

# Visual Footprints Multimedia Paintings

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**Composition VII, 1913**

**On-Site Lesson Plan**  
Age Adaptable  
Visual Arts  
2-3 Lessons

"Color is the keyboard, the eyes are the hammers, the soul is the piano with many strings. The artist is the hand which plays, touching one key or another, to cause vibrations in the soul."  
-Wassily Kandinsky

**Contemporary artists artist Steve Zieverink, who created the UnMuseum's 12+12, are also interested in how to represent sounds through visual art. 12+12 directly relates sound waves to light waves and blurs the lines between visual and audile arts. Inspired by the sounds heard in the UnMuseum, visitors will create artworks in the style of the expressionist painter, Wassily Kandinsky. These multimedia works become reflective of the sounds heard; leaving a visual footprint long after the sound has faded.**

## **Objectives (Correlating with National Standards):**

- Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices
- Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas
- Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks

## **Materials:**

White drawing paper  
Pastels  
Watercolor paints  
Oil Pastels (Optional) or Yarn (to glued down over paint)  
Water  
Paintbrushes

**Vocabulary:**

Abstraction  
Line  
Color  
Shape  
Contrast  
Rhythm  
Expressionism

**Anticipatory Set:**

Look at work by Kandinsky. Discuss expressionism. Ask students to find areas of the painting that interest them and discuss why. Can the students make emotional connections to specific areas of the painting?

Secondly make connections between the colors, lines, and shapes as follows:

Every color has a movement. What movements are associated with the following colors?

- Red, Orange, Blue, Black, White

Every color has a sound. How do the following colors sound?

- Orange, Blue, Brown, Black, White

Every sound or word has a shape. What do the following words look like?

- Dawn, Anger, Confusion, Laughter, Winter

Next have the students discuss what exhibits in the UnMuseum combined sound and visual art. Ask them to explain their answers.

**Procedure:**

Artists listen for sounds playing throughout the museum. While they listening they work on their artwork. The creative decisions made should be reflective of the sounds heard. This project may also serve as a non objective self portrait.

Experiment with watercolor techniques; resist processes, and adding yarn for texture and a greater emphasis in line. Draw and look for shapes that lines may have formed, experiment with color blending, finally add areas of black pastel for contrast.

**Wrap up**

Have students display their artwork and discuss how one each artist interpreted the sounds differently.

Have each artist present their work and ask questions like:

- What were you listening to when you created your artwork?
- Why did you choose to represent those sounds in that way?
- What colors did you use and why?
- What meaning does your artwork have to you?

**Assessment:**

See handout of the rubric below.

**Interdisciplinary Lesson Ideas:**

Music

Discuss different genres of music. What would their “visual footprint” look like?

**National Content Standards:**

**Content Standard 1**

Understanding and applying media, techniques, and processes

**Content Standard 3**

Choosing and evaluating a range of subject matter, symbols, and ideas

**Content Standard 5**

Reflecting upon and assessing the characteristics and merits of their work and the work of others

## Visual Footprints

*"Color is the keyboard, the eyes are the hammers, the soul is the piano with many strings. The artist is the hand which plays, touching one key or another, to cause vibrations in the soul."*

-Wassily Kandinsky

Inspired by the sounds heard in the UnMuseum, create an artwork in the style of the expressionist painter, Wassily Kandinsky. Your artwork should be reflective of the sounds you hear and the emotions they cause you to feel, leaving a visual footprint long after the sound has faded.

*Ask yourself reflective questions:*

What does that sound remind me of?

How does that sound make me feel?

How do I feel today?

Step 1:

LISTEN and ask yourself the reflective questions listed above.

Step 2:

Begin drawing shapes and lines that match your mood and the sounds you hear.

Step 3:

Fill in the shapes you have created. Experiment with the pastels and watercolor paints. Try blending colors and resist processes, placing a wash of watercolor over your pastels.

Step 4:

Add black pastel for contrast. This black pastel may be representative of a feeling, or simply to enhance your design.

## Visual Footprint Rubric Example Project Assessment Form

Complete the following assessment rubric to grade your project.

S= Student Grade T = Teacher Grade	S	T	S	T	S	T	S	T	S	T
Score	1	1	2	2	3	3	4	4	5	5
The student utilized their knowledge of shape within their composition.										
The student utilized their knowledge of line to create their composition.										
The student utilized their knowledge of color within their composition.										
The student showed conscious decision-making and unity in their final design. It is reflective of the music played, and there are examples of visual rhythms throughout.										
The student remained on task while working, and their final artwork displays excellence in craftsmanship.										

TOTAL      / 50 POINTS

### SCORE EQUIVALENTS:

- 1 = No effort / attempt**
- 2 = Poor effort**
- 3 = Average effort**
- 4 = Above average effort**
- 5 = Excellent effort**