



EDUCATOR'S GUIDE TO COMANCHE MOTION

Filled with symbolism and meaning, Tippeconnic's paintings highlight the strength, beauty, and grace of the Comanche past and present. The paintings are rich with history and the unbroken connection the Comanche people have with their roots, but they are not romanticized or stagnant expressions of a bygone era. Rather, Tippeconnic's art is full of movement, color, and life – a bold statement that Comanche culture is vibrantly alive in the modern world.

Use this Educator's Guide and Lesson Plan as a way to implement Eric Tippeconnic's work into your own classroom curriculum. Explore Tippeconnic's work, and discover how it can be used to showcase the seven elements of design with the following lesson plan!

ELEMENTS OF DESIGN CHALLENGE

GRADES: 3-5 GRADES
TIME: 50 MINUTES

TEKS CORRELATIONS
Fine Art
117.111, 117.114, 117.117
1B, 1C, 2B, 2C, 3C, 4A

LESSON ABSTRACT

Students will begin the lesson by investigating Tippeconnic’s work to get tangible insight into how the seven elements of design are displayed in contemporary artwork. Then, students will be challenged to create their own artwork using the seven elements and clear acrylic sheets as their “canvas” that can be stacked in layers. When completed, educators can lift up the acrylic sheets to examine the final product.

In addition to exploring elements of design, students can also gain familiarity with the basics of graphic design, and how designers use the practice of “layering” in computer programs like Photoshop, Illustrator, and InDesign to create digital artworks capable of incorporating different design techniques.

<u>EQUIPMENT</u>	<u>MATERIALS</u>
<ul style="list-style-type: none">● 4-8 acrylic sheets 2’x4’ (if a group activity)● 20-24 acrylic sheets 10”x12” (if an individual activity)● 8 2” spring clamps (if group activity)● 24 2” spring clamps (if individual activity)● Scissors	<ul style="list-style-type: none">● Dry erase markers● Yarn● Feathers● Foam shapes● Construction paper● Tissue paper● Cloth for dry erase cleanup

LEARNING OUTCOMES:

Students will be able to:

- Use vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value.
- Communicate ideas through original artworks while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills.
- Evaluate the elements of art, principles of design, intent, or expressive qualities in artworks of self, peers, and historical and contemporary artists.
- Connect art to career opportunities for positions such as graphic artists, illustrators, or web designers.

ENGAGE

(15 MIN)

- Invite students into classroom and introduce today's theme on the elements of art.
- Take *10 minutes* as a class to first explore Eric Tippeconnic's work.
 - *What are we seeing? What does this look like? What do you notice?*
 - *What stands out to you about the work Eric Tippeconnic creates?*
 - *What DO you like/What DON'T you like?*
- Hand out the printout "Elements of Art" sheet above and have students identify (for *5 minutes*) these elements in the artwork of Eric Tippeconnic. **What do they see?**
 - *Do you think you can point to one element of art used in Tippeconnic's work?*

EDUCATOR TIP

- Ask students not just to identify an element, but to **explain** why they believe that it's an element of design. *What are they seeing? How are they feeling about the work?*

EXPLORE

(20 MIN)

- Explain that for today's lesson, we'll explore how artists incorporate the fundamental elements of design in their artwork. **Today's challenge: can you create an original artwork using 4-7 elements of design?**
- Introduce them to the prompt. On 4+ acrylic sheets, students can draw, color, or place materials onto one sheet of acrylic at a time, focusing on an element or two of design (i.e. texture, line etc). After *5 minutes*, place another clear acrylic sheet on top of the other and clamp together, for students to create another layer of their artwork.
- Encourage students to refer to their handout if they need help identifying a design element to use, or give them an opportunity to reference elements in Tippeconnic's pieces.
 - *Where might students see a use of **texture** in this painting? Would they choose to do that technique in their own work? What stands out about Tippeconnic's use of **line**, or **shape**?*

EDUCATOR TIP

- Invite students to talk openly about their process. *Are they working from a big picture of an artwork in their mind, or are they working layer by layer and discovering what to create along the way?*

- Spend 5 minutes per each layer, and when one layer is done use the spring clamps to make sure the acrylic sheets are properly fastened together.

EVALUATE AND ELABORATE

(15 MIN)

- Once either the acrylic layers or the time has run out, clamp down the final project and lift up sideways so students can see the front and back of their artworks.
 - *What do they notice?*
 - *What makes this process different, and does it look like what they imagined in their minds?*
- Encourage students to think about their process and their own artistic expression and give them time to share publicly with the class.
 - *Did students feel like this technique gave them the ability to experiment more or less?*
 - *What kinds of different design techniques did they use?*
 - *Do they feel like this challenge made them think more or less about the details of their artwork?*
- Elaborate on why artists create with layers.
 - *If we created all art in one layer or design technique, what might that look like?*
 - *Does that give us an opportunity to focus independently on different design techniques?*

EDUCATOR TIPS FOR GOING FURTHER

- *How might we do this digitally?*
 - Explore graphic design. If you have the ability, allow students to access to laptops to use the free inbrowser program Pixlr (<https://pixlr.com/editor/>). In this program, students can take their analog process and turn it into a digital work by clicking on the “Add Layer” tab on the right toolbar. If they want to erase or redo their layer they can use CTRL+Z to undo.
 - *Why do we think we might use this method in digital art?*
 - *Why do graphic designers use layers instead of making just one work of art?*

ADDITIONAL RESOURCES

<https://www.thestoryoftexas.com/visit/exhibits/comanche-motion>

<http://www2.oberlin.edu/amam/asia/sculpture/documents/vocabulary.pdf>