

# Lesson Plan: Grid Design

Plan ID: 6541



by Sandra Allison (submitted Jul 20, 2014)  
Walpole High School - MA, United States  
for grade level » **High (9-12)**  
duration » **6 sessions (about 70 minutes per session)**  
media type » **Painting**  
subject integration » **n/a**

This exercise is developed to experience the figure/ground relationship. If there are equal amounts of positive and negative space the effect can be confusing; neither option is strong enough to advance or recede, the eye bounces between the two.

## Sample Artwork:



## Materials (what you need)

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9" square of poster board paper  
gouache paint

## Procedure (what you need)

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Create a motif design in a 3" x 3" square. Be sure the composition is equally balanced between the negative and positive shapes. Let some shapes overlap or go off the page. Make three different 3"x3" designs then choose the best motif. Make 8 photocopies of it. Place the 9 motifs on the 9" x 9" paper. Rotate them across, up and down, or diagonally to create a visual path that moves around the picture plane. When you have a composition you like trace it onto the 9" square. Paint the grid design using a limited color palette (four colors).

## Assessment

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Did the student create a visual path that leads through the square? Does it connect the piece?  
Did the student achieve visual balance through the placement of colors?  
Is the piece rendered with the utmost care? Did the student show control in the medium?

## Curriculum Standards

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- 1-G** (9 - 12) Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks
- 1-H** (9 - 12) Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use
- 1-I** (9 - 12) Students communicate ideas regularly at a high level of effectiveness in at least one visual arts medium
- 1-J** (9 - 12) Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation
- 2-H** (9 - 12) Students evaluate the effectiveness of artworks in terms of organizational structures and functions
- 2-I** (9 - 12) Students create artworks that use organizational principles and functions to solve

specific visual arts problems

**2-K** (9 - 12) Students create multiple solutions to specific visual arts problems that demonstrate competence in producing effective relationships between structural choices and artistic functions

**3-G** (9 - 12) Students describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others

**5-G** (9 - 12) Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works

**5-I** (9 - 12) Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art

**5-J** (9 - 12) Students correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions