

# Principles of Art & Design: Balance & Rhythm

## Suitable Ages:

Suitable for ages 14+

## Skill Level:

Basic

## Materials Required:

- 3Doodler 2.0: one for each student (recommended; can also deploy one for every two students)
- 3Doodler PLA or ABS strands: 5 strands per student
- Paper

## Duration:

~45 minutes.

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# Objective

Upon completion of this lesson, students will be able to:

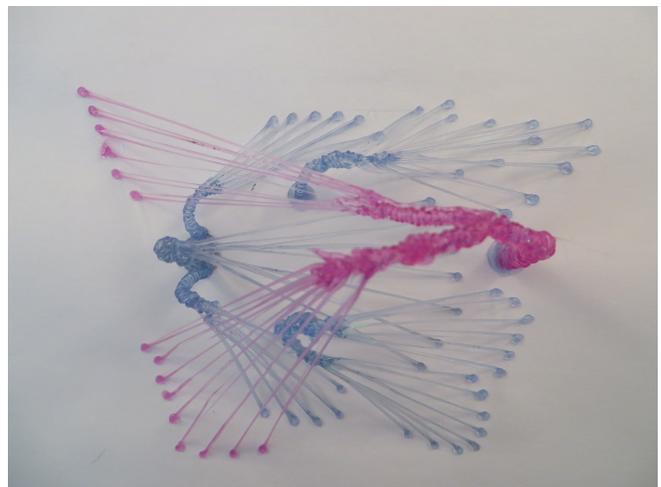
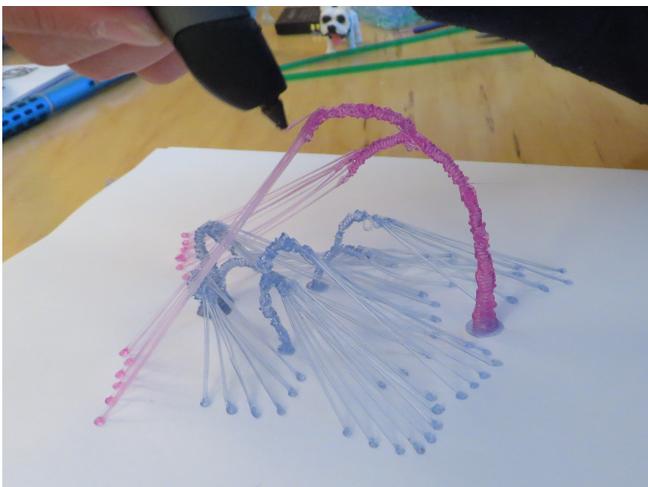
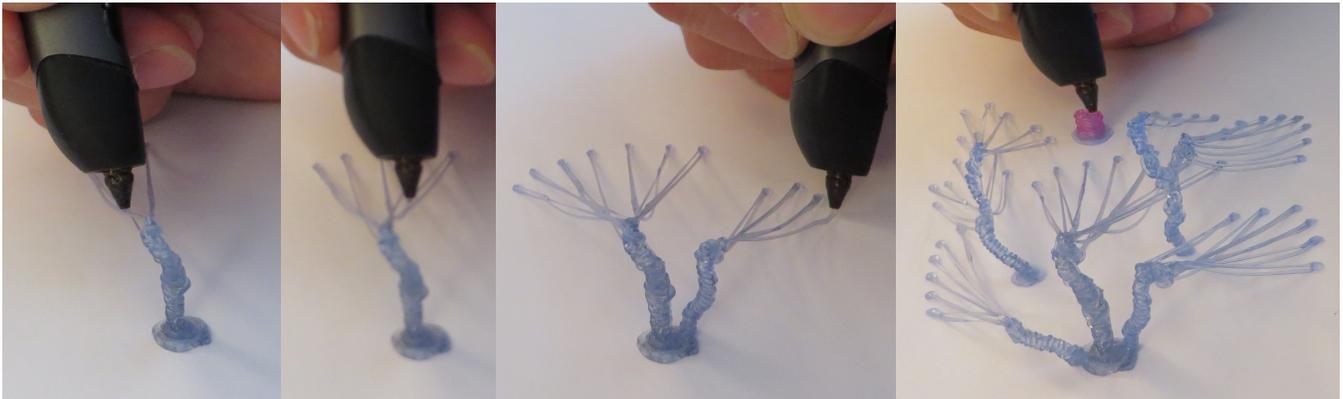
- understand the principles of **Balance** and **Rhythm**;
- explore the use of these principles in the creation of a piece of artwork; and
- articulate the effect that balance and rhythm have upon the interpretation of the work.

# Warm Up

Discuss **Balance** and how it is simply a reference to describe things. Balance can also refer to imbalance, i.e. asymmetry is a type of balance as well as symmetry.

Discuss with the class the way different things look while moving and how that can be translated into art to convey **Rhythm**. Have students take notes on the handout.

# Activity



Students will use the 3Doodler to create a single piece of art that has a sense of movement and rhythm, as well as a defined sense of balance:

## Sequence & Pacing

1. Students will be introduced to the terms using the Balance & Rhythm handout on page 6, as well as through class discussions on each topic. Students should take notes (5 minutes)
2. Each student will receive five strands of 3Doodler plastic and create their piece with the intent of conveying and explaining how it utilizes the principles (25 minutes)
3. **Artist's Statement:** Write a paragraph explaining how their piece utilizes rhythm and balance, and what effects are achieved through the use of rhythm and balance (10 minutes)
4. **Exit reflection:** What are some works of art in which you have noticed the use of balance and / or rhythm? How do they differ in their use from your piece? (5 minutes)

## Striving Students

Students who may feel intimidated by the unstructured, open nature of the project may have an easier time Doodling pieces flat on paper and then either joining the pieces together, or continuing to 3Doodle on the paper to create a largely two-dimensional work.

Paying close attention to these students will ensure safe use of the 3Doodler as well as readily available assistance. Grouping striving students with accelerated students can provide additional support.

## Accelerated Students

Make sure that these students are creating with intent, keeping the exercise vocabulary in mind, and considering their written explanation of the piece.

Grouping these students with striving students may give them an opportunity to provide assistance and encouragement to their fellow classmates, reinforcing the lesson for both sets of students. Accelerated students who complete their work early should be encouraged to further explore by creating additional pieces.

# Evaluation Strategies

Students will be graded according to a rubric on attentiveness and preparation, as well as following along with the Balance & Rhythm Handout. Participation in the class discussion will factor heavily into the grade. Creating a piece that accurately represents the principles being discussed and being able to explain why in a paragraph will comprise the greatest portion of the grade. Additionally, the exit reflection will task students with using the new information of the lesson and applying it to previous experiences with art as well as contrasting it from their own use.

## Evaluation Rubric

	4	3	2	1
<b>Participation</b>	Students raise their hands to ask and answer pertinent questions. Follow directions. Stay on task.	Students raise their hands to ask and answer pertinent questions. Follow directions.	Students answer when called upon. Follow directions.	Students fail to engage in classroom discussion. Failure to follow directions/ stay on task.
<b>Attentiveness</b>	Students are following along and paying close attention at all times.	Students are following along with the lesson.	Students need to be reminded of instruction due to lack of attention.	Students are not following along/ paying attention.
<b>3Doodling</b>	Able to cite their use of the principles in reference to their piece. Uses terms from discussion.	Able to reference what features correspond to what principle.	Can reference at least one feature to one principle.	Failure to create and describe a piece that conveys the principles discussed.
<b>Artist's Statement</b>	Correctly associates the principles with features in their piece.	Correctly associates at least one principle with a feature of their piece.	Cites features from their piece and uses the words Balance & Rhythm.	Fails to describe piece or any corresponding principles.
<b>Exit Reflection</b>	References multiple specific images, describes multiple differences from their piece.	At least one specific image, describes multiple differences from their piece.	References an image, describes a difference from their piece.	Doesn't complete exit reflection.

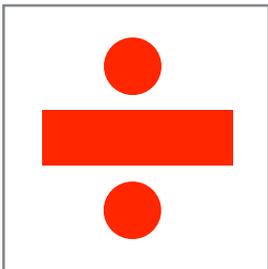
# Handout: Balance & Rhythm

## Definitions

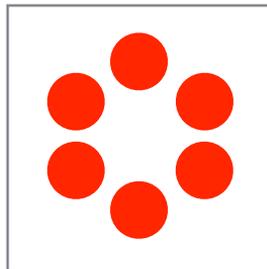
**Balance:** A way of combining elements to add a feeling of equilibrium or stability to a work of art.

There are three types of balance:

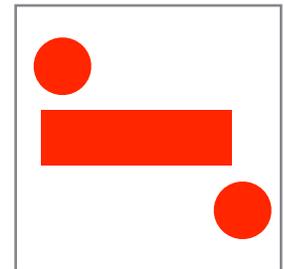
- **Symmetrical Balance:** Also referred to as **formal balance**. Having equal weight on either side of a centrally located axis, this form of balance generally obeys the mathematical rules of **symmetry**.
- **Radial Balance:** A form of symmetrical balance in which elements are arranged an equal distance from a central point.
- **Asymmetrical Balance:** Also referred to as **informal balance**. Asymmetrical balance is achieved by arranging elements of varying visual weight around a fulcrum which may or may not be centrally placed.



*Symmetrical Balance*



*Radial Balance*



*Asymmetrical Balance*

**Rhythm:** A principle of design that indicates movement, created by the careful placement of repeated elements in a work of art to cause a visual tempo or beat.

## Notes:

## Activity

Using what you have learned about rhythm and balance, use the 3Doodler to create a single piece of art that utilizes rhythm and movement, and that demonstrates a clearly defined sense of balance.

## Artist's Statement

Write a paragraph explaining how your work utilizes rhythm and balance, and what effects are achieved through the use of rhythm and balance.

## Exit Reflection

What are some works of art that you have noticed use balance and / or rhythm? How do they differ in their use from your piece?

# Additional Resources

## Tutorial Videos

Please visit [the3Doodler.com/videos/#started](https://www.the3Doodler.com/videos/#started) to find videos demonstrating the skills required for this activity. Individual videos that will be useful include:

- **Inserting Plastic:**
  - YouTube: <https://www.youtube.com/watch?v=ZSmdhZEnMDE>
  - Dropbox: <https://www.dropbox.com/s/3jnmafuve2saqu4/Inserting%20Plastic.mp4?dl=0>
- **The Buttons:**
  - YouTube: <https://www.youtube.com/watch?v=mos2SBukObo>
  - Dropbox: <https://www.dropbox.com/s/cqkzrmhkr3u38/Buttons.mp4?dl=0>
- **Reversing Plastic:**
  - YouTube: <https://www.youtube.com/watch?v=aD84E55mgac>
  - Dropbox: <https://www.dropbox.com/s/mpzxcrky9f5aq41/Reversing%20Plastic.mp4?dl=0>

## Additional Inspiration

For additional inspiration and ideas about other simple projects that can be accomplished at this level, check out the following links:

- Stencils and Projects: [the3Doodler.com/community/](https://www.the3Doodler.com/community/)
- Doodles by You: [the3Doodler.com/doodles/](https://www.the3Doodler.com/doodles/)
- Videos: [the3Doodler.com/videos/](https://www.the3Doodler.com/videos/)
  - Getting Started: [the3Doodler.com/videos/#started](https://www.the3Doodler.com/videos/#started)
  - Tips & Tricks: [the3Doodler.com/videos/#tips](https://www.the3Doodler.com/videos/#tips)

## 3Doodler/EDU

More curricular materials are available at [the3Doodler.com/education/](https://www.the3Doodler.com/education/).

If you have additional ideas for classroom activities or lessons, feel free to reach out to us at [education@the3Doodler.com](mailto:education@the3Doodler.com)!