

MOVEMENT, MOTION, and MARK-MAKING

Comanche Motion: The Art of Eric Tippeconnic

Eric Tippeconnic's paintings feature vibrant colors, bold diagonal lines, and symbolic elements. Experiment with various mark-making tools to create a dynamic composition inspired by Tippeconnic's works of art featured in [Comanche Motion](#). How will you create a work of art full of movement and energy while including symbols that mean something to you?

OBJECTIVES:

1. Look at and discuss various works of art by Eric Tippeconnic to explore his use of line, composition, and symbols to create a sense of motion.
2. Identify and define motion (the action or process of moving) in works of art. Identify and define how line (a long, narrow mark or band) can represent or show movement, as well as emphasis (special importance given to something). Identify and define composition (how all the parts of a work of art are arranged) and how that relates to motion.
3. Explore existing and invented symbols using a wide range of available resources.
4. Create a two-dimensional work of art using a range of mark-making tools that includes line, motion, symbols within the composition.
5. Share and discuss student work using appropriate vocabulary.



Eric Tippeconnic
Original War Admiral
Acrylic on Canvas, 5' x 4'

MATERIALS: black paper or canvas; range of mark-making tools: oil pastels, tempera paint sticks, paint markers, China markers, opaque markers, metallic markers; masking tape

WARM-UP: Look at images of Eric Tippeconnic's paintings, or visit the exhibition at [The Bullock Texas State History Museum](#). Describe his use of black canvas, color blocking using painter's tape, and his subject matter. Invite students to share their observations regarding symbols, line, color, etc. and how that connects to some of his ideas. How do these paintings show both old (historic) and new (contemporary) ideas? For example, share this quote from Eric Tippeconnic: "The subject matter in my paintings often moves between contemporary imagery and those from previous historical eras. The vibrancy of colors and movement of the Comanche people serve as metaphors for a people that are both part of a bygone historical era and also a living, thriving, contemporary nation." How would you describe the energy or mood in his paintings? In what direction is each moving?

MAKE: Invite your students to explore symbols from various cultures, flags, their personal heritage, sports teams, etc. that mean something to them or their family. If appropriate, encourage students to conduct research using a range of available resources. (Check out a giant database of symbols here: [symbols.com](#).) Sketch or collect favorite symbols to help generate and share ideas. What kinds of symbols represent you or something you are part of? What if you created your own symbol?

Each student will include some type of meaningful symbol in their work of art. Before taping, ask students where they plan on putting their symbol. Discuss how they will include their symbol in their composition, and invite them to plan their steps accordingly. Are you going to block off an area for your symbol, or experiment and include it later?

Using a black canvas or black paper, experiment with taping areas off from edge to edge. These taped off areas will be the beginnings of the composition. How can you create lines using tape to show motion or movement?



Examples of completed student work

Allow students to experiment with mark-making using provided materials. After working for a little while, encourage students to remove the tape and keep going. What if you put more tape down, but in another area?

Include a symbol somewhere in the composition. Use mark-making tools to emphasize or highlight the symbol using line. Eric Tippeconnic signs each one of his paintings on the front. Invite students to sign their work of art somewhere.

SHARE AND DISCUSS: Once students have completed their paintings featuring motion, line, symbol, and composition, set the paintings up around the room. Assemble small groups to have discussions. Invite students to describe their process as well as the meaning behind their creative decisions.

T.E.K.S.

ART: Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks.

ART: Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills.

ART: Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures.

ART: Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations.

SOCIAL STUDIES: Culture. The student understands similarities and differences among people.

SOCIAL STUDIES: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.

SOCIAL STUDIES: Social studies skills. The student communicates in oral and visual forms.

SOCIAL STUDIES: Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

Lesson by Emily Cayton, Associate Director of Education at The Contemporary Austin

Made for the Bullock Texas State History Museum's exhibition [Comanche Motion: The Art of Eric Tippeconnic](#), on view 04/14/2018-01/02/2019.