

Radial Name Designs (High School Version)

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Original tutorial for basic version found here:
<http://applesloveorangespdx.blogspot.ca/2012/10/radial-name-tutorial.html>

Theme / IB Key Concept: Change/ Transformation

IB Related Concepts: Composition

Global Context: Personal & Cultural Expression

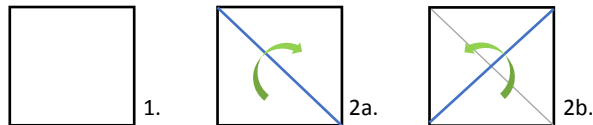
Additional Concepts/ Vocab: Line weight, repetition, balance, pattern, line, colour, value, shape, positive and negative space

Inquiry question: How can repetition be used to transform text into complex compositions?

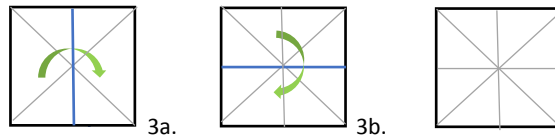
This activity is excellent as an activity accompanying lessons about the elements and principles of art and design.

Steps:

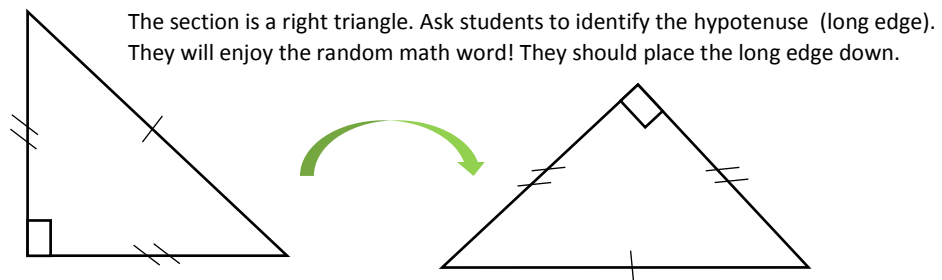
1. Give each student a square of paper. For initial designs regular printer paper is a good choice. It folds easily and holds up to marker, but is relatively easy to see through. Depending on what medium you plan on using to add colour, you may want to have students trace their final designs onto heavier paper or even canvas but the initial design should be done on paper.
2. Have students fold the paper in half diagonally. Open up and repeat in the opposite direction. Encourage students to open up the paper between folds so that they have very crisp and precise folds.



3. Repeat the folding but this time instead of folding diagonally fold into a rectangle. Do both sides so that you are left with 8 equal sections.



4. Have students fold papers back up so that only one section is showing (in half, then half again, and half again)



5. Using bubble letters students write a word (their first name, nickname, a friend's name, or other theme word) across the triangle, letting the edges of the triangle to serve as the top and bottom edges of their letters. Some letters, especially those with dots or accents (é, l, j, etc...) can be capped off within the triangle, but the intersecting of lines that occurs when most of the letters go off of the edge of the triangle produce more dynamic designs.



6. Trace the lines of the letters in fine liner or marker. Be sure to use permanent markers if you will be using coloured markers or paint during the colour stage later on. And remind students not to cap their letters!
7. Unfold the paper half way. Flip over and trace the letters on the back. Use a light table or windows if needed. Students sometimes struggle with this step if they open the paper up too far. Make sure they understand that they need to always be tracing on the same face of the paper. If they do trace on the back by accident they can just retrace on the other side but they will become frustrated if they have to continually retrace.
8. Continue opening and refolding along different lines so that you are tracing on a new section of paper. Repeat until the entire paper is filled with design.
9. Open your now filled paper. Look at your design. Identify any large areas of negative space, naturally occurring intersections, or interesting shapes you can enhance by adding additional lines and/or shapes.
10. Add colours and/or patterns! Pencil crayons, markers, paint or a combination of them can be used to add colour/ patterns! Again, make sure you have students use permanent markers at the tracing stage if they will be using markers or paint to add colour or else the lines will smudge. The colours and or patterns that are used in one place in the design must be repeated wherever that shape re-appears around. You may allow for some alternating colours but I suggest you limit alternating to each quarter of the piece.

