

Painting



Movement Objectives



Action

Impressionism: dab, press

Action painting: pouring, dripping, flinging

Shape

Neoplasticism: straight lines, rectangles

Warm up

Sitting in a circle

Tell the children there's a big pot of paint in the middle of the circle – they're going to use it to paint with today. Ask them to take some 'paint' and rub it into their hands, feet, tummies etc.

In front of them, can they make hand prints? Foot prints? Other print on the floor?

Standing up, can they paint their own name in the air – with finger, then different parts of the body.

Ask them to paint in the air a ...

- Line with their arm
- Circle with their elbow
- Zigzag with their head
- Dot with their bottom

Ask the children for their own suggestions – a shape or a pattern and a part of the body to paint it with.

Finish with the children painting a whole body print against the floor – stretching right out.

Brandenburg Concerto No.3 in G Major
Helmut Muller-Bruhl



Impressionism

Gnossiennes. No1 (Lent) - Erik Satie



Discuss the style of the impressionists – look at some of the famous paintings such as Claude Monet and his water lily paintings. Look at the techniques used by these artists – small, short brush strokes.

Hand out a sponge to each child. Ask them to decorate the air around them, as if it were their canvas. How can they use their sponges to make dabbing actions like the impressionists? They don't just have to hold the sponge in their hand – ask them to explore other ways they can hold and use the sponge.

Ask the children to continue their paint dancing, but without the sponges. How might they dab and press their bodies into the air around them? Encourage them to use lots of different body parts to achieve this effect.

Neoplasticism

Commentaire II de "Bourreaux de solitude" - Pierre Boulez



Discuss the Neoplasticism art movement – looking at artists such as Mondrian and his compositions and tableaux. Look at the techniques used – straight lines, rectangles and blocks of colour.

Hand out a ribbon to each child. Ask them to decorate the air all around them like an artist would a canvas. How can they hold and move their ribbons to create straight lines and rectangles? Could they use other parts of their body to make geometric patterns?

Ask the children to carry on making their lines and rectangles, but this time without the ribbon. How can they create geometric patterns with arms and legs?

Action Painting

Piano Suite, Op 25: Gavotte - Arnold Schoenberg



Discuss the style of action painters – looking at artists such as Jackson Pollock and his number paintings. Look at the techniques used – pouring, dripping, flinging and spattering.

Hand out a scarf to each child. Ask them to decorate the floor around them as though it was a canvas. How can they use the scarf to create action paintings by pouring, dripping, flinging and spattering their scarves.

Ask the children to try out their action paintings without the scarves – how could they use their bodies like paint to achieve the same effect?

Choreography

Ask each child to choose a prop / style of painting that they preferred best from the 3 technique above. They will create a short solo based on that style of painting. The whole class will be able to choose some actions that demonstrate one of the techniques. Those more able might be able to select 3-4 of their best actions and put them in an order to rehearse.

Performance Gallery

Divide the class into two groups

Lay down a roll of wallpaper lining along the floor and stick the edges down with masking tape. Place out some crayons / pens away from the dancers.

- One group performs their solo – either with or without the prop.
- The other group observes and draws in response to the dancing on the wallpaper lining.
- Discuss the gallery afterwards – who were they watching and what actions were they doing?

Swap over roles so both children have chance to do dancing and drawing. Turn the wallpaper lining over and use the other side.

Extension activity: you could use the artwork created by the children watching as a starting point for creating more dance. How can the children represent the lines, dots, patterns and shapes that have been drawn on the wallpaper lining through their movements?



Cool Down ↓

Standing up. Ask the children to fling the paint off their bodies, like in the action paintings. There's still some paint left, ask them to rub it off. Then lie down in the bath to rinse the rest of it off.

Ask the children to stretch up in a straight line from a Mondrian painting. Try a few more stretches with the arms and legs in straight lines.

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