

Pre-visit Project 2: On the Move

Objective:

To explore students' perceptions of movement and how it can be expressed in images.

“Nothing is constant. Everything is constantly changing. Every second from birth is spent experiencing; different sensations, different interjections, different directional vectors of force/ energy constantly composing and recomposing themselves around you... The physical reality of the world as we know it is motion. Motion itself = movement. Change.”

-Keith Haring, journal entry, 1978

“... there was incredibly raw energy in the air... and the energy was called Hip-Hop. This Hip-Hop scene included rap music and deejays, who would be ‘scratching’, which meant moving the record back and forth so that it would be making a sort of electronic scratching noise. And it also included break dancing and spray graffiti, because the graffiti scene was really the visual equivalent to the music... Well I began incorporating all of this into the images I was making. Break dancing was real inspiration, seeing the kids spinning and twisting around on their heads. So my drawings began having figures spinning on their heads and twisting around.”

-Keith Haring, John Gruen, *Keith Haring, The Authorized Biography*, p. 90 (see Bibliography)

Suggested Discussion with Students:

How do you move through space?

When do you move fast? When do you move slowly?

Do you:

Hop, skip, jump, bounce, or fall out of bed in the morning?

How do you move when you:

Run

Dance

Play sports

Read

Go to school

Listen

Talk

Go to play with a friend
Eat meals
Watch TV
Go to sleep?

How do people move around you?

Which objects move around? When do these objects move fast or slowly?

When you look at cartoons or advertisements, how can you tell that someone or something is moving quickly or slowly?

Suggested Project:

Make a visual diary of how you move throughout the day.

Draw yourself as a simple stick figure. Add something to the figure such as your hairstyle, shoes, or smile, so that people will know it is you.

Choose four different times of day, for example:

- When you wake up
- When you go to school
- Recess
- Lunch
- In math class
- After school
- Nighttime

Think of what you do and how you move during those different moments in the day.

Draw four squares on a piece of paper or copy the squares on the following page.

Draw yourself at four different times of day. Think about how you will show yourself moving.

Ask your students to show their movement drawings to the class, and ask the class to interpret the movement.

Supplies: Paper or copies of the squares on the next page, pencils, pens, or markers.

Suggested Project:

Flip Book

Make a flip book of your day on the move!

Draw your figures on white index cards. Use four or more cards for your movement drawings, and make a cover for your flip book. Staple the cards together like a book with the cover and movement drawings facing the same way.

Flip the pages.

What do your movements look like now?

Supplies: 3"x5" white index cards, pens or markers, stapler.

"Freeze"

Make a space in your classroom where students can move around.

Select some music to play.

Ask students to move or dance to music and "freeze" their movement when the music stops. Ask students to look at each other's poses.

The following idea was suggested by Dyan Titchnell, Elkins Park Elementary School, Elkins Park, Pennsylvania.

Pipecleaner Figure

To make a simple figure each student will need two 6" pipecleaners.

Take one pipecleaner and make a loop in the center.

The loop is the head. The two straight ends are the arms of your figure.

Take another pipecleaner and bend it in half through the loop.

Twist the two ends of the pipecleaner together to secure it in the loop and to make a body and legs.

Bend your pipe cleaner figure into action!

Draw around the figure. You can fatten up the figure with a black marker or pen.

Bend your pipe cleaner figure into another action pose and draw it.

Supplies: 6" pipecleaners



Detail from an installation view of "Keith Haring" at Tony Shafrazi Gallery, New York, 1982