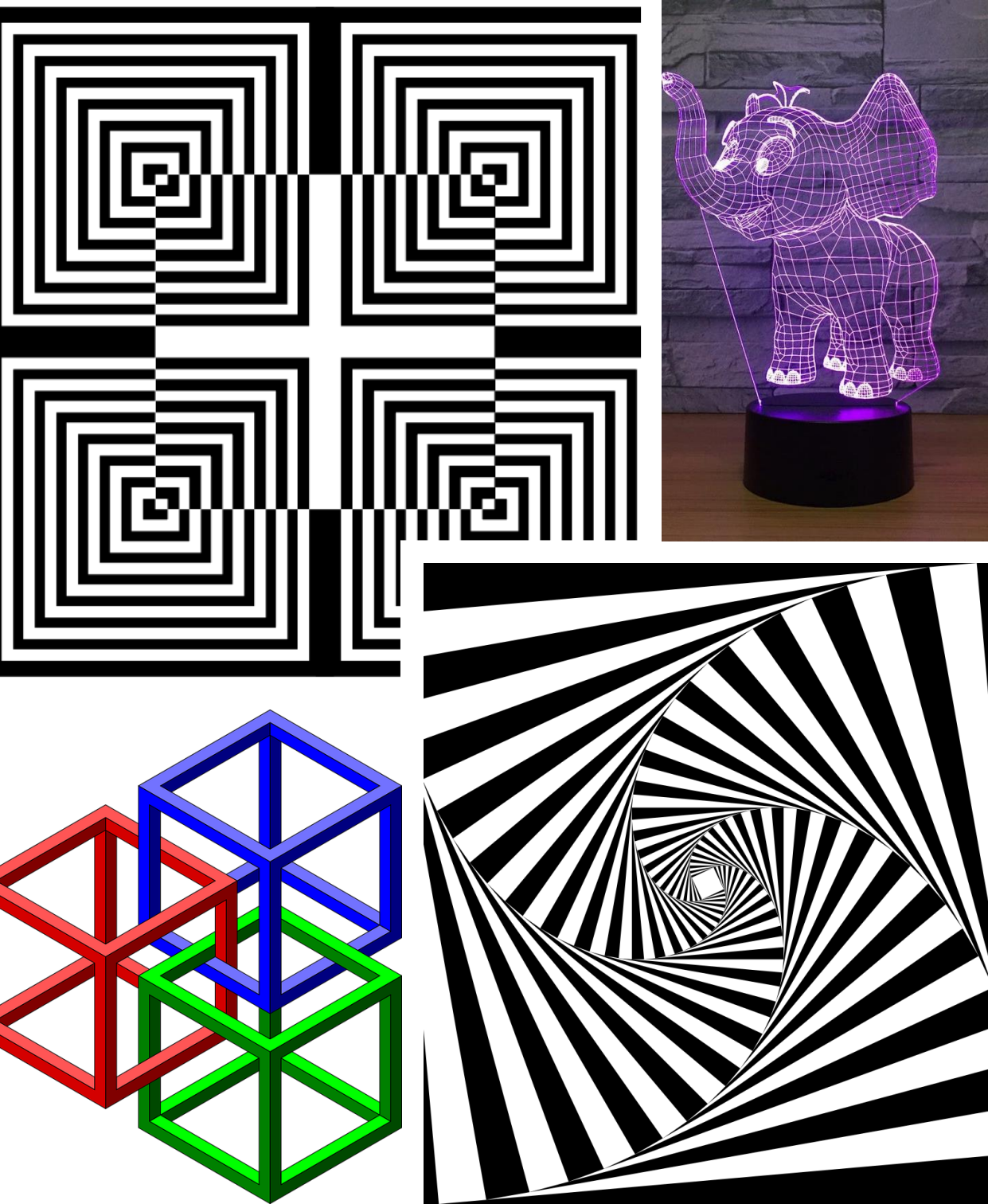


Lines and Dots: Making Optical Illusions

Student eBook



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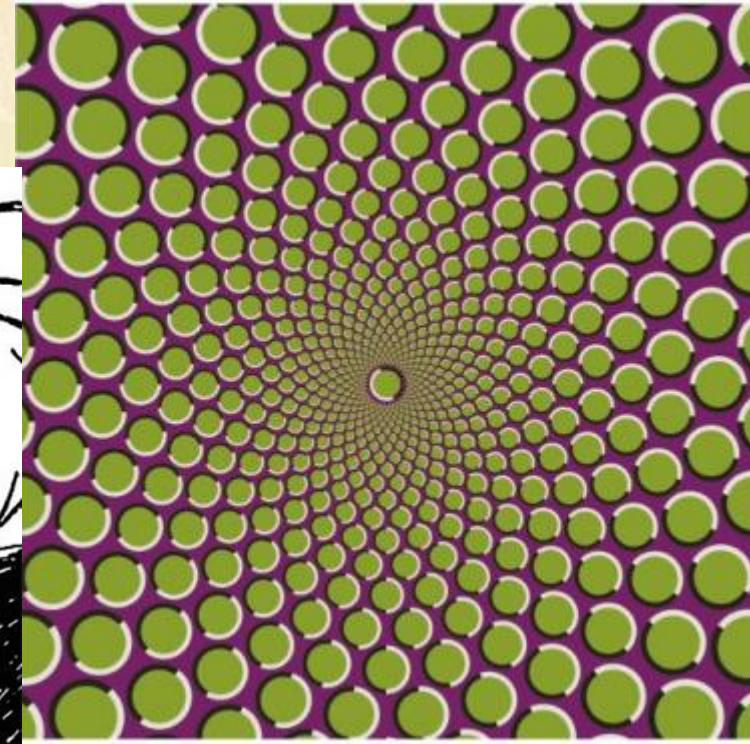
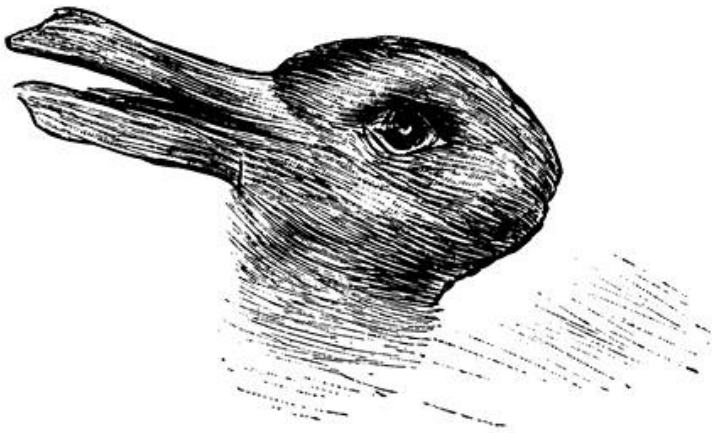
Introduction

Ever seen an Optical Illusion? Look at the photos below:

- Can you see the duck, the rabbit or both?
- Does it look like you could travel down the tunnel?
- Can you see the old lady, the young lady or both?
- Is the last image moving, or is it an optical illusion?

This term we will look at visual art through artwork called Optical Art or Op Art. You will get to learn how to use something called the elements of art to create your own optical illusions.

I hope you enjoy!



Lesson One Activity





Organic Shape Puzzle

To sharpen your skills at recognising shape in art, find as many shapes as possible in the *Tracing Paper Activity*.

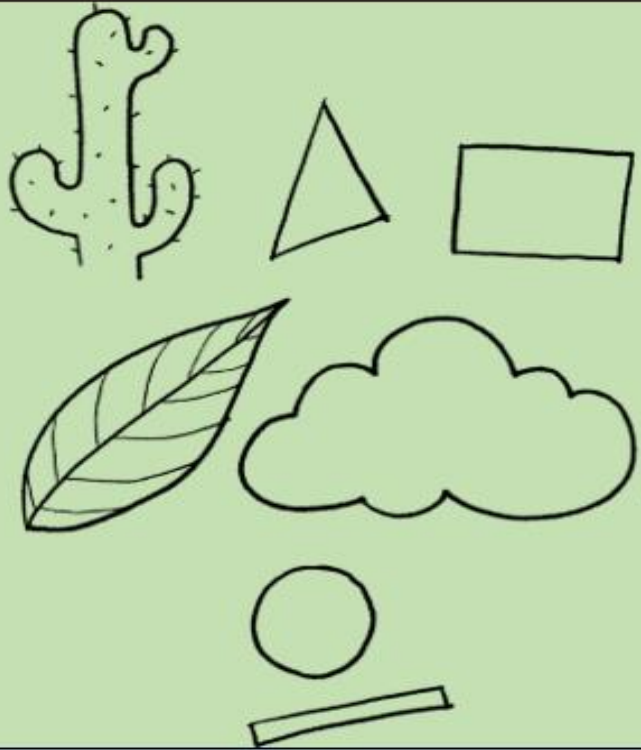
1. Put the first piece of tracing paper over the Artwork and trace the geometric shapes.
2. Put the second piece of tracing paper over the Artwork and trace the organic shapes.
3. Put the two pieces of tracing paper over each other and see if you found all the shapes in the Artwork. Then place the two sheets on top of the Artwork to check and check again.



Quiz Questions

Question 1

Draw the geometric shapes onto your white board.



Question 2

Circle one geometric shape/organic shape. One person from each group to come to the board and circle a shape



Question 3

Draw Hatching lines. Draw crosshatching lines.

Question 4

What is the role of organic shapes in art?

Question 5

What techniques can we use to create light and shade in a drawing? A) leave it blank, B) use hatching, C) use crosshatching, D) all of the above.

Question 6

Draw an apple using a contour drawing (outline drawing).

Question 7

What are the two types of shapes?

Question 8

List line types names on your board. You have ____ minutes.

Question 9

Look at this artwork. List all the line types you can see



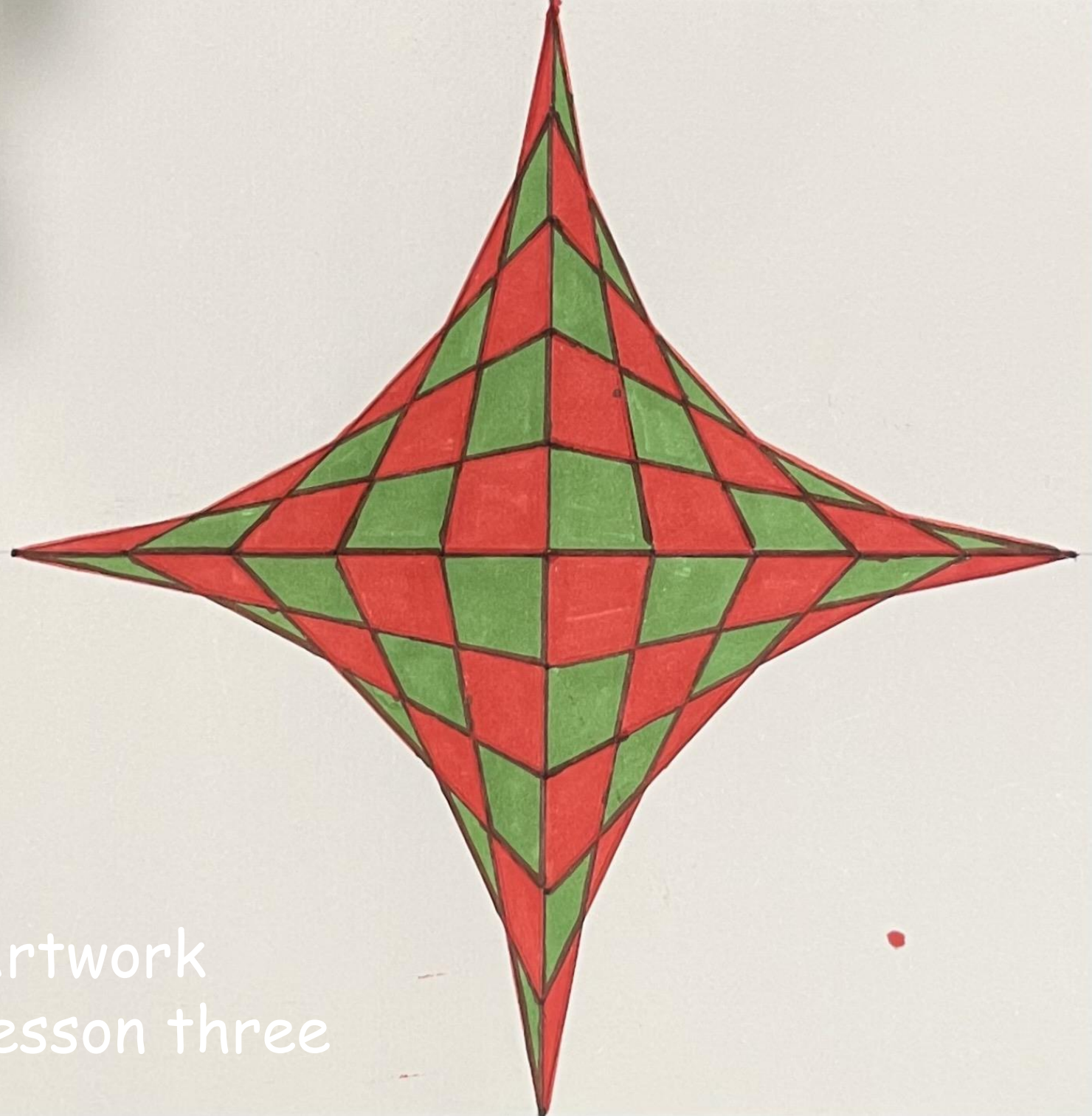
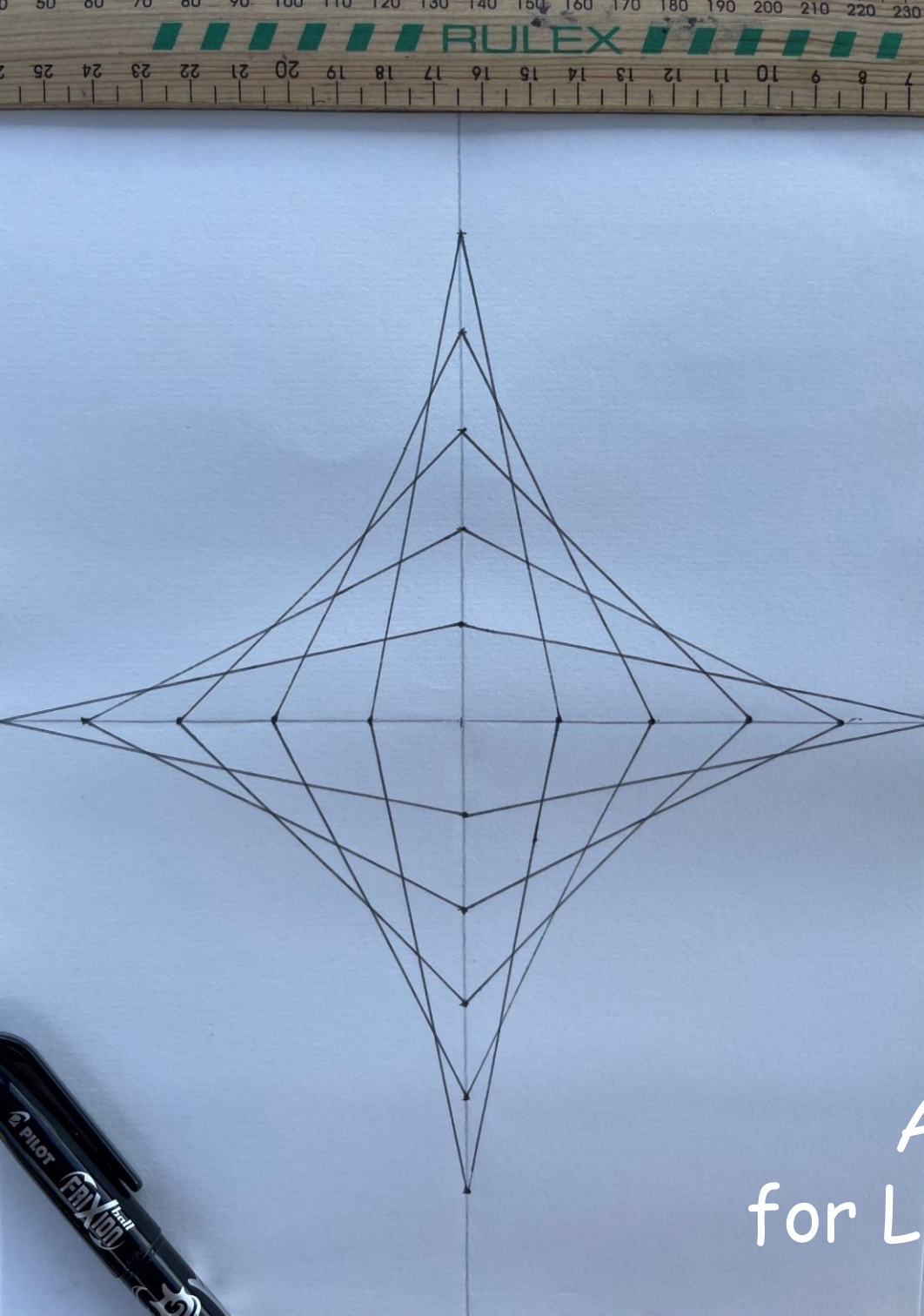
Question 10

What mood does this line generally Mean?



Lesson Two Activity





Artwork
for Lesson three

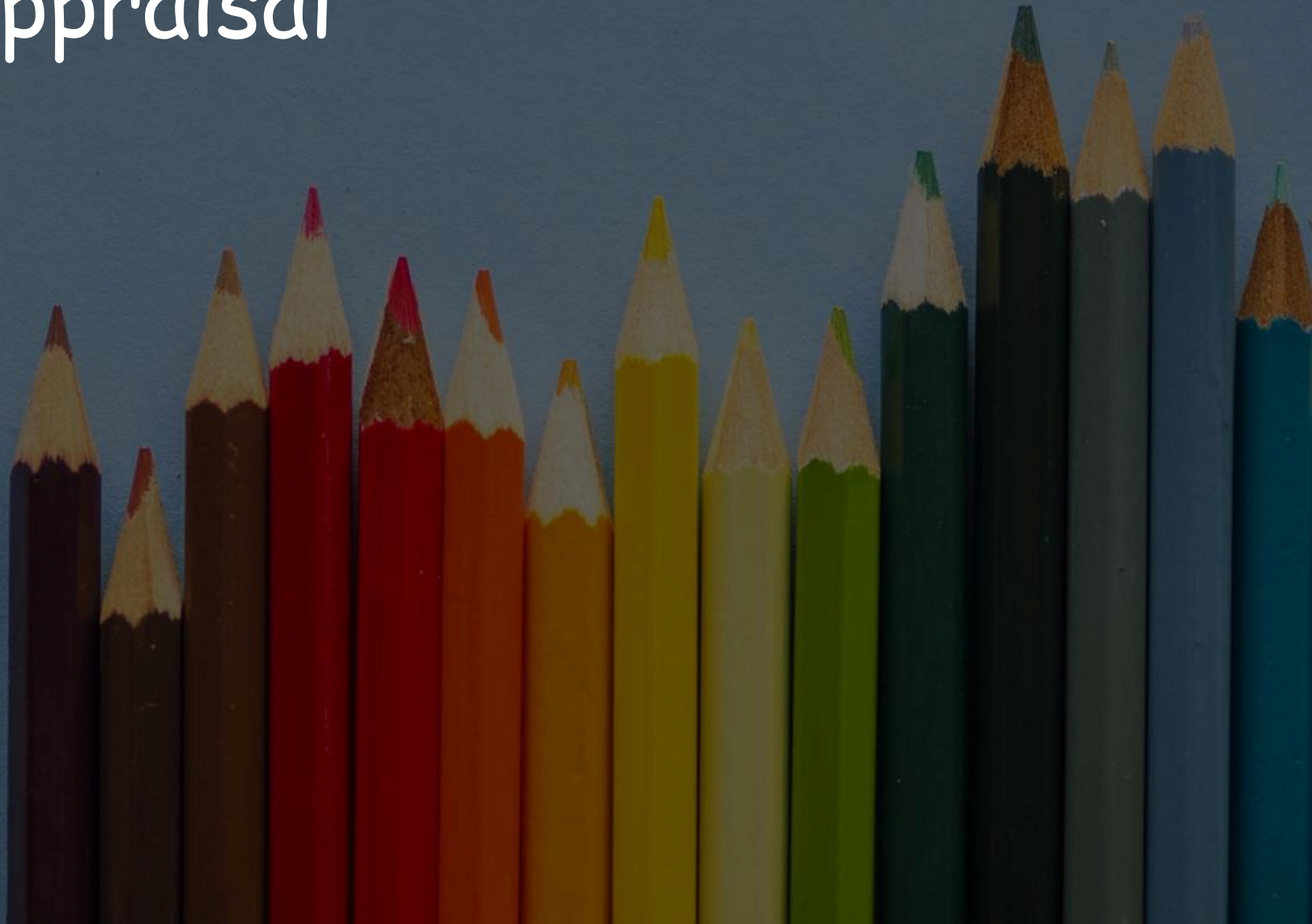
Lesson Six & Seven Activity



Planning	
Describe the Op Art you will create:	Line type:
	Colour (background/mood/theory):
	Shape type:
	Pattern (repeated):
	Who is the artwork for:
	What intention, meaning or message to you intent to present:
How will you create your Op Art:	Drawing:
	PowerPoint:
	Is there anything you might find difficult? How can you make it easier to complete:
	Materials/equipment going to use:
	Do you know how to create the artwork? Do you need to research anything:

Responding	
How would you explain your artwork to your peers? What is your intention:	
Evaluate the success of your ideas:	<div>Does your artwork look similar to what was in your planning:</div> <div>Did you use the art elements you planned on using:</div> <div>If you could change something, what would you do:</div>

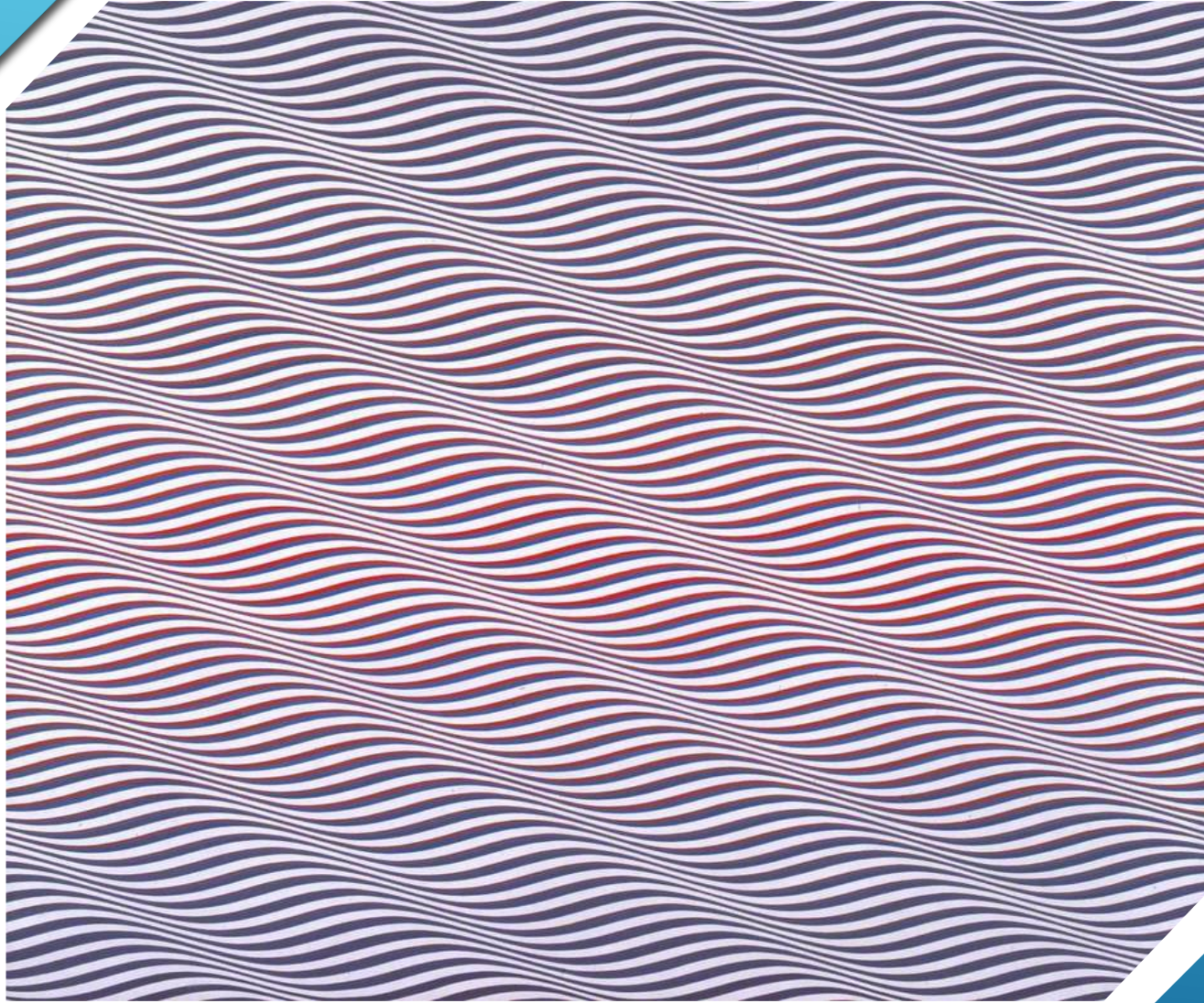
Art for Appraisal

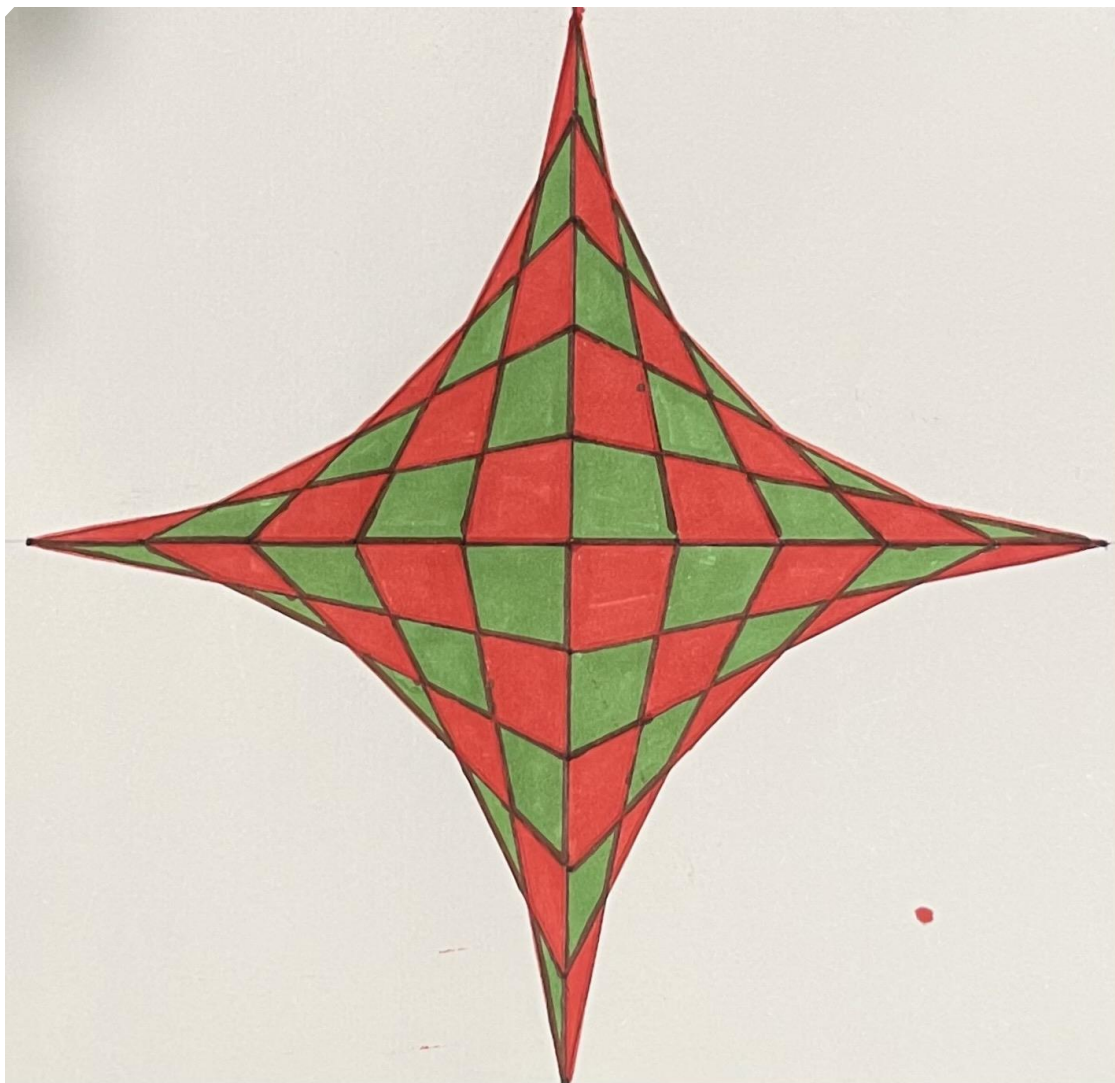


Art Appraisal

- ▶ Art Appraisal
- ▶ Cataract 3 by Bridget Riley, 1967

- ▶
- ▶
- ▶
- ▶
- ▶





Art Appraisal

► Art Appraisal

► By Mrs Doust

►

►

►

►



Assessment Task

- ▶ Art Appraisal
- ▶ Maureen Hudson Nampijinpa
- ▶
- ▶
- ▶
- ▶

Coaster using line and space



Book cover using different line types and pattern



Pendent using shading



Pendent using wavy lines and spacing



Artwork for assessment and Art Appraisal for Lesson six and seven

Assessment Task



Three-dimensional design on three-dimensional objects

Create a design that gives a three-dimensional illusion using the elements of line, shape, colour, form, texture, and space. You will complete a worksheet for the planning, making, reflecting, and evaluating your artwork.

Plan a three-dimensional design.

Use the elements of art:
line, shape,
colour, form,
texture, space.

Use the worksheet to plan your design.

- ☐ Plan your artwork. Chose to interpret or recreate an artwork design we have reviewed so far in this unit of work (Op Art, Mathematical Art, Aboriginal and Torres Strait Islander Art using elements of art the create form (three-dimensional). Complete a rough sketch on the planning worksheet. Complete the answers on the worksheet.
 - When complete, show Mrs Doust
- ☐ In small groups take turns to discuss your draft artwork, using your worksheet to discuss your intentions. Provide feedback to others using your worksheet to identify elements of art, intention etc.

Assessment Example and Artwork
Appraisal can be found on slide 44



Create and complete your design.



Create a draft copy of the worksheet.



- ☐ Collect all the materials you need for your artwork.
- ☐ Create your artwork. If you have any difficulties creating your artwork, think about solutions and discuss with Mrs Doust.
- ☐ When you have completed your artwork, give to Mrs Doust who will laser cut them in preparation for display.

Complete your worksheet.

Display your work.

Communicate viewpoints.

- ☐ Complete your worksheet. This includes the making and responding sections.
 - o Think about how will you display your work?
 - o Think about what you are going to say about your artwork to your peers.

Name:		Class:		Date:	
Planning					
Describe the Op Art you will create:	Content (what you are going to draw):				
	Line type (horizontal/straight/pattern, mood/emotion):				
	Shape type (geometric/organic):				
	Form (2D/3D, height/depth/width):				
	Colour (colour theory/harmony, mood/emotion):				
	Space (how shapes are arranged):				
How will you create your Op Art:	What materials will you need:				
	Do you know how to create your artwork? Do you need to do any research to complete your task:				
	Is there anything you might find difficult? How can you make it easier to complete:				

Making	
Which style of Art did you choose to draw in your design and why?	Who is the artwork for:
	What intention, meaning or message to you intent to present:
	What period is the design from:
What techniques did you use?	Review the planning section of the worksheet to answer this question:
	Materials/equipment did you use:
Responding	
How would you explain your artwork to your peers?	How will you display your artwork (on the wall, in your hand, dangling on a piece of string:
	What is your intention:
Evaluate the success of your ideas:	Does your artwork look similar to what was in your planning:
	Did you use the art elements you planned on using, if not why did you change it:
	If you could change something, what would you do: