

This sporting life

Stage 1

Subject matter: people

Forms: drawing, painting, sculpture

Duration: 4 to 6 weeks

Image resources

- *The Discus Thrower* (also known as *Discobolos*), Myron c 450BC
<http://www.frostburg.edu/dept/phil/forum/Athens2.htm>
- *The Toreador Fresco*, from Palace of Minos, Knossos, Crete, c 1500BC
<http://www.washington.edu/ark2/archtm/ew75.html>
- images of sport from magazines and newspapers

Outcomes and indicators

Making

VAS 1.1 Makes artworks in a particular way about experiences of real and imaginary things.

- explores features of athletes' movement in artworks.

VAS 1.2 Uses the forms to make artworks according to varying requirements.

- experiments with different media to create artworks representing athletes.

Appreciating

VAS 1.3 Realises what artists do, who they are and what they make.

- talks about artworks featuring athletes.

VAS 1.4 Begins to interpret the meaning of artworks acknowledging the roles of artist and audience.

- talks about features in their artworks referring to such things as movement, line, surface and direction.

Unit overview:

Students explore a range of poses and movements in different sports. They make linear drawings focusing on movement and direction. Students look at sports and athletes in ancient civilisations and in Australia and consider how artists record events. Students make collages that express ideas about athletes and movement.

Learning experiences	Teaching notes
<p><u>Learning experience 1</u> Making drawings</p> <p>Consider different sports. Adopt and freeze in various sporting actions. Observe each other throwing, hitting, running, stretching, twisting and crouching. Imitate a discus thrower by throwing plastic plates and noting the positions and movements of the body. Discuss positions and movements made by the body.</p> <p>Make quick sketches of each other in action. When drawing, aim to emphasise movement. Concentrate on the angles and direction of the torso and limbs.</p> <p>Freeze action postures and sketch shadows on the asphalt with chalk or on large sheets of butcher's paper with crayon.</p>	<p>Image resources</p> <ul style="list-style-type: none"> • <i>The Discus Thrower</i>, Myron • <i>The Toreador Fresco</i> from the Palace of Knossos, Crete <p>Resources</p> <ul style="list-style-type: none"> • butcher's paper • crayons • chalk • plastic plates • paint • cardboard wedges • soft pencil • felt pen • art paper • sports equipment <p>Take students to netball, soccer, cricket or softball field with bats and balls.</p> <p>If possible, take photographs to capture the action of the students running and jumping etc. Compare the photographs to the sketches made by the students. Discuss the angle of the body and limbs and implied movement.</p>

<p>Appreciating artworks</p> <p>Look at the ancient Greek sculpture <i>The Discus Thrower</i> observing implied movement and direction of limbs. <i>What is the person doing?</i> <i>Why do you think the artist made this sculpture?</i></p> <p>Look at the <i>Toreador Fresco</i> noting the direction of movement and limbs. <i>What do you think is happening in this work?</i> <i>Why do you think the artist painted this scene on a wall in a palace?</i></p> <p>Discuss the sports represented in <i>The Discus Thrower</i> and the <i>Toreador Fresco</i>. Discuss sport as an important feature of everyday life. Name some interesting sports.</p> <p>Making drawings showing movement of figures</p> <p>Take turns in freeze framing action poses. Use wedges of cardboard, dipped in paint and make linear marks with the inked edges to represent the action of the body in motion.</p>	<p>Describe this work and explain that it was made thousands of years ago. (c 450BC) Explain that there were no cameras or videos to record events or athletes. Point out the emphasis on action, beauty, muscularity and perfection of proportions in ancient Greek sculpture.</p> <p>Discuss with students that frescos such as this one decorated the walls of the palaces of Crete and are thousands of years old. This particular fresco depicts three people engaged in the dangerous ritual of bull jumping.</p> <p>The names of various sports can be written on a poster and illustrated by students.</p> <p>Demonstrate use of cardboard wedges and paint to show movement. Encourage students to emphasise different directions (vertical, horizontal and diagonal lines).</p>
<p>Extension activity Making sculptures of athletes</p> <p>Make sculptures of athletes emphasising direction and movement using a variety of materials such as hessian, twigs, sticks, cardboard, wire, string and PVA glue.</p>	

Extension activity**Making collages about athletes**

Cut simple shapes from coloured paper squares and corrugated cardboard. Glue these to a separate sheet of cardboard to create a background.

Dip a dry brush into some paint and add to the background to create texture.

Add the cut out figures (from photocopies of sketches) to form a composition.

Straws may be cut and glued to the work to add emphasis to the action.

Appreciating: reflecting

Give the artwork a title.

Why do some parts of the artwork stand out?

What sort of atmosphere or feeling do the colours, shapes and lines in the artwork create?

In which direction do the figures seem to be moving?

Resources

- photocopies of athlete sketches
- acrylic paint
- corrugated cardboard
- plastic straws
- PVA glue
- paint

This is a suggested sequence to demonstrate the idea of building images and surfaces to create a work. The order of layering may be varied. Include other techniques and/or images to explore different effects.

Arrange student artworks in a *frieze* of movement on the classroom window