

Architecture of Movement

Grade

● 9–12

Teacher-In-Residence

● Rosemary S. Erb

Subjects

● Art, Humanities, Social
Emotional Learning

Carnegie
Museum of Art

Goals

- Using contemporary art to explore complex situations of emotional, mental, social, or economic 'stuckness' (stuckness can be a psychological state that can feel like being unable to solve a problem, being consumed by thoughts, or having emotions that won't go away).
- Open a dialog centered on wonderment in community as a pathway for movement.
- To explore the design process and how to create visual movement.

Objectives

- Students will be able to gauge their own bodies, whether that is in a state of being stuck, moving forward, moving just one part of the body, or staying still.
- Students will discuss how trauma holds us back.
- Students will identify signs of moving through trauma or difficult situations.
- Students will engage in the practice of empathy for others and themselves when they are stuck.

Standards

- **CC1.5.7.A** Engage effectively in a range of collaborative discussions on grade level appropriate topics, text, and issues, building on others ideas and expressing their own clearly
- **CC3.4.6A1** Identify how creative thinking, economic, and cultural influences shape development
- **CC3.4.5.C1** Explain how design process is a purposeful method of planning practical solutions to problems
- **CC1.3.9-10** Acquire and use accurately graded appropriate general academic and domain specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression
- **CC1.4.9-10** Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

Materials

Sculpting:

- Pipe cleaners
- Aluminum foil
- Model magic

Drawing/print media:

- Print of *Walking Man I* with space to write around
- Paper, both 8.5×11 and 8.5×14
- Color or #2 pencils

Choreography

- Space for movement
- Space for students to talk

Vocabulary

- Design process: A series of steps that can vary depending on the designer and the problem being solved. However, most design processes include some basic steps, such as:
 - Identify the problem
 - Research
 - Brainstorm ideas
 - Evaluate solutions
- Movement: The way the eye travels over a design; an act of changing physical location or position or of having this changed.
- Architecture: The art or science of designing and building structures.
- Static: Lacking in movement, action, or change, especially in a way viewed as undesirable or uninteresting.
- Community: A unified body of individuals.

Artworks



Alberto Giacometti, *Walking Man I*, 1960, Patrons Art Fund, 61.48 © Alberto Giacometti Estate / Licensed by Artists Rights Society (ARS), New York



Kenneth Snelson, *Forest Devil*, 1977, Gift of the Women's Committee, 78.11 © Estate of Kenneth Snelson



Jack Youngerman, *Hokusai's Wave*, 1980, Gift of Mr. and Mrs. Leon Anthony Arkus in memory of Dr. Verner B. Callomon, 84.60 © Jack Youngerman / Licensed by Artists Rights Society (ARS), New York

Artworks



Richard Serra, *Carnegie*, 1985, Given in memory of William R. Roesch by his wife Jane Holt Roesch, 85.33
© Richard Serra / Artists Rights Society (ARS), New York

Lesson

Procedures:

Introduction: Field trip to CMOA.
Have students engage with *Walking Man I*. If not possible, project an image of the art on screen, along with other images for students to engage with ‘static movement.’

- Give students a printed copy of the artwork that they can write on and around.
- See if students can find other examples of art that inspire similar feelings.
- Given the time period of the piece, talk a little about Giacometti wondering how humanity could move forward after WWII.

Main Activity:

Have students place their bodies in the position that they see.

Questions for exploration:

How does it feel?

What might you see?

What thoughts come to mind?

Have you ever had the sensation of feeling this way? Wanting to move?

Yet unable to do so.

How might we move forward as community?

Transitions:

Invite students to sculpt or draw either what they see or something

that gives them the same feeling as in some of the other examples—an expression of movement that is static.

Younger students could play a game of Freeze Tag to experience how a community can help support one to move forward. Discuss after—how did it feel to know your community was helping you move.

Older students could create a zine, poem, essay, or short story around their own feelings of not being able to move forward. Whether cultural, personal or economical, how might they find or ask for help from their community.

Lesson Extensions and Modifications

Having provided students with either an opportunity to walk about the museum or explore works of static movement, ask students to active write or share a dialogue of open problem solving using the following questions:

What is the problem?

What questions come to mind, or statements about the situation?

How might they be reframed?