Kinetic Moving Painting

The word **Kinetic** energy, the energy of an object that it possesses due to its motion.

**STEP ONE: PRINT** out the templates on **NUTEX** paper and then **CUT** out the various shapes using scissors and exacto blades.

**STEP TWO: PAINT** or **COLOUR** your Kinetic Moving Painting with pencil crayons.

**STEP THREE: GLUE** the various pieces of your Kinetic Moving Painting together with white glue.

**STEP FOUR: REFLECT** by answering the following questions using the elements and principles of design and hand them in with your completed work for evaluation.

1. What part of your finished project did you find most successful and why?

2. What part of your finished project did you find least successful and why?

3. If you had to do this project again what would change or do differently.

Kinetic Moving Boat at Sea Painting.
## Knowledge/Understanding

<table>
<thead>
<tr>
<th>Category</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates understanding of the elements &amp; principles of design in the sculpture (e.g., shape, movement, colour)</td>
<td>Work does not meet assignments expectations for this category. Incomplete.</td>
<td>Student demonstrates limited understanding of the elements &amp; principles of design in the painting. 0.25</td>
<td>Student demonstrates some understanding of the elements &amp; principles of design in the painting. 0.50</td>
<td>Student demonstrates considerable understanding of the elements &amp; principles of design in the painting. 0.75</td>
<td>Student demonstrates a high degree of understanding of the elements &amp; principles of design in the painting. 1</td>
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</tbody>
</table>

## Thinking/Inquiry

### Kinetic Moving Painting

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Demonstration of creative process and following procedures including Clean Up</td>
<td>Work does not meet assignments expectations for this category. Incomplete.</td>
<td>Concept and context is unclear and/or weak. Meaning or ideas conveyed are not on par with student grade level. 0.25</td>
<td>Concept and context is slightly unclear and/or weak. Meaning or ideas conveyed are below expectations for student’s grade level. 0.50</td>
<td>Concept and context is clearly valid. Meaning or ideas conveyed are on par with student’s grade level. 0.75</td>
<td>Concept and context is clearly valid and strong. Meaning or ideas conveyed are above expectations for grade level. 1</td>
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## Communication

### Reflective Questions

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<tr>
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<tbody>
<tr>
<td>Student demonstrates effective use of the e &amp; ps of design &amp; painting &amp; sculpture techniques to produce art works of some effectiveness. 2-3</td>
<td>Planning is somewhat substantial &amp; shows some alternative ideas. 1</td>
<td>Planning is somewhat tentative or non-existent. 0.5</td>
<td>Planning is fairly effective in demonstrating the creative process and following procedures. 5-6</td>
<td>Planning is evident &amp; shows some divergent thinking is evident 1-1.75</td>
<td>Planning is exceptional &amp; shows considerable flexibility in thinking. 2</td>
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## Application

### Creative Process: Demonstration of design and painting and sculpture techniques to produce an effective artwork

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</tr>
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<tbody>
<tr>
<td>Student demonstrates limited effectiveness in demonstrating the creative process and following procedures.</td>
<td>Planning is evidently effective in demonstrating the creative process and following procedures. 7-8</td>
<td>Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 5-10</td>
<td>Student demonstrates considerable use of the e &amp; ps of design &amp; painting &amp; sculpture techniques to produce art works of some effectiveness. 3-4</td>
<td>Student demonstrates high degree of using the e &amp; ps of design &amp; painting &amp; sculpture techniques to produce highly effective art works. 5</td>
<td>/20</td>
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</tbody>
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A1. The Creative Process: apply the creative process to create a variety of art works, individually and/or collaboratively:
- A1.1 use a variety of strategies, individually and/or collaboratively, to generate ideas and to develop plans for the creation of art works (e.g., in small groups, use brainstorming, research, concept webs, and/or mind maps to generate original and imaginative ideas; filter their ideas to select a suitable one to serve as the basis for their art work; use notes and/or thumbnail sketches to help them develop clear and flexible plans that show attention to detail; revise their plans on the basis of peer- and self-assessment)
- A1.2 use experimentation, reflection, and revision when producing a variety of art works in each of the following areas: drawing, sculpture, painting, printmaking, and mixed media (e.g., experiment with a variety of materials/media, techniques, and tools to find ones that are appropriate for their planned art work; reflect on their preliminary work and on feedback from their peers before revising their art work)
- A1.3 document their use of the creative process in a portfolio (e.g., include evidence of their conceptual, creative, and technical skills; include thumbnail sketches, checklists, and/or graphic organizers to show evidence of experimentation, reflection, and revision), and refer to this portfolio to reflect on how effectively they have used the creative process

A2. The Elements and Principles of Design: apply elements and principles of design to create artworks for the purpose of self-expression and to communicate ideas, information, and/or messages;
- A2.1 use various elements and principles of design to create art works that express personal feelings and/or communicate emotions to an audience (e.g., create a mixed-media self-portrait that uses colour, line, and shape in the style of Frida Kahlo to convey their personality and elicit emotions from the audience)
- A2.2 apply elements and principles of design as well as art-making conventions to create art works that communicate ideas, information, or messages, and/or that convey a point of view on an issue (e.g., use colour, line, shape, contrast, and emphasis when creating a graffiti piece that addresses an issue in their local community; incorporate symbolism to communicate a message about an environmental issue)

A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others:
- A3.1 explore and experiment with a variety of materials/media, including alternative media, and traditional and/or emerging technologies, tools, and techniques, and apply them to create art works
B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;

B1.1 identify and describe their initial reactions to a variety of art works, and explain the reasons for their reactions (e.g., the aspects of the work and/or their personal experiences that contributed to their first impressions of its mood, subject, intent)

B1.2 identify and describe the elements and principles of design used in their own art works and the works of others, and describe their effects (e.g., how line, colour, and shape are used to create emphasis, mood, and/or movement)

B1.3 explore and interpret a variety of art works, both historical and contemporary, to identify and describe their purpose and style, the materials used, and the meanings the works convey

B1.4 use a variety of strategies (e.g., peer- and self-assessment, formal critiques, feedback and reflection following public displays) to identify and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these works

B2. Art, Society, and Values: demonstrate an understanding of how art works reflect the societies in which they were created, and how they can affect personal values;

B2.1 identify and describe the function of various types of art works in past and present societies

B2.2 identify and describe ways in which various art works reflect the societies in which they were created

C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;

C1.1 use appropriate terminology related to elements and principles of design when creating and analysing art works

C1.2 use appropriate vocabulary to describe techniques, materials, and tools when creating and presenting visual art works

C1.3 identify and describe the stages of the creative process and the critical analysis process (e.g., how reflection relates to the other stages of the creative process)

C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;

C2.2 demonstrate an understanding of several conventions used in visual art works (e.g., exaggeration, metaphor, simile, symbols, synectics; conventions associated with heroic, narrative, naturalistic, and satirical works)

C3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts.

C3.2 demonstrate an understanding of safe and conscientious practices associated with the use of materials, tools, and technologies in visual arts, and apply these practices when creating and/or presenting art works (e.g., use appropriate precautions when dealing with hazardous materials; adopt protective measures when using sharp tools; keep their work space clean and free of physical and other hazards; demonstrate respect for classroom facilities, tools, equipment, and technological devices)