

CORE SUBJECT: **FINE ARTS**
GRADE LEVELS: **5-6**

TEACHER'S GUIDE

ART OF MOTION



TALISMAN
ENERGY

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CANADA'S SPORTS
HALL OF FAME
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CANADA'S SPORTS HALL OF FAME

Canada's Sports Hall of Fame is one of the oldest in North America. Its purpose is to honour Canadians who have contributed to sports in this country either on the field of play as an athlete or behind the scenes as a builder.

This honour has been extended to include sportswriters and broadcasters, as well as, unique contributions from non-humans such as the schooner *The Bluenose* or the remarkable show jumping horse *Big Ben*.

The vision for Canada's Sports Hall of Fame began in the late 1940s with Harry Price. He believed that sport united Canadians from coast to coast, and contributed to our national identity. As such, he felt that there needed to be a place entirely devoted to promoting Canada's rich sporting history and amazing sports heroes.

For eight years, Price travelled across the country trying to enlist support to build a museum dedicated to Canadian athletes past and present, a place to celebrate the many achievements by Canadian athletes in the world of sports. His vision finally came to fulfillment in June 1955 when Canada's Sports Hall of Fame opened its doors at the Canadian National Exhibition (CNE) featuring 53 Canadian sporting heroes.

Beginning in the late 1990s, the Hall had been attempting to move to a new location that would enable more Canadians to enjoy the collection. In 2008, nine Canadian cities bid for the rights to host the Hall, with Calgary coming out as the clear winner.

When the new Hall opened on July 1, 2011, it featured 520 Canadian sporting heroes representing 58 sports. With eleven galleries, 50 interactive displays and more than 1,000 artefacts, the Hall is a rich way to explore Canada's spectacular sporting history.



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TALISMAN

E N E R G Y

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June 30, 2011

Dear Parents, Teachers and Supporters of Education:

On behalf of Talisman Energy, we are proud to be the title sponsor for Canada's Sports Hall of Fame's (CSHoF) new education program. Through this unique opportunity, students will learn about the richness of Canada's sports heritage and participate in activities that promote education and active, healthy lifestyles.

CSHoF has done a tremendous job of creating a one-of-a-kind educational experience for youth in the community. We are proud to support their commitment to being a leader in developing sport and historical education programming across the country.

As a global energy company, headquartered in Calgary, Canada, Talisman believes in investing in the communities where we operate. We do this through initiatives that promote education, the environment and health and wellness. This is demonstrated through partnerships such as the Talisman Heritage Education Centre at Heritage Park, our investment in Ducks Unlimited's national education program and our naming sponsorship of the Talisman Centre, to name a few.

We are honoured to expand on our local investment through this new partnership with CSHoF. We are confident that the experiences provided through this education program will teach students about the building blocks to a healthy lifestyle, and give them the encouragement to dream big.

A handwritten signature in black ink, reading "John A. Manzoni", is written over a diagonal line that extends from the bottom left towards the top right.

John Manzoni

President & Chief Executive Officer

PLANNING YOUR FIELDTRIP

How do I make a reservation for my class?

Reservations can be made on our online booking form, by e-mail (programs@cshof.ca) or can be made by calling 403-776-1040.

What is the admission cost?

The price per student is \$5.00 plus GST. Teachers/Parent Volunteers are free up to a one to five ratio with students. Payment must be received in full at the time of the visit, and can be made by cash, credit or a cheque. Cheques are to be made payable to Canada's Sports Hall of Fame. We require a credit card number to reserve your spot.

What are the teacher/adult volunteer ratios?

We have modelled our supervision ratios on those of the Calgary Board of Education and require the following adult/student ratios:

Kindergarten is one adult to five (1:5) students
Grades 1 to 3 is one adult to eight (1:8) students
Grades 4 to 6 is one adult to ten (1:10) students

How long in advance of our reservation should we plan to arrive?

Plan on arriving a full 15 minutes prior to your reservation time. This allows sufficient time to pick up tickets, check coats and bags, and be introduced to your presenter(s).

How long will the program take?

The program will take two hours to complete. It is recommended that you plan on a full two hours and thirty minutes for your trip. This will include arrival, check in, the program and departure.

What do the students need to bring?

During winter months, we request that students bring indoor shoes.

Canada's Sports Hall of Fame offers two themed education programs that are both linked to the Alberta Ministry of Education curriculum: Spectacular Moments (Language Arts) and The Art of Motion (Fine Arts).

Both program's include a teacher kit that outlines the entire visit, provides pre/post visit learning activities, and offers resources that will assist in organizing the trip. When on-site, the students will be guided through the Hall and provided a themed presentation. They will also be given an on-site activity map that links to the theme.

MAKING THE MOST OF CANADA OLYMPIC PARK

A visit to Canada's Sports Hall of Fame will take less than half a day, allowing you and your class plenty of time to explore Canada Olympic Park.

There are tons of fun activities and programs offered at the Park. These include outdoor education programs, geocaching, skiing, snowboarding, snowshoeing, skating, zip-lining, mini-golf, challenge courses, and mountain biking. You can also arrange a tour of the Park to see where some of Canada's top athletes train.



PLANNING YOUR FIELDTRIP

ARRIVAL

Where do we park and/or drop off the students?

There is car and bus parking at the south side of the building.

What happens when we arrive?

Upon arrival, please send one adult or teacher to pick up the school's ticket package. Once students have been given their tickets, they will be escorted to the coat room and provided sufficient time to hang their coats and bags. During winter months, we request that students bring indoor shoes and leave their boots in the coat room. Students will be broken into group(s) and introduced to their presenter(s).

Is there a place where my students can store their coats and backpacks?

There is a large coat room with hooks for back packs and coats. It is strongly advised that students do not leave money or other valuables in the coat room as it will be shared with a number of school groups. Canada's Sports Hall of Fame is not liable for any lost or stolen goods.

ONCE AT THE HALL

Are there any rules for the students when they are at Canadian Sports Hall of Fame?

To ensure that all visitors enjoy the Hall, we have some simple rules:

1. No food or beverages are allowed in the Galleries.
2. No chewing gum or pens are allowed on the premises.
3. No running or horseplay.
4. Students are to stay with their groups and adults are to remain in supervision of their students.
5. Students needing to use the washroom are to do so in pairs or with adult supervision.

Is there a place where we can buy a lunch?

Although there is not a cafeteria or restaurant onsite, there are vending machines and a small lunch area. Coffee/tea, beverages, and snack food are available.

Can we take photographs inside the Hall?

Students are encouraged to take their cameras but flashes must be turned off.

CANCELLATIONS

What is the cancellation policy and procedure?

To ensure that school groups enjoy their visit, Canada's Sports Hall of Fame provides all groups with presenter(s) to guide the students through the galleries. Since cancelling presenters at the last minute incurs a cost to the Hall, schools are requested to provide a full 48 hours notice for any non-weather related cancellations. A \$25.00 administrative fee will be charged with less than 48 hours notice.

What happens in case of inclement weather?

Inclement weather can lead to school or facility closures. Should the weather force a cancellation of the visit, please contact 403 776-1040 on the morning of the visit. Your visit will either be rescheduled or refunded. Should Canada's Sports Hall of Fame be closed due to weather, the booking teacher will be contacted.



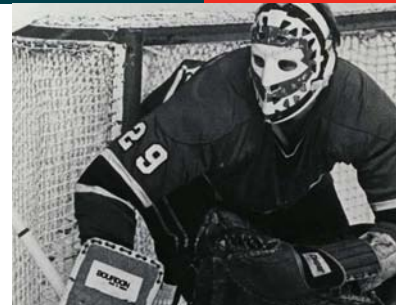
CORE SUBJECT: **FINE ARTS**
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ART OF MOTION THE GALLERIES

ART OF MOTION
TEACHER'S GUIDE

From the composition of (iconic) sports photographs, to the features of sculptures of athlete heroes, to hockey mask images, art is everywhere you turn in the world of sport. You just have to be looking for it. Canada's Sports Hall of Fame's Art of Motion education program uses various artefacts to teach many of the artistic elements in the Alberta Fine Arts Grades 5 and 6 curriculum. The program provides a complete educational experience including classroom and on-site activities.

The Art of Motion program tours the students through nine Galleries, focusing on artefacts and stories while teaching about various artistic elements.



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ART IN MOTION THE GALLERIES

BARBARA ANN SCOTT – BLADES GALLERY

Students are told about a dazzling young skater who took the skating world by storm. The beautiful and talented Barbara Ann Scott was a sports photographer's dream, and was captured on film countless times during her amateur and professional career.

By comparing photographs taken at one of her competitions, students learn the elements of good photography and the importance of body position to create a sense of power and grace.

BECKIE SCOTT – GLIDE GALLERY

It takes more than an eye-catching outfit to win an Olympic Gold medal, but could a uniform contribute to the win? Students will study the colour and design of the ski skin used by Beckie Scott when she became North America's first female Olympic cross country skiing medallist. No one will really know whether uniform colour helped her win the Bronze medal, but the students will find out how this medal was upgraded to gold.

Students will discuss the use of colour in sports uniforms, and learn how some colours invoke different reactions.

SANDRA SCHMIRLER – CONTACT GALLERY

The skip of one of Canada's most successful women's curling teams ever; Sandra led a team that was renowned for their friendship as much as their results. Tragedy struck when she succumbed to terminal cancer just shortly after retiring from competition. This athlete is honoured in the Hall with a life sized statue that captures her in action.

Students learn about how to use negative space to give drama to their art.



ART IN MOTION THE GALLERIES

GOALIE MASK ART – HOCKEY GALLERY

For the longest time, goalies refused to wear masks. As the wisdom of this choice came to be questioned, more and more goalies began to don protective masks and the convention of decorating the mask became the norm. Today, the masks that are worn are true works of art, complete with themes, symbols and creative uses of team colours.

Mask art will focus students on how symbols, colours and themes are used to show meaning.

OLYMPIC TORCH – OLYMPIC/PARALYMPIC GALLERY

Designing an Olympic Torch is a pretty serious challenge. It is more than just a piece of art that sits in a studio; it has to do its job. It has to profile the flame and stay lit in even the worst of weather. It must be easy to carry and fit the hands of different ages. Since the Torch is carried in all modes of transportation, it has to be adaptable. Plus, it should speak to the identity of the Games. The design must also be artistic and speak to the uniqueness of the host country.

Through examining and handling real Olympic Torches, the students will appreciate how design melds art and function.

FERGUSON JENKINS – BOUNCE GALLERY

Even from a young age, Ferguson Jenkins loved to play baseball. But few could have guessed that he would one day become the National Baseball League's best pitcher. He has recently been honoured with a postage stamp as part of a celebration of Black History Month. The students will hear his story and examine the composition of the stamp.

The artistic element of implied line is taught through the stamp composition.



ART IN MOTION THE GALLERIES

THE 1996 4X100 METRES RELAY TEAM MOTION GALLERY

To win an Olympic gold in the 4x100 Metre relay, you need four strong runners. In 1996, Canada had four fast runners that allowed us to beat the favoured USA team.

The students will learn about how a picture can be used to tell a story.



WILLIAM "TORCHY" PEDEN – MOTION GALLERY

Torchy Peden was one of the most famous and well paid athletes of the 1930s, as the world's leading professional cyclist. At the time, the most popular type of racing was the six-day bicycle race, an event in which teams of two riders cycle in shifts around an indoor track for six days straight, covering a distance of more than 2,000 miles. Fans flocked to these events because the tickets were cheap and they could stay as long as they wanted to watch their favourite racers, and Torchy was the class of the field.

Students will examine a cartoon illustration of Peden to discuss how the use of proportion and scale can add drama to a picture.



MARNIE MCBEAN'S OLYMPIC MEDAL SPLASH GALLERY

The students will get the opportunity to handle Olympic rower Marnie McBean's Gold medal. The art and symbolism of the Olympic medal is discussed along with the story of how Marnie and her teammate Kathleen Heddle overcame the pressure of being race favourites to claim the victory at the 1996 Olympic Games in Atlanta.

Students will learn about how symbols are used to convey meaning and represent both past and present.



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CANADA'S SPORTS HALL OF FAME

WHAT TO EXPECT WHEN YOUR CLASS VISITS CANADA'S SPORTS HALL OF FAME

When your class arrives at the Hall, please enter through the main entrance. There you will be met by your group's hosts. The size of your class will determine how many groups will be formed. Each group will be guided through the Hall by a presenter. Your presenter will tell the athlete stories, answer questions, and profile some of the amazing artefacts and interactive displays. The presentations are designed to allow the tour to begin in any of the eleven galleries.

Your students will be given activity maps to complete during their visit. These maps contain theme-related puzzles and search activities that will help them to explore more of the interesting features of the Hall.

Often there are Honoured Members, Olympians or athletes visiting the Hall during school visits. This could be an opportunity for your students to ask them questions.

The Hall has a lunch room, coat/bag check, vending machines, and a gift shop. There is also an education room that can be booked for post-visit debriefs.

WHAT TO TELL YOUR STUDENTS ABOUT THEIR VISIT

Canada's Sports Hall of Fame features some of Canada's greatest sports heroes. The visit will include:

- stunning photographs of Canada's incredible athletes
- sports advice from Jarome Iginla, Donovan Bailey, Alex Baumann and other famous athletes
- the chance to handle a real Olympic Gold medal and Olympic Torch
- a wheelchair race against multiple Paralympic gold medalist, Chantal Petitclerc
- seeing Terry Fox's running shoe, a Jacque Villeneuve's F1 race car, the skis worn by the Crazy Canucks, and Olympic Gold medals
- playing the many interactive sports games and activities including soccer, baseball, ski jumping, wheelchair racing, basketball and football.



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PRE-VISIT LEARNING FOR THE CLASSROOM

ART OF MOTION
TEACHER'S GUIDE



Having planned your visit to Canada's Sports Hall of Fame, it is recommended that you spend a bit of time preparing your students for what they will learn while at the Hall. We have prepared some pre-visit and post-visit activities to help you maximize the learning opportunities from your visit.

The activities for each component includes a pre activity to introduce the concepts, engage the students in using the concepts and set the stage for what they will encounter during their visit. A post visit project is also provided to further build on the concept. An evaluation tool is also included to assist teachers in assessing how well the concepts have been adopted and used.

The Art of Motion program touches on a number of different Alberta Ministry of Education learning outcomes, and the topics and concepts presented connect to many curriculum components. To narrow the learning for the pre/post activities, we have designed two approaches that are grouped around related learning outcomes. While it is possible to do both, it is recommended that teachers select only one.



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SYMBOLS AND THEMES

ART - LEVEL 3, COMPONENT 3

APPRECIATION: Students will interpret artworks for their symbolic meaning.

- A. Artistic style affects the emotional impact of an artwork.
- B. An artwork can be analyzed for the meaning of its visible components and their interrelationships.
- C. Artworks contain symbolic representations of a subject or theme.
- D. Artworks can be appreciated at many different levels, literal and symbolic.



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SYMBOLS AND THEMES

Sport features extensive use of symbols and themes. This is seen in everything from the design of medals and trophies, the selection of team logos, the composition of art to honour our heroes, and the design of Olympic torches.

As your class tours the exhibits, you will find that the presenters will focus on symbols and themes in the Hockey Gallery, the Bounce Gallery, and the Splash Gallery. Symbols and themes are evident in all the other galleries also. Each gallery features an Olympic torch, medals, trophies, uniforms, and other artefacts that relate to the Symbols and Themes focus. Upon your arrival, each student will be given an activity map that will help them locate some of the theme related artefacts in each of the Galleries.

TALK ABOUT IT

Begin a classroom discussion by drawing the five Olympic rings on a white, smart or chalk board. Ask the students to work in pairs to brainstorm what these rings mean or represent. Take some time as a whole group for each of the pairs to share their thoughts.

LEARN ABOUT IT

Brainstorm various symbols as a class, and use this list to help define the word. As the list is compiled, some of the elements of the definition to highlight are that a symbol:

- is something that represents information
- can be a mark or shape (e.g., a cross or maple leaf)
- could be a logo (e.g., Olympic rings or a corporate logo)
- might be a colour (e.g., red for stop)
- could be an item (e.g., a fist)
- it could be a word or letter (e.g., the “C” on a team uniform)
- it carries meaning to the viewer

LINK IT

You might link this definition to art by saying

“Symbols are often used in art to give a particular meaning or to convey a message or theme. Can anyone think of some examples?”

Push students to think of art in a broad sense and not be restricted to paintings or pictures. Some possible prompts might include:

“Can you think of an advertisement that uses symbols?”

“Has anyone ever won a medal or trophy? Did it contain any symbols?”

“The Calgary Flames and Calgary Stampeders use symbols in their art or promotional material, can anyone tell me how?”

Explain to the students how sport often uses symbols to represent ideas, values, mascots, or team identities. For example, it can be symbols like the Olympic rings, logos of your favourite sport team, certain team colours or the design of Olympic mascots, torches or medals.

TRY IT OUT



SYMBOLS AND THEMES

POST-LEARNING ACTIVITIES

Once you have returned to class, debrief the visit by asking the students to recount the stories they enjoyed, artefacts they found interesting, and activities they most enjoyed. Draw the discussion back to Olympic medals and the Fergie Jenkins stamp.

Olympic Medal

- The medals from a summer Olympic Games always have an image of Nike, the Greek goddess of victory.
- Although the background sometimes changes she is always portrayed with a bundle of palm leaves in her left arm and an olive wreath held above her head in her right hand.
- This image has been used in almost every summer Olympic Games since 1928.
- Olympic Games were begun in Ancient Greece, and this design honours the historic roots of the Olympic Movement.

Ask the students:

“How are symbols used in the design of the medals?”

“Why are symbols used?”



Ferguson Jenkins Stamp

- The stamp was issued in honour of Black History Month.
- Facial image of him looking upwards makes him look noble.
- Order of Canada medal is displayed.
- He is pitching in the background.
- The colours used are tints of gold and red.

Ask the students:

“What symbols are used on the stamp and why?”

“How are the colours symbolic? What do they symbolize?”

“How does the image make you feel? What emotions does it cause you to experience?”

Provide the students with one of the following projects:

- 1) Imagine that Calgary has won the rights to host a summer Olympic Games. The International Olympic Committee has asked you to design both sides of the medal, and use symbols to represent both the present and to honour the historic origins of the Olympic Games.
- 2) Design a stamp to honour your favourite athlete. Use symbols to represent their accomplishments.



SYMBOLS AND THEMES EVALUATION

MEETS EXCELLENCE	APPROACHES EXCELLENCE	MEETS ACCEPTABLE	APPROACHES ACCEPTABLE
Effectively use symbols to communicate meaning	Use symbols to communicate some meaning	Symbols are used but they do not communicate meaning	No apparent use of symbols
Effectively uses colour as a symbol to communicate meaning	Uses some colour as a symbol to communicate meaning	Colour is not used as a symbol	Colour is not used or is used with no apparent purpose



MOTION AND ACTION

ART, LEVEL 3, COMPONENT 4

MAIN FORMS AND PROPORTIONS: Students will modify forms by abstraction, distortion and other transformations.

- A. The direction of shapes determines the static or dynamic quality of the work.
- F. Shapes can be distorted for special reasons.

ART, LEVEL 3, COMPONENT 5

ACTIONS AND VIEWPOINTS: Students will refine methods and techniques for more effortless image making.

- A. Different drawing techniques; e.g., seeing basic shapes, noticing the direction of forms, plotting the position of extremities, are useful to depict actions.

ART, LEVEL 3, COMPONENT 8

UNITY: Students will create unity by integrating parts of a composition into the whole.

- A. Implied line produces tensions and connections to achieve unity.
- B. Foreground to background movement keeps the interest within a composition.
- C. Transitions of colour, texture or tone relate the parts of a composition to a unified whole.
- D. Attention should be given to well-distributed negative space, as well as to the balance of positive forms.



MOTION AND ACTION

As the name of the program suggests, the motion, action and drama of sport is often captured by artists using a variety of media. Whether it be sports photography, sculpture, painting, illustration or film, the artists aim to capture the excitement of the action of sport and use a variety of different techniques.

As your students tour Canada's Sports Hall of Fame, their presenter will highlight these techniques in the Blade Gallery, the Contact Gallery, the Bounce Gallery, the Motion Gallery and the Ride Gallery. As the student's awareness of these techniques increases during the visit, they will be able to observe the techniques throughout all of the Galleries.

TALK ABOUT IT

Homework: Ask the students to bring in a photograph of a sport being played to their next class. It can be a picture of them playing or of their favourite athlete, but they should be prepared to explain why it is a "good photograph".

Begin the next class by pairing the students and asking them to explain to their partner what they like about their photograph. After a few minutes, debrief this as a class and make a list of what makes a good photograph.

It is likely that they will raise qualities such as lighting, composition, drama, facial expression, etc.

LEARN ABOUT IT

A good photograph will tell a story and will capture an exciting and dramatic moment. This could be a pitch, a goal, an athlete in motion during a big race, or a shot of a figure skater in mid air. The same is true about illustrations. Artists drawing a sports image want to capture the same thing: motion.

Ask the students to draw a stick person kicking a soccer ball. Most will draw the ball touching the stick person's foot.

On the white/chalk board, draw a stick person with one foot firmly planted on the ground and the other extended backwards like it is kicking the air. Ask the students if this is dramatic. Most will agree that it is not. Next add the ball so that it touches the rear kicking foot. Clearly, this is more dramatic. Now erase the ball and draw it again so that there is a bit of space between the kicking foot and the ball.

Explain that this bit of space changes the story. Is the ball coming to the kicking foot? Will the player miss the ball? Or has the ball just been kicked? Is it now flying up field toward the goal?

The space adds action and artists call this negative space. The positive space is the stick person; the negative space is everything around it. Negative space helps show action.

TRY IT OUT

Ask the students to draw their photograph, but to include negative space. This might mean including a finish line tape just inches from the runner, or separating the skater from the ice by a half a centimetre. It might mean separating the puck from the goalie's glove.

WRAPPING IT UP

Tell the students that during their trip to Canada's Sports Hall of Fame, they will learn a lot more techniques and that when they return they will be asked to use these to create a work of art with action, motion and drama.



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MOTION AND ACTION POST-LEARNING ACTIVITIES

Once you have returned to class, debrief the visit by asking the students to recount the stories they enjoyed, artefacts they found interesting, and activities they most enjoyed. Discuss some of the techniques for adding motion, action and drama. These include:

- 1) Using negative space
- 2) Distorting perspective to create the impression that the athlete is coming straight at you or even is upon you (e.g., the Torchy Peden comic)
- 3) Extending the limbs to create an implied line (e.g., Fergie Jenkins' stamp, Barbara Ann Scott skating pictures or Donovan Bailey)

4) Blurring the background (e.g., the crowds in the Donovan Bailey photo)

5) Directing the subject in a particular direction (e.g., Torchy going around the corner)

Provide the students with one of the following projects:

- 1) Draw a picture of an athlete that uses these techniques to show action and motion.
- 2) Using a camera and photo editing programs, submit a photograph of a local sporting event that captures drama, action and motion.



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MOTION AND ACTION EVALUATION

MEETS EXCELLENCE	APPROACHES EXCELLENCE	MEETS ACCEPTABLE	APPROACHES ACCEPTABLE
Successfully uses negative space to show action	Uses negative space to show some action	Attempts to use negative space to show action, but the technique is not effective	No apparent use of negative space
Perspective is successfully used to create a sense of motion	Perspective is used to create some sense of motion	Attempts to use perspective to show motion are made, but the technique is distracting	No apparent use of perspective
Implied line is understood and used effectively to create a sense of action	Some understanding of implied line is demonstrated and used to create action	Limited understanding of implied line is demonstrated and apparent in the work	No apparent use of implied line
Foreground and background composition successfully enhances the sense of motion	Foreground and background composition attempts to enhance the sense of motion	Foreground and background composition places subject in action	Foreground and background composition is lacking or does nothing to enhance the sense of motion



ART OF MOTION GLOSSARY OF TERMS

COMPOSITION – The way that different elements are combined is called the composition. The difference between a stunning image and one that is not very interesting to the eye is often the composition. Artists and photographers often follow some rules that help them create effective compositions that tell a story or lead the viewer's eyes from one part of the image to the next.

DESIGN – There are many debates as to what separates art from design and how the two are different. In essence, design is a creation that attempts to solve a problem, meet a particular purpose, or give a specific effect.

IMPLIED LINE – Implied lines are lines that haven't been drawn, but that the composition of the work makes it appear that they are there. For instance, if someone in the picture is pointing their finger, there is an implied line from the end of finger to whatever they are pointing at. If I show the image of a pitcher, there is an implied line to wherever the ball is going. Artists use implied lines to create unity and motion within a work. Some lines can imply different meanings. For instance, a vertical line can imply nobility, a horizontal line implies calm or rest, a diagonal line can imply movement, or a curvilinear line can imply grace.

NEGATIVE SPACE – Negative space is the space around and between the actual object.

PROPORTION – The term proportion is used to describe the size and location of an element in relation to other elements in the work. It can be used to distort the subject, add drama to the piece or affect the overall harmony of the work.

SCALE – Similar to proportion, scale refers to the size ratio of elements in a piece to each other.

SYMBOL – Something that represents something else is called a symbol. It can represent through resemblance (e.g. an image of the Greek goddess Nike on a medal), carrying a special association to it (e.g., a maple leaf on a Canadian uniform), or having a traditional meaning (e.g., a laurel wreath for the winner of a race).

TEXTURE – Texture is the appearance or feel of something. For example, the wrinkled shirt of a statue would be referred to as texture.

TONE – The colour or shade of a item is often called its tone. A tone can create mood. For example, the use of soft colours like greens can give an image a peaceful mood.

