

Movement with Alice Aycock



Ulrich Museum of Art

Objects:

Alice Aycock, *From the Turbulence Series: (left to right) Smoke Twister; Devil Whirls; Twister Again; Twister Grande (tall); and Untitled Cyclone*, 2020. Digital print. Ulrich Museum of Art, Courtesy of the artist.

Alice Aycock, *Twister Grande (tall)*, 2020. Aluminum and powder-coated. Ulrich Museum of Art, Museum Commission with additional funds provided by Fidelity Bank Foundation, Lou and Terry Heldman, George and Eleanor Lucas, and Lee and Ron Starkel.

Description:

Students will explore movement through their bodies, art, and music using Alice Aycock's work.

Grade Level: 3-5 (Could explain and do all activities listed with K-2)

Subject: Art, Physical Education

Length of Lesson: one class session, independent worksheet

Standards:

VA:Cr1.1.K Engage in exploration and imaginative play with materials.

VA: Re7.2.2 Categorize images based on expressive properties.

VA:Cr1.1.3 Elaborate on an imaginative idea.

VA:Re7.1.3 Speculate about processes an artist uses to create a work of art.

VA:Cn10.1.3 Develop a work of art based on observations of surroundings.

VA: Re7.2.4 Analyze components in visual imagery that convey messages.

VA:Cr1.1.5 Combine ideas to generate an innovative idea for art-making.

VA:Re8.1.5 Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

Materials:

Worksheet

Pencil

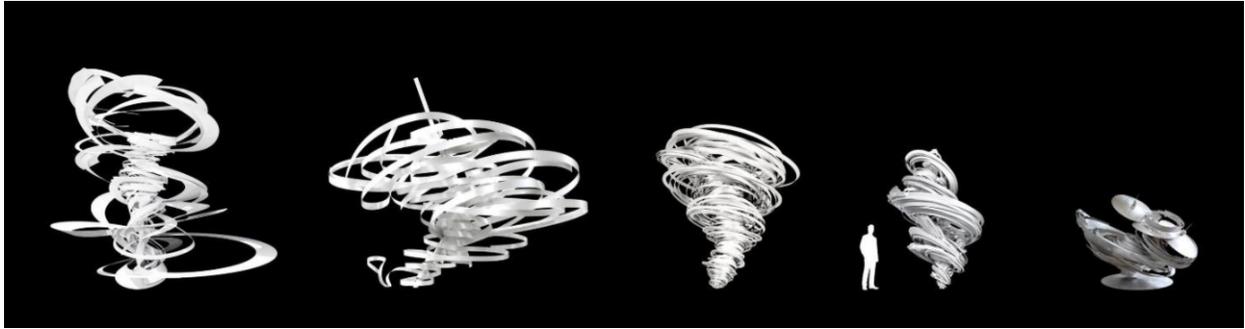
Access to artworks, either images or in person

Resources:

<https://de1.zetcom-group.de/MpWeb-mpWichitaUlrich/v?mode=online&objectId=30033>

<https://de1.zetcom-group.de/MpWeb-mpWichitaUlrich/v?mode=online&objectId=18060>

https://ulrich.wichita.edu/ulrich_exhibition/alice-aycock-in-the-studio/



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A big part of Alice Aycock's work is her focus on **movement**. She is fascinated by science, dance, weather patterns, flight, and more.

Move It:

This would be a great activity to do in person with the newly-installed *Twister Grande (Tall)* at WSU's Innovation Campus.

Stand in front of Aycock's work. Select a spot on the artwork, raise your arm and point at it with your finger. From that starting point, follow the line in either direction with your finger. If you run to the end of the line, select another spot to start again.

Once you've done this a few times, take it a step further and follow the lines with your whole body! Move your body how you see the lines in the artwork move.

Play It:

Music can often convey movement with its tempo and beat. Do you dance to music? Think about how when a song speeds up or slows down, we tend to reflect that in our dance movements.

Using what you have seen (with your body and eyes) from Aycock's work, can you think of a song it reminds you of?

Create It:

What's your favorite thing that moves? A car? Leaves in the wind? Water flowing in a fountain? Observe its movement. Is there a repeating pattern? Does the movement make a shape? How does your moving object affect the space around it? Sketch the movements that you see.