# Art With Mati And Dada – Giacomo Balla

**ABC ME screening details: Wednesday** 29 March, 2020 at 10:35am

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/art-with-mati-and-dada)

**Key learning areas:** Creative arts – visual arts

**Level:** upper primary

**About:** Mati and Dada run smack into a Futurist Banquet of the senses.

## Before the episode

1. **Brainstorm:** Think of all the different types of transport that people have used throughout history.
2. **Draw:** Choose one mode of transport and focus on a moving part, for example, the wheel of a bike spinning or the legs of a horse in motion. Sketch the part you have chosen in your workbook or on a piece of paper. When drawing, consider how the object moves and what it might look like in motion.

| An image of bicycles | A man riding a horse | A red propeller |
| --- | --- | --- |

## During the episode

1. Write and draw in the boxes below information about the artist Giacomo Balla and the artworks he created.

| Giacomo Balla | Artworks |
| --- | --- |
|  |  |

## After the episode

1. **Art making:** Make your own ‘Futurism’ artwork like ‘Dynamism of a dog on a leash’. Select a toy with simple moving parts, for example, a doll with moving arms and legs, a toy truck that rolls and tips. Firstly, set the toy up in its beginning position and draw. Then move the toy and its moving parts a little, and draw the new image overlapping with the first one. Repeat this step a few more times to create an artwork that shows the movement of your toy.

**Follow-up activity:** Brainstorm a list of all the types of technology that can be found in your home. Write a poem to share the different types of sounds and movements these objects make.

# NSW teacher notes

This is an optional standalone resource that could supplement student learning. The activities align with syllabus outcomes across stages and can be modified to meet the needs of your students. Students can complete the activities while learning at home and in the classroom. All activities can be completed without access to the internet or a device. Teachers could collect student work to offer feedback and as evidence of learning.

## Learning intentions

* To appreciate the different techniques artists use to create movement in their artworks.
* To make artworks using various techniques such as overlapping shapes and smudging lines.

## NSW Creative Arts K-6 Syllabus outcomes

|  |  |  |
| --- | --- | --- |
| Artforms | Stage 2 | Stage 3 |
| Visual Arts - Appreciating | Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques (VAS2.4) | Communicates about the ways in which subject matter is represented in artworks (VAS3.4) |
| Visual Arts - Making | Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter (VAS2.1) | Investigates subject matter in an attempt to represent likenesses of things in the world (VAS3.1) |

[Creative Arts K-6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/creative-arts-k-6-syllabus) © 2006 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales. See the [NESA website](https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright) for additional copyright information.