nature

object they pick, and using that object to create a visually rhythmic painting.

4. Demonstrate to the students how to manipulate the paintbrushes to create different brush strokes and textures, as well as how to manipulate the tempera paint to mix colors.
5. Ask the students if they have any questions thus far or do not fully understand the assignment.
6. Distribute paper, pencils, erasers, paints, water cans and have students chose their nature object for their painting.
7. Have students begin project by designing the layout of the object repeated followed by the painting.
8. When project is complete have students analyze their own work as well as their peers' in a class critique.

Evaluation:

See attached rubric