

Lesson Plan Starter: Op Art

Plan ID: 3407



by Sharon Nosal (submitted Jan 25, 2010)
St. Pius X Catholic School - NC, United States
for grade level » **Middle (6-8)**
duration » **3 sessions (about 90 minutes per session)**
media type » **Drawing**
subject integration » **Art History**

Eighth grade students looked at work by Bridget Riley and Victor Vasserely and identify the elements of design used to create the illusion of movement in their work. Students will each create their own three-dimensional design showing movement. Students will manipulate the elements of design; line, shape and space to create the "illusion" of movements on a flat surface. This movement will fool and disturb the eye causing the viewer to look away and then look back.

Sample Artwork:



Materials (what you need)

18x18 white drawing paper
rulers
compass
color pencils

Procedure (what you need)

- 1 - create a series of lines radiating from a central location - does not need to be center of paper, BUT MUST be an even number of lines. Then draw 3 spheres at different locations.
- 2 - Draw concave lines and alternate with a convex lines at the end of each line. Fill in each section with the same lines, making sure they match up. This can also be done using straight lines (V shape is created), but using the curved lines will create the illusion that the piece is "moving".
4. Using colored pencil, color these in, alternating colors. Use shading to create the illusion of roundness on the concave and convex lines.

Resources

handouts with exercises on creating 3-d forms

Curriculum Standards

- 1-E** (5 - 8) Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
- 1-F** (5 - 8) Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas
- 2-D** (5 - 8) Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work
- 2-E** (5 - 8) Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas
- 2-F** (5 - 8) Students select and use the qualities of structures and functions of art to improve communication of their ideas
- 3-D** (5 - 8) Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

4-D (5 - 8) Students know and compare the characteristics of artworks in various eras and cultures



