

Movement and Rhythm

Name: _____ Date: _____

LEARNING OBJECTIVE

Student will be able to create a composition that suggests movement using repeated shapes, lines, or a visual path.

MATERIALS NEEDED

- Paper
- pencil
- colored pencils or markers
- a stencil, cup, or coin to trace repeated circles (optional)
- ruler

HANDS-ON ACTIVITY

1. Choose one simple shape (circle, triangle, or wavy line) to repeat throughout your composition.
2. Draw or trace your chosen shape at least 12 times across the page, gradually changing its size (getting bigger or smaller) as it moves from one side of the page to the other, to suggest motion.
3. Add color that also gradually shifts (e.g., from dark blue to light blue, or one color blending toward another) to reinforce the sense of movement.
4. Draw one subtle curved 'path' line lightly in pencil first to plan how the viewer's eye should travel across your repeated shapes, then arrange your shapes along that path.
5. Compare your finished piece to your Week 2 balance piece and note one way 'rhythm' feels different from 'balance.'

QUESTIONS

1. What shape did you repeat, and how did you change it (size, color, spacing) to suggest movement?
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2. What is the difference between 'movement' and 'rhythm' in art, based on your experience creating this piece?
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3. How did gradually changing size or color help create a feeling of motion, more than if all shapes were identical?

4. Where do you see rhythm used in real-world design, such as architecture, textiles, or music-related visuals?
