

NOTAN: POSITIVE AND NEGATIVE DESIGN

Grade Level: 4
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<p>Fine Arts Standards</p>	<ul style="list-style-type: none"> • Value • Create patterns • Make Positive and negative shapes/space • Think abstractly • Aesthetically divide space • Geometric and organic shapes
<p>Curricular Standards</p>	<ul style="list-style-type: none"> • Math Standard 3, Objective 3: Identify a translation, rotation, or a reflection • <i>Language Arts Standard 5, Objective 3:</i> Learn new words through listening and reading widely. • <i>Language Arts Standard 8: Writing-</i>Students write daily to communicate effectively for a variety of purposes and audiences.

Learning Goal: The student will . . .

Curriculum Tie-In

<p>Experience/Identify</p> <ol style="list-style-type: none"> 1. Define the words value and contrast. 2. View artwork and discuss its value and level of contrast. 	<ol style="list-style-type: none"> 1. Language Arts- Vocabulary 2. Observation skills
<p>Investigate and Build Skills</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of positive and negative space. 2. Explore symmetry and asymmetry 3. Exhibit craftsmanship of cutting and gluing 4. Plan and create a black and white design 5. Analyze and identify translations, rotations and reflections. 6. Evaluate their work in written form. 	<ol style="list-style-type: none"> 1. Language Arts-Vocabulary 2. Math 3. Ability to follow directions 4. Language Arts-Writing

Vocabulary: Terms for students to learn

Value	how light or dark something is
Contrast	two very different things that are close together (stripes and solids, light and dark, smooth and rough.)
Notan	Japanese word for the interaction between dark and light
Positive Space	shapes or spaces that are or represent solid objects
Negative Space	the shape that is made by empty space
Symmetry	the state of having two halves that are mirror images of each other

Introduction Procedures

1. Introduce the term **value** to students and discuss its meaning
2. Tell that artists have to be very aware of value when they create works of art. If a work of art is all the same or similar values then it will not be interesting.
3. Show the images. The students will look first at a work of art in color, and see if they think the artist used a variety of values. Then show the image in grayscale. If the subject of an image is clear, the artist did a good job with values. If the image looks muddy and unclear, then the artist used all similar values, with little contrast.
4. You can show this using a black and white copy of a color photograph as well.
5. Next talk about **contrast**. The art pieces that worked well had high contrast. Ask students to look at each other's clothing and find examples of high and low contrast.
6. Explain the meaning of **Notan**, the interaction between light and dark, or high contrast of values.

Work Period Procedures

<p>Creating, Exploration, Improvisation, Teacher Activities, Demonstration</p> <ol style="list-style-type: none"> 1. Now explain that you are going to create artwork demonstrating high contrast, or Notan. 2. Fold a square of black paper in half once (either to make a rectangle or a triangle) 3. Begin cutting interesting shapes out of the rectangle. Cut a few shapes out of each side, starting with the loose edges, and ending with cutting one or two shapes from the folded edge. Avoid the small clipped shapes that you normally see in paper snowflakes. Save all of the pieces that you cut out in a small envelope. 4. Next open the design and glue it to the center 	<p>Creating, Exploration, Improvisation, Student Activities</p> <ol style="list-style-type: none"> 1. Students will create two designs and select one to turn in. 2. Students will make the first design to learn the process. 3. On the second design, students will plan the shapes to cut out by either drawing a thumbnail in their sketchbooks or by drawing shapes directly onto the folded black paper with light
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<p>of the white paper.</p> <ol style="list-style-type: none"> 5. Next begin fitting the small cut pieces into their original places like a puzzle. Once they are all in place, flip, rotate or slide them out to create an interesting design. 6. Discuss symmetry and asymmetry through the demonstration. 7. Emphasize that students should not glue down any pieces until they have finalized their designs. This will give them the option of changing pieces as they go. 8. Discuss that the black shapes are positive space and the white shapes that are made in the empty holes are the negative space. 	<p>pencil marks.</p> <ol style="list-style-type: none"> 4. Students should experiment with many types of shapes, including soft curves and jagged edges.
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Closure Procedures


Assessment: Rubric or Questions

<p>Connect, Perceive, and Assess</p> <ol style="list-style-type: none"> 1. Hold a class critique. Ask students to present their best work, and discuss it using some of the new terms; value, contrast, Notan, positive and negative space, and symmetry. 2. Break students into small groups. Have them examine one design per group. They should go piece by piece around the design, determining whether the artist flipped, rotated or slid each shape. 	<ol style="list-style-type: none"> 1. Students may write an artist's statement about their work. Ask them to describe the process, their impression of the project, or describe what they can see in their new design (many people see animals or faces in their designs.) 2. Check for craftsmanship and interesting design with positive and negative shapes as well as flips, slides and rotations.
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Instructor Reflection

Supplies and Resources

<p>Suggestions:</p>	<ol style="list-style-type: none"> 1. 4" squares of black paper (2 per student) 2. 8" squares of white paper (2 per student) 3. scissors 4. glue 5. Art Value Images 6. Envelopes
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<p>What went well:</p> <p>What needs improvement:</p>	
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References

<http://www.princetonol.com/groups/iad/lessons/middle/Lotte-Notan.htm>