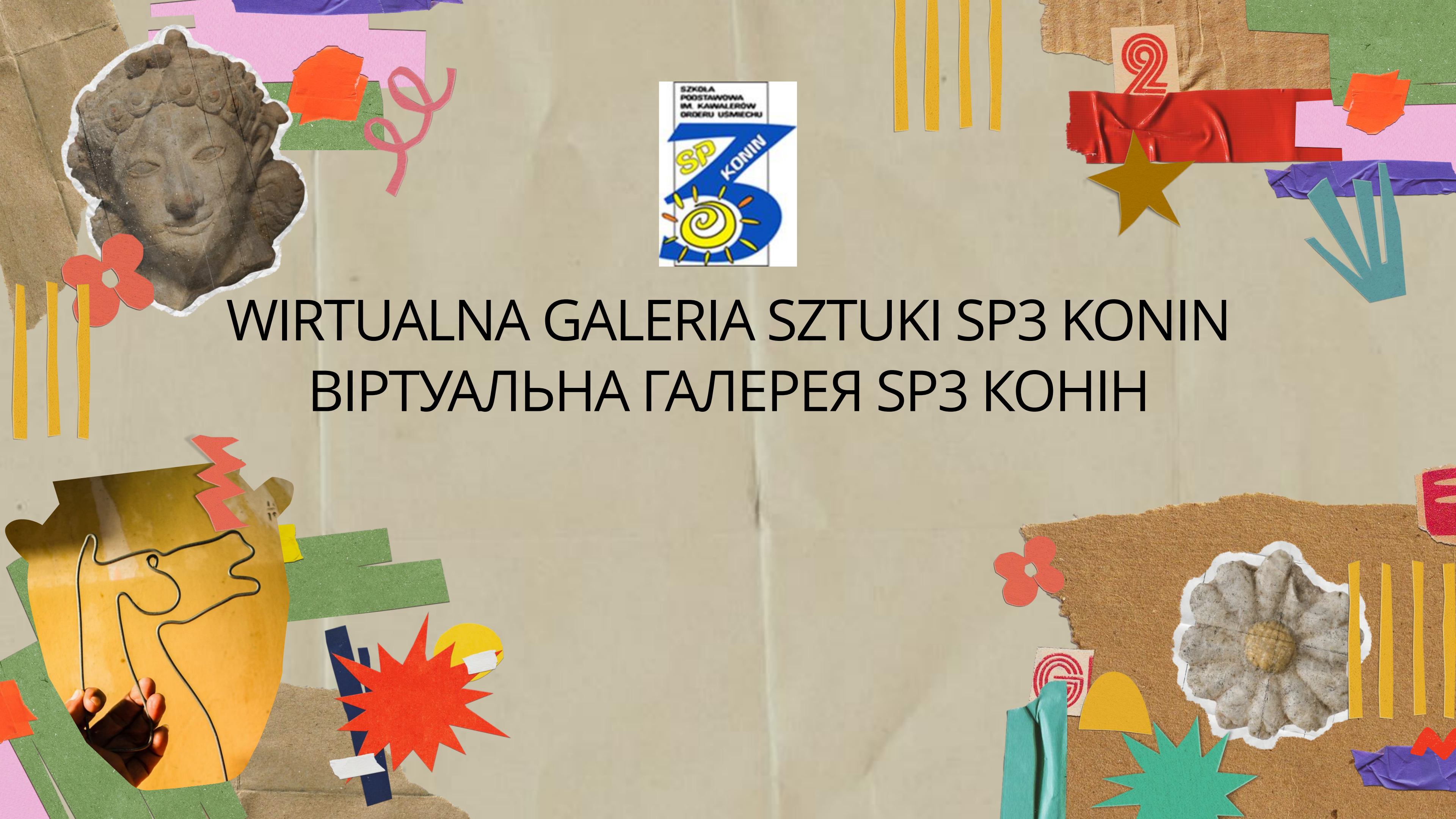
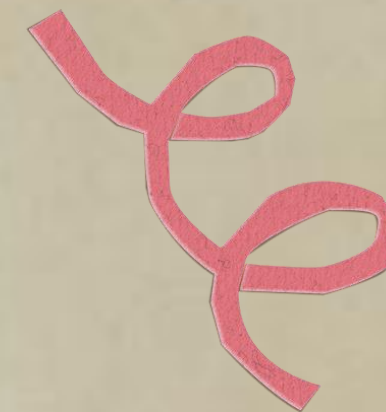
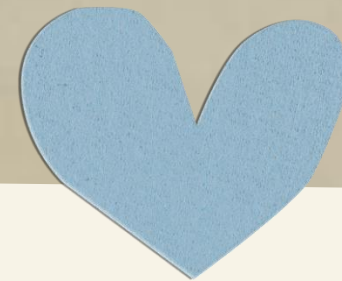




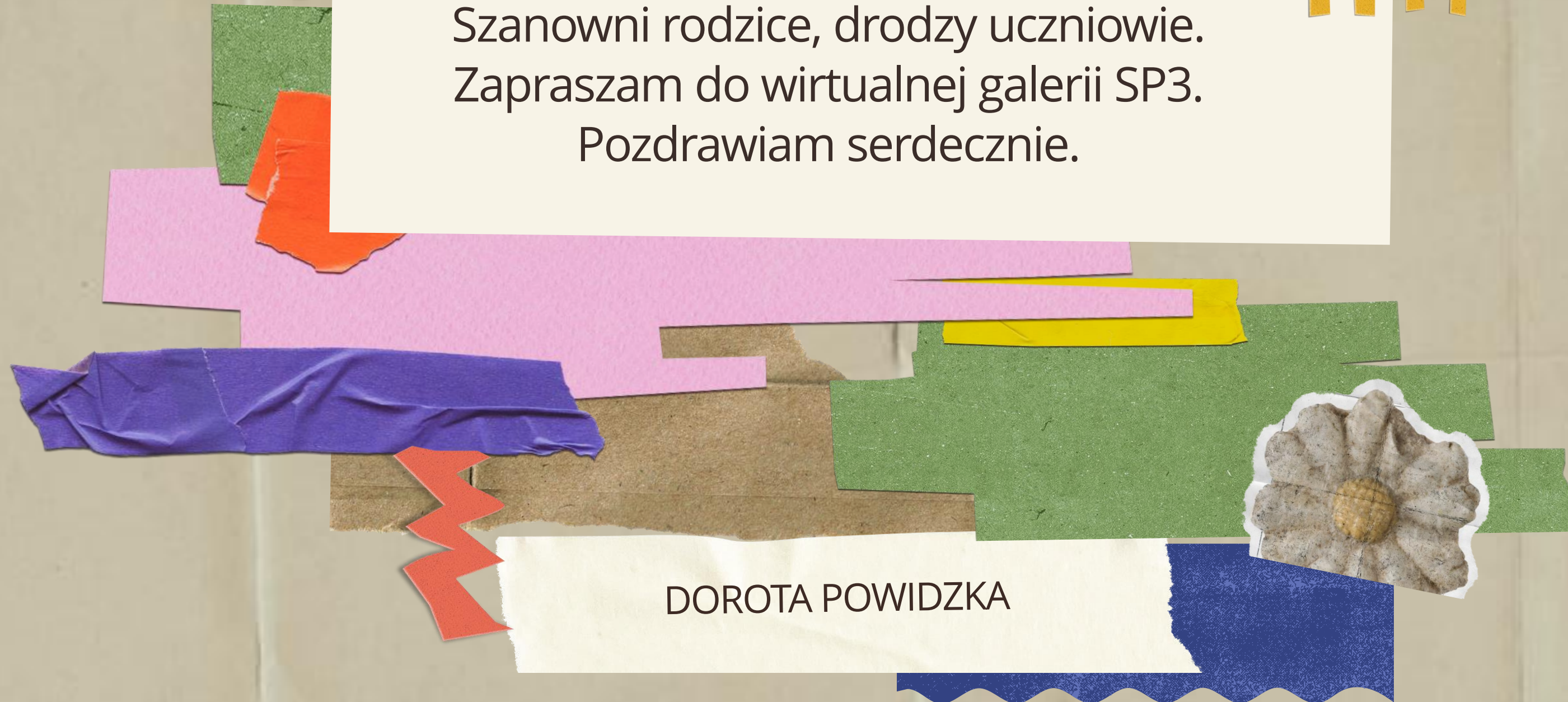
WIRTUALNA GALERIA SZTUKI SP3 KONIN  
ВІРТУАЛЬНА ГАЛЕРЕЯ SP3 КОНІН







Szanowna dyrekcjo, drodzy nauczyciele.  
Szanowni rodzice, drodzy uczniowie.  
Zapraszam do wirtualnej galerii SP3.  
Pozdrawiam serdecznie.



DOROTA POWIDZKA



PRAWDZIWA KREATYWNOŚĆ POCHODZI ZE ZNALEZIENIA  
SWOJEGO ŚRODKA WYRAZU, Z BYCIA W SWOIM ŻYWIÓLE.

Ken Robinson







O KOMPOZYCJI W PRZESTRZENI;

ŻYWE RZEŹBY – PERFORMANCE

KLASY VII







**UCZENIE SIĘ**

**ZARYS**



**Ruch w rzeźbie**



**Linia**



**Asymetria**



# RUCH

„Sprinter” z 1907 roku autorstwa Charlesa Alberta Lopeza



Niektóre rzeźby przedstawiają obiekty, które zaraz się poruszają.

Można to zobaczyć w rzeźbach Charlesa Alberta Lopeza. Temat pracy tutaj dobiegnie końca. Linie ciała ukazują dynamiczną kompozycję.

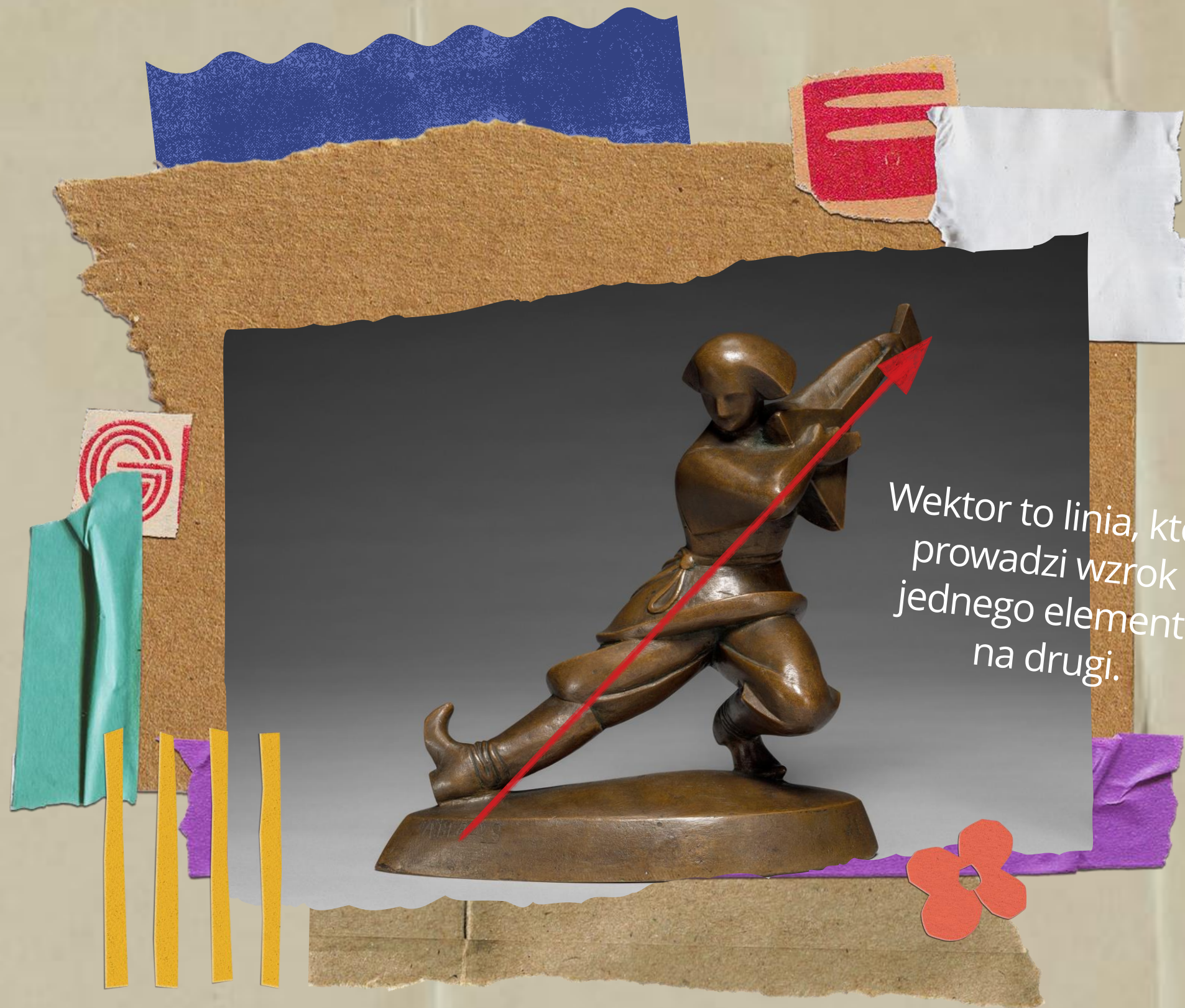


„Bacchanale” z 1923 r. Malwiny Hoffman

Niektóre rzeźby mają za zadanie przekazywać ruch.

Można to zobaczyć w rzeźbach z brązu Malwiny Hoffman. Przedstawienie materiału na powyższym posągu stwarzało wrażenie ruchu, wraz z pozycją „poruszających się” obiektów.





Wektor to linia, która prowadzi wzrok z jednego elementu na drugi.

LINIA



Artyści używają linii lub wektorów, aby kierować naszymi oczami i sugerować ruch.

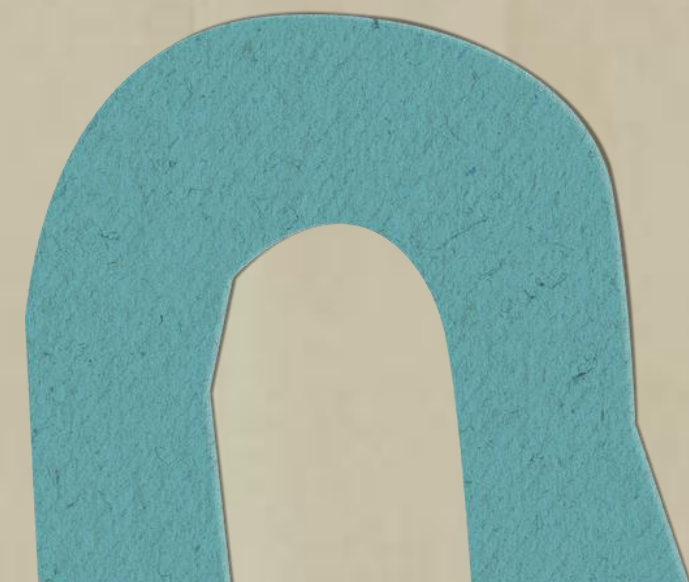




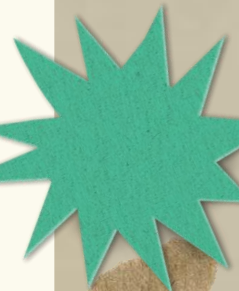
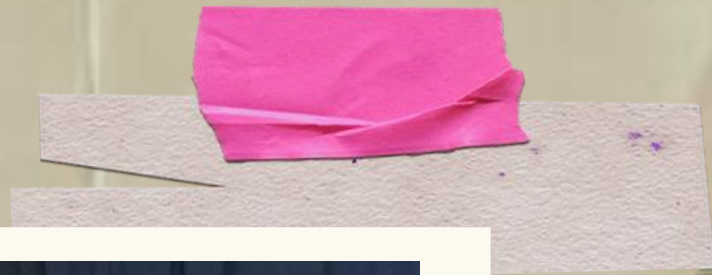
„Unikalne formy  
ciągłości w  
przestrzeni”, 1913  
autorstwa Umberto  
Boccioniego

# ASYMETRIA

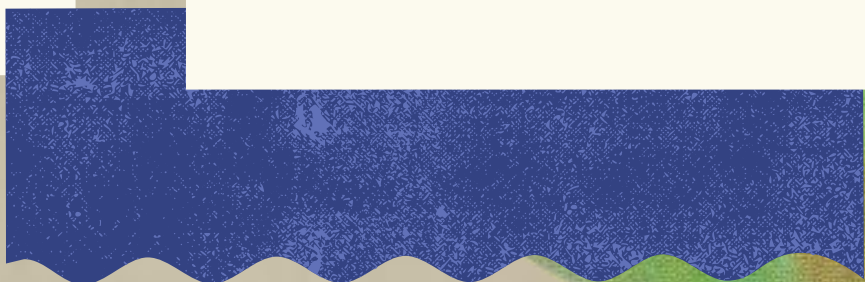
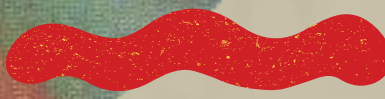
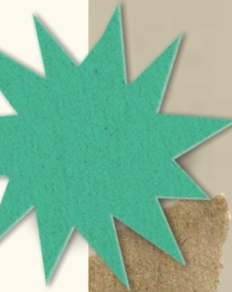
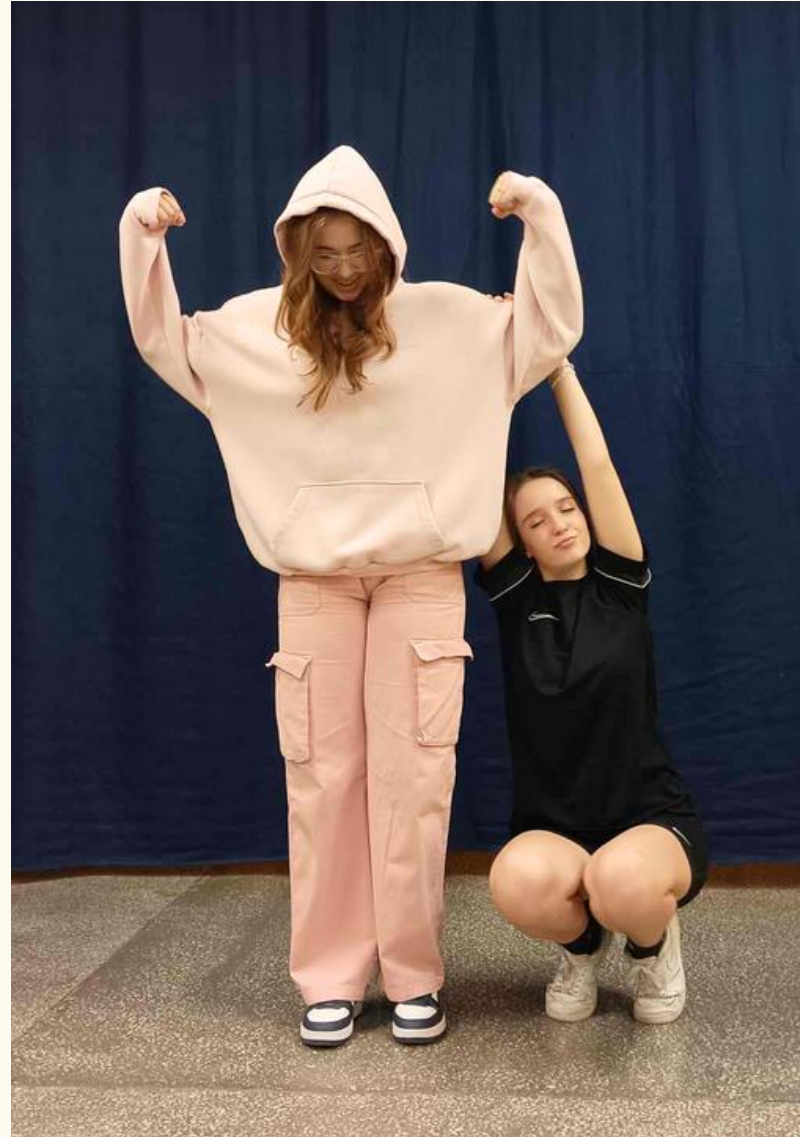
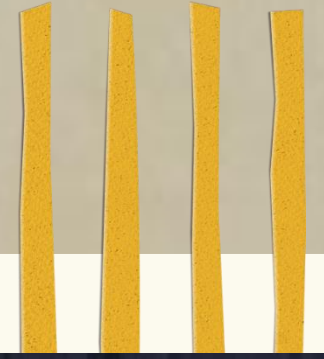
Artyści wykorzystują asymetrię lub brak równowagi w swoich rzeźbach, aby zasugerować ruch w jednym kierunku.



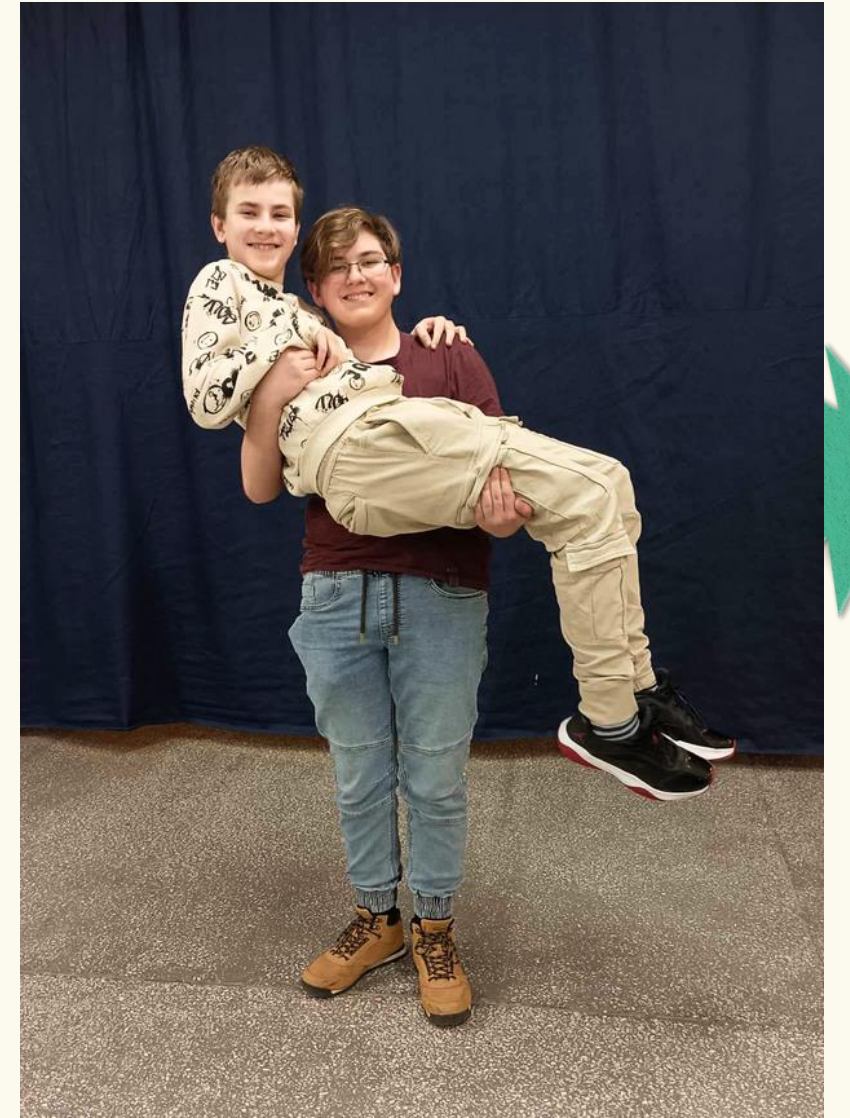
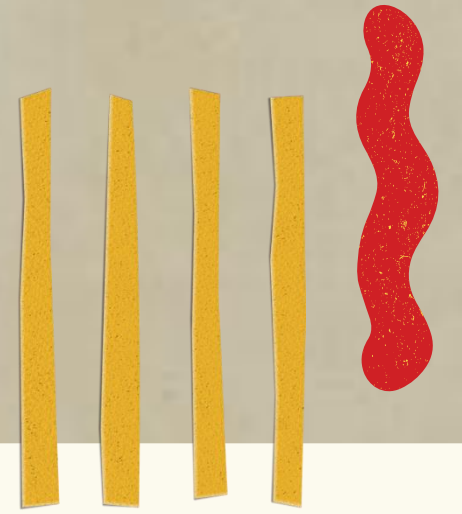




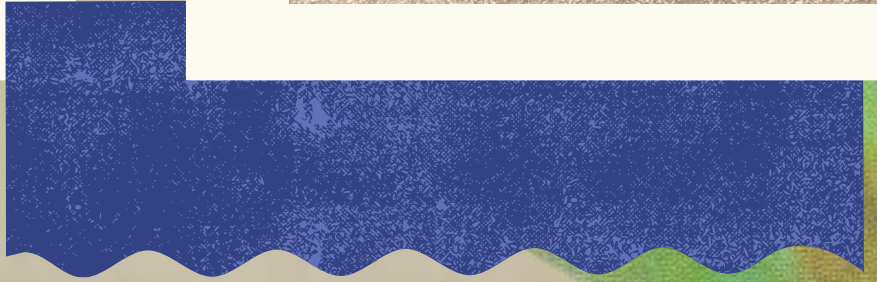
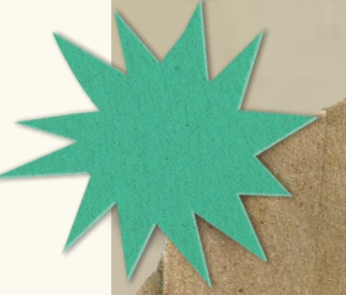
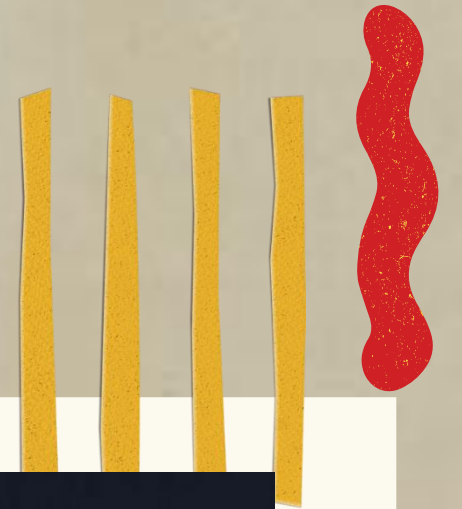




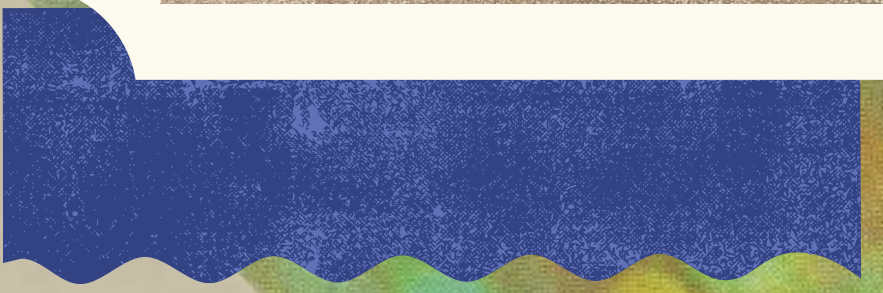
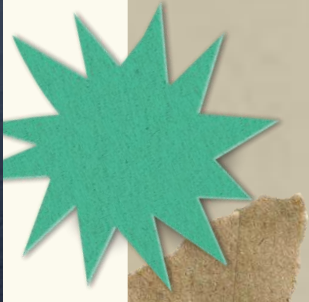
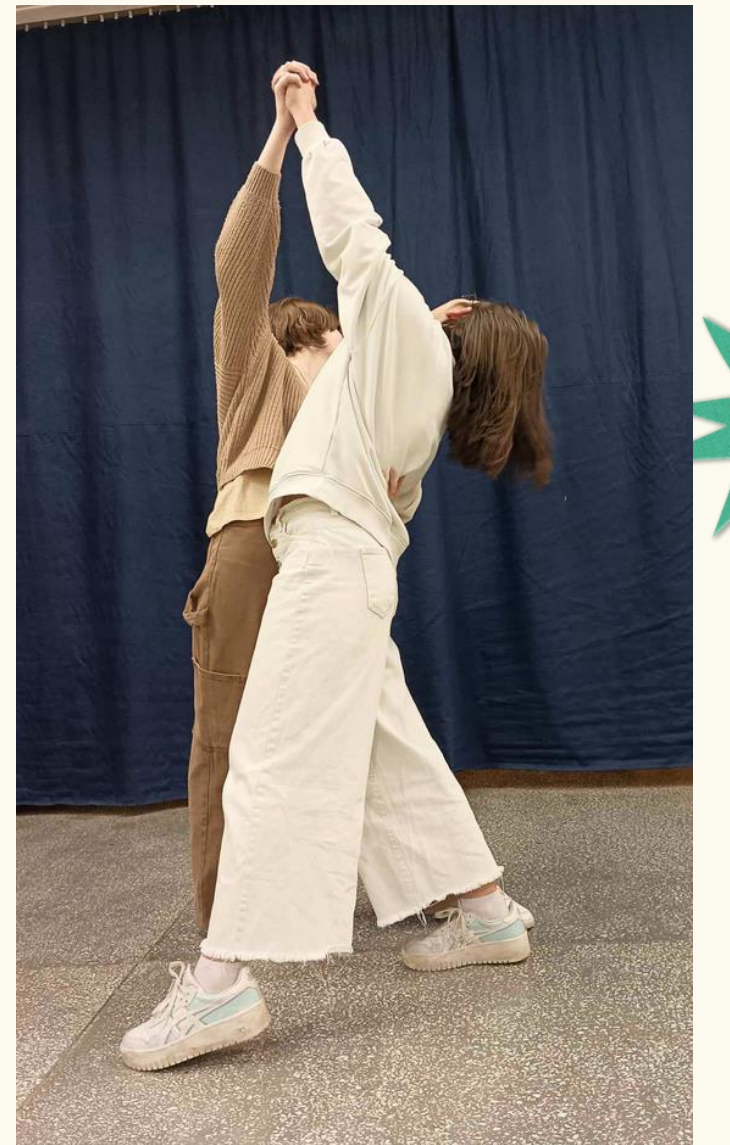
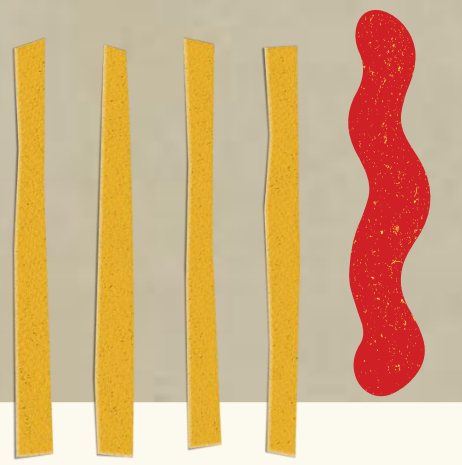




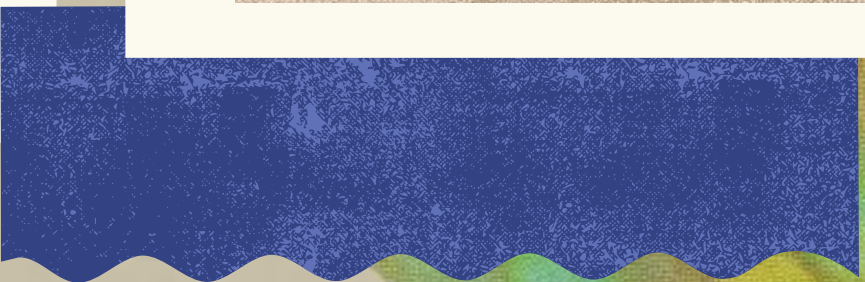
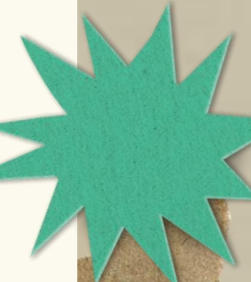
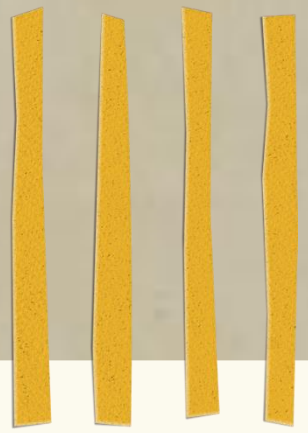








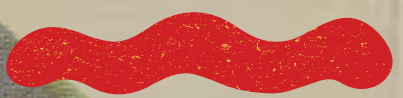




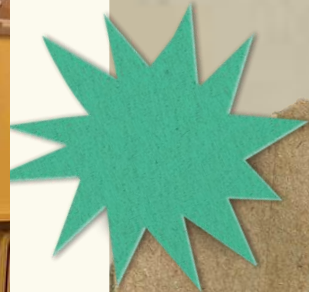
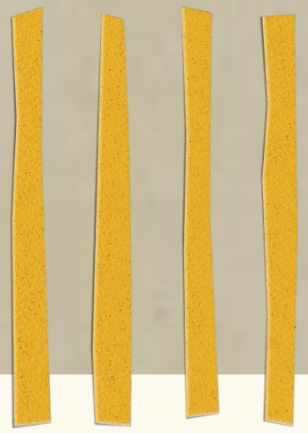




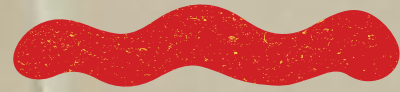
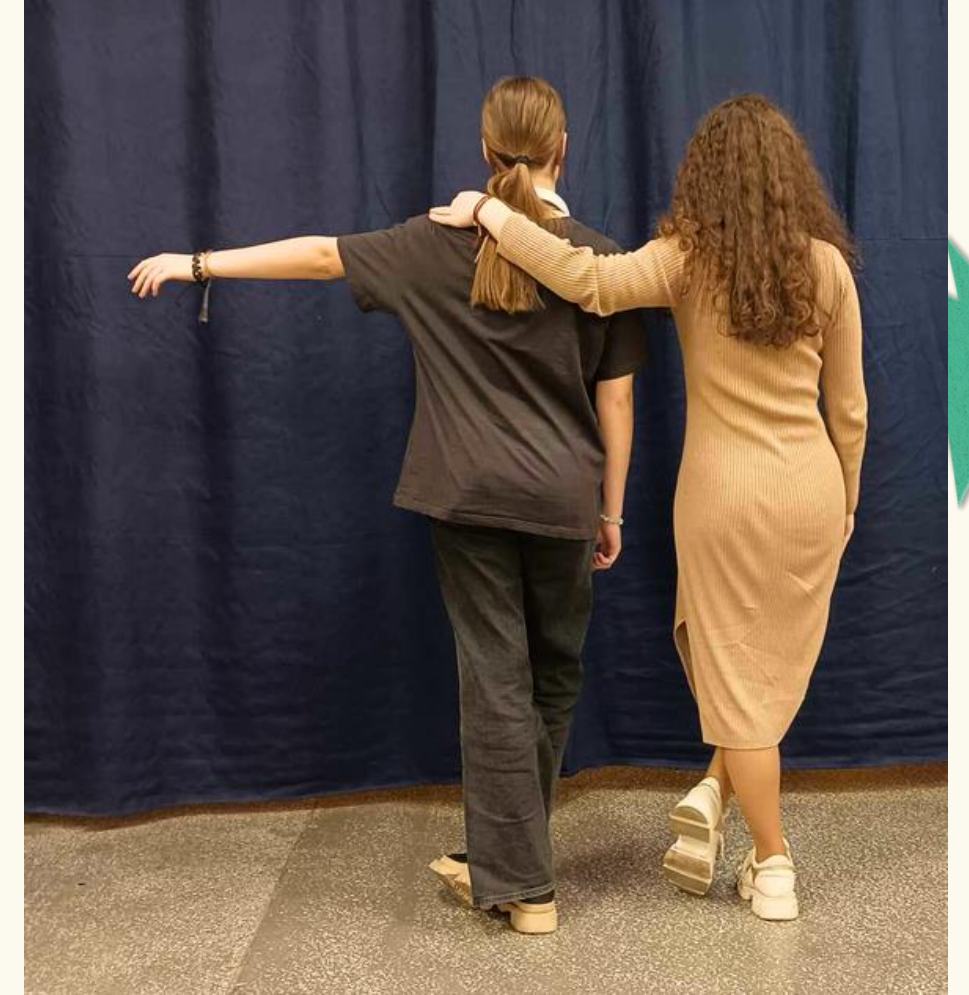
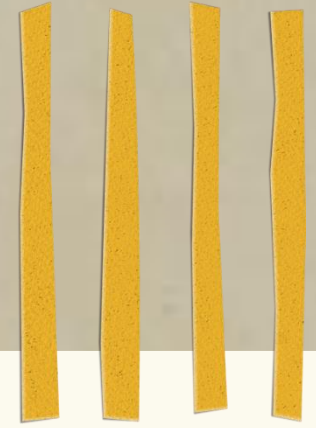




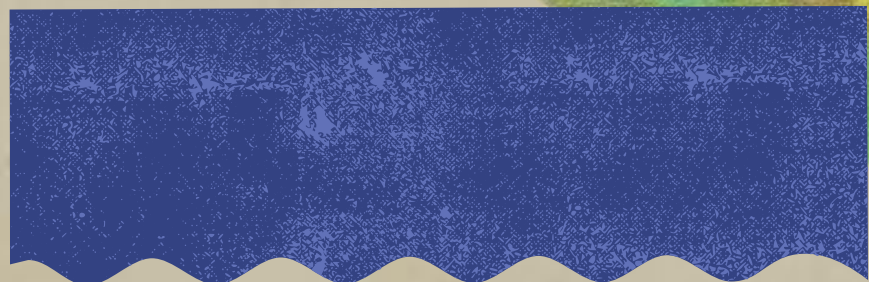




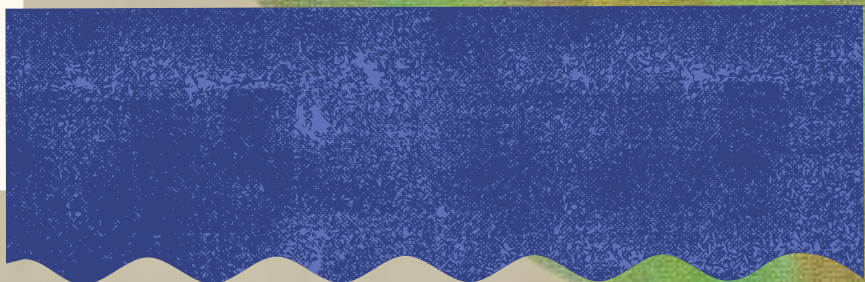
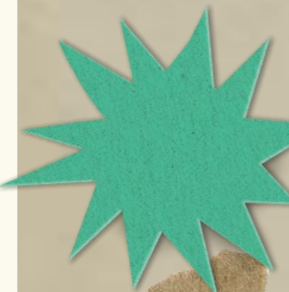




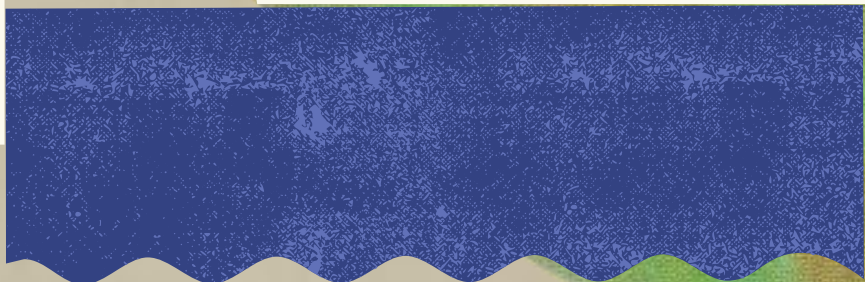
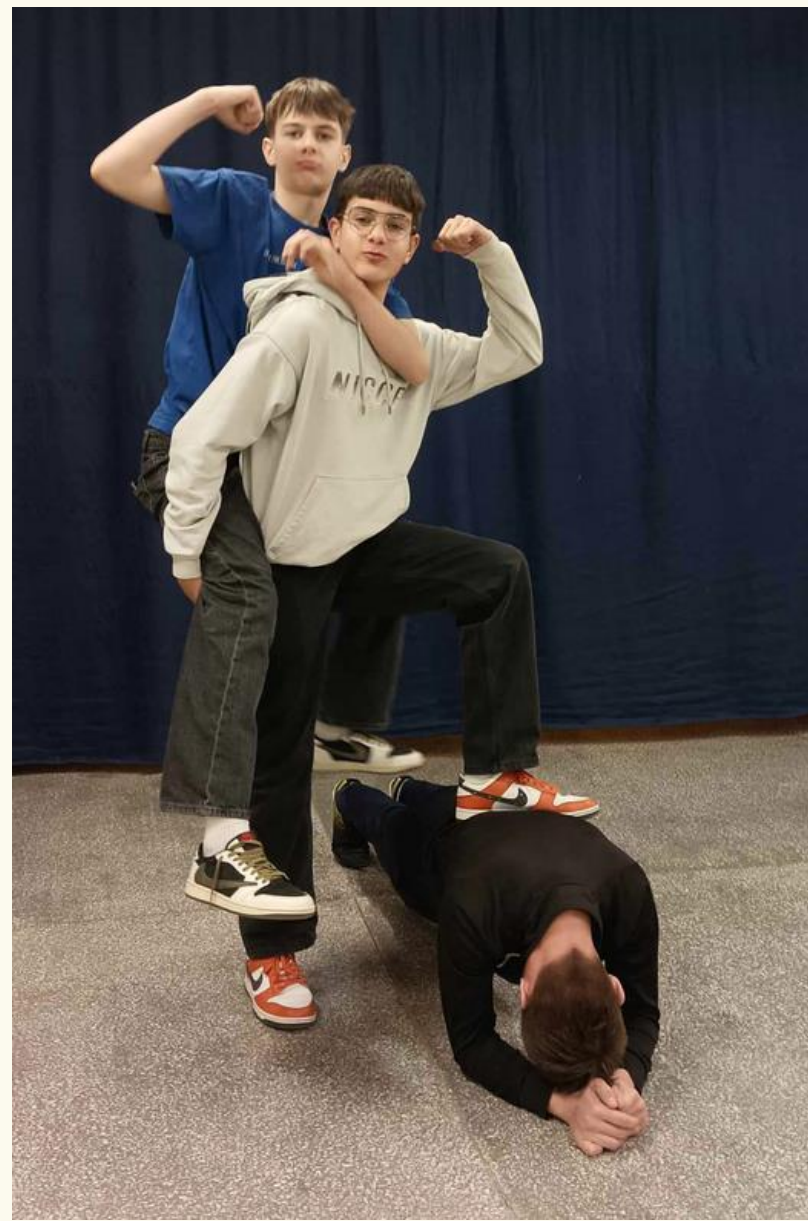
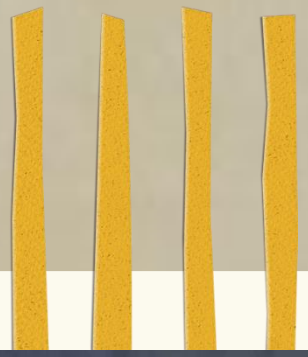




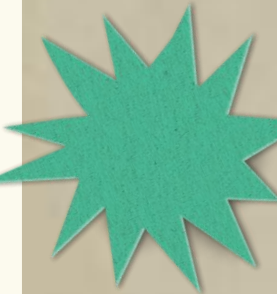




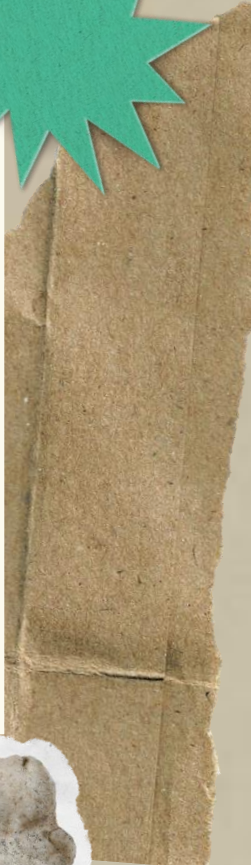
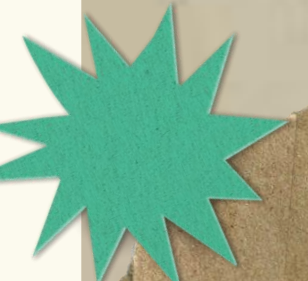
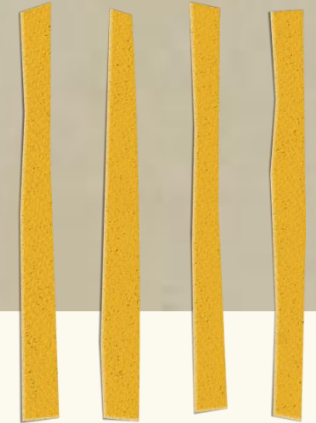




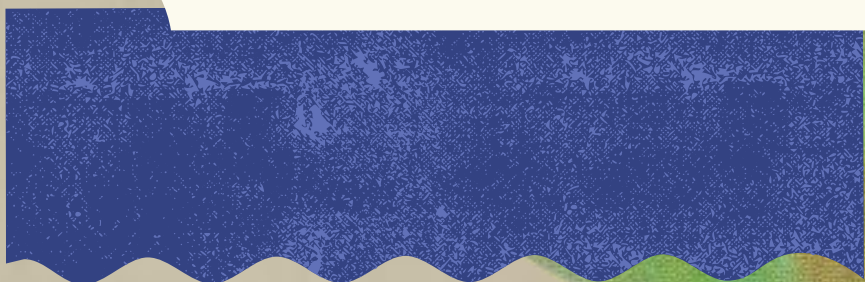
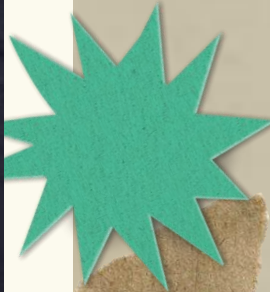
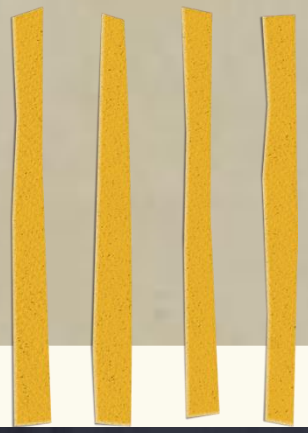




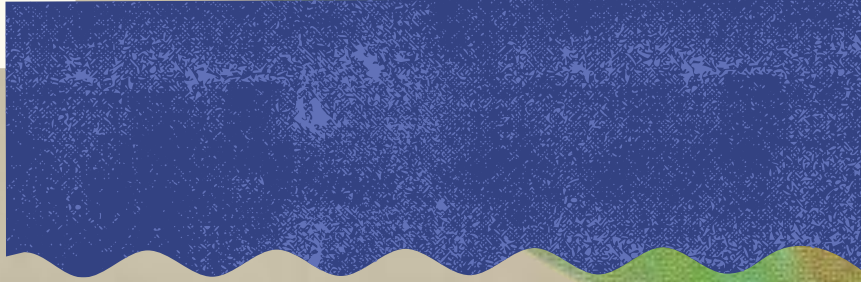
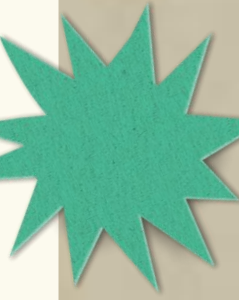
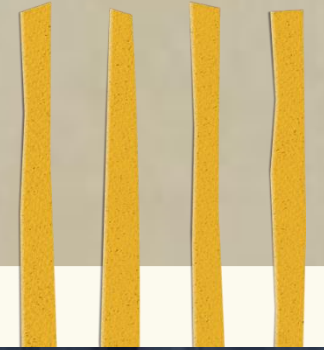
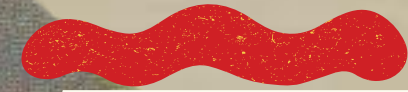




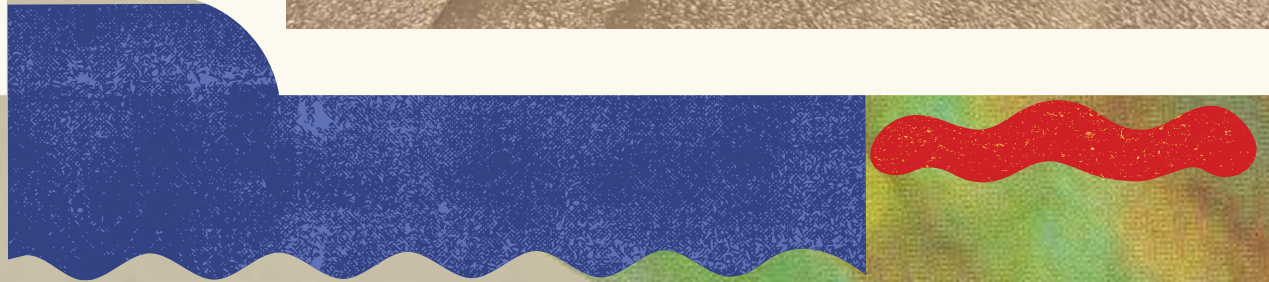
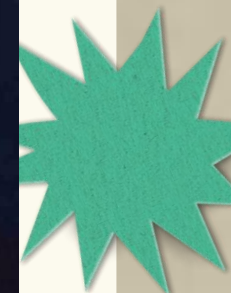




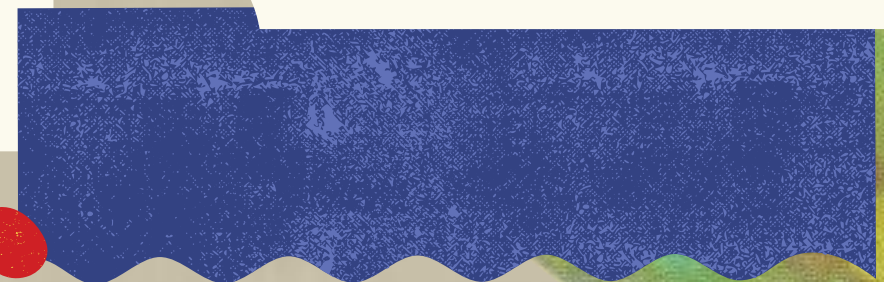
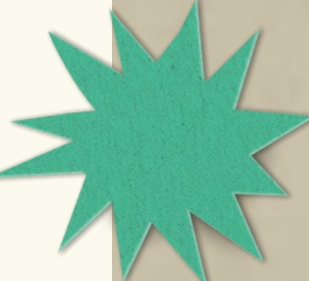
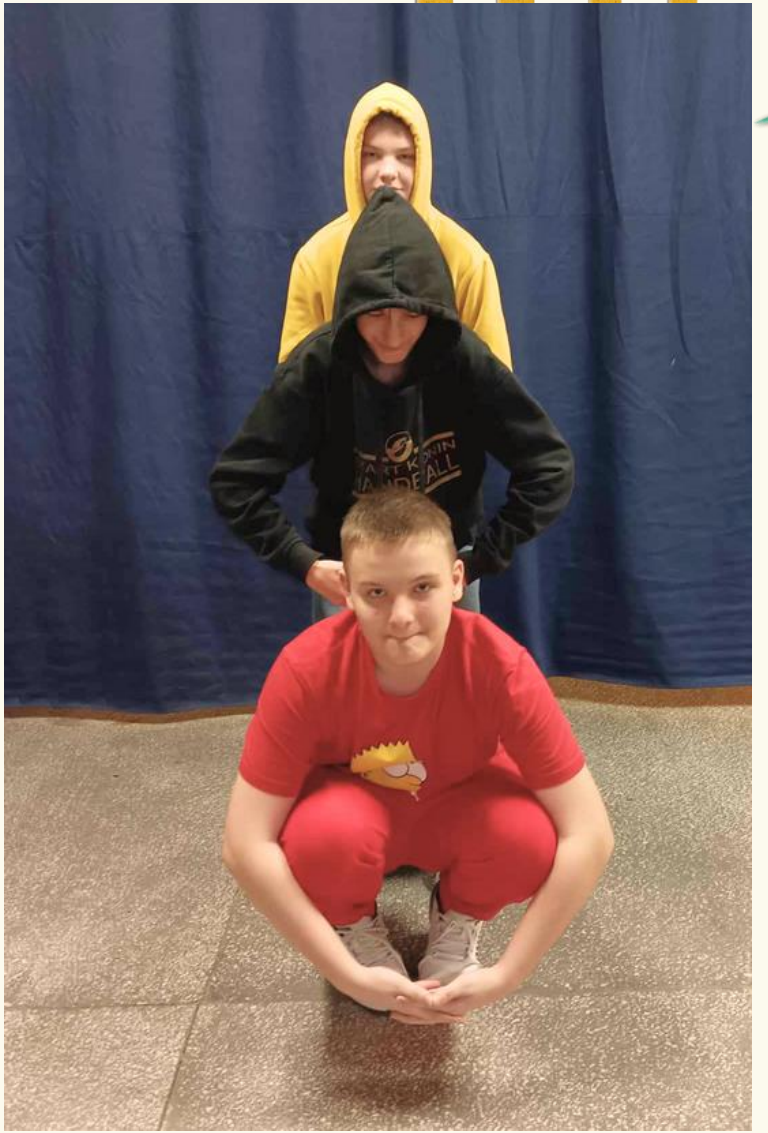
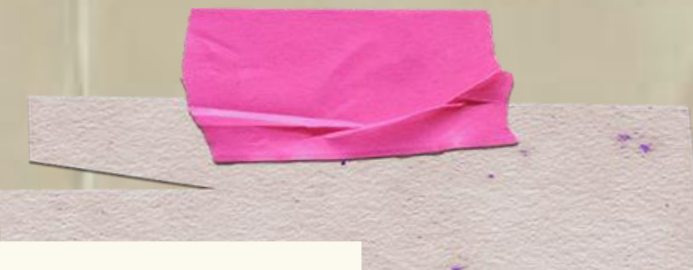








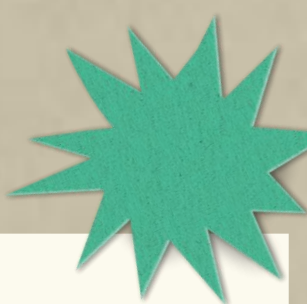
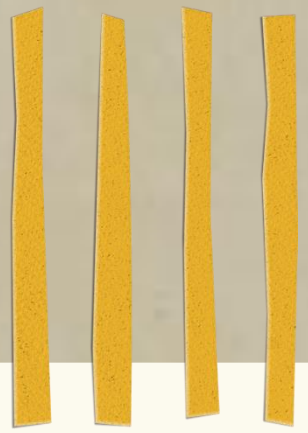
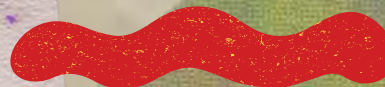




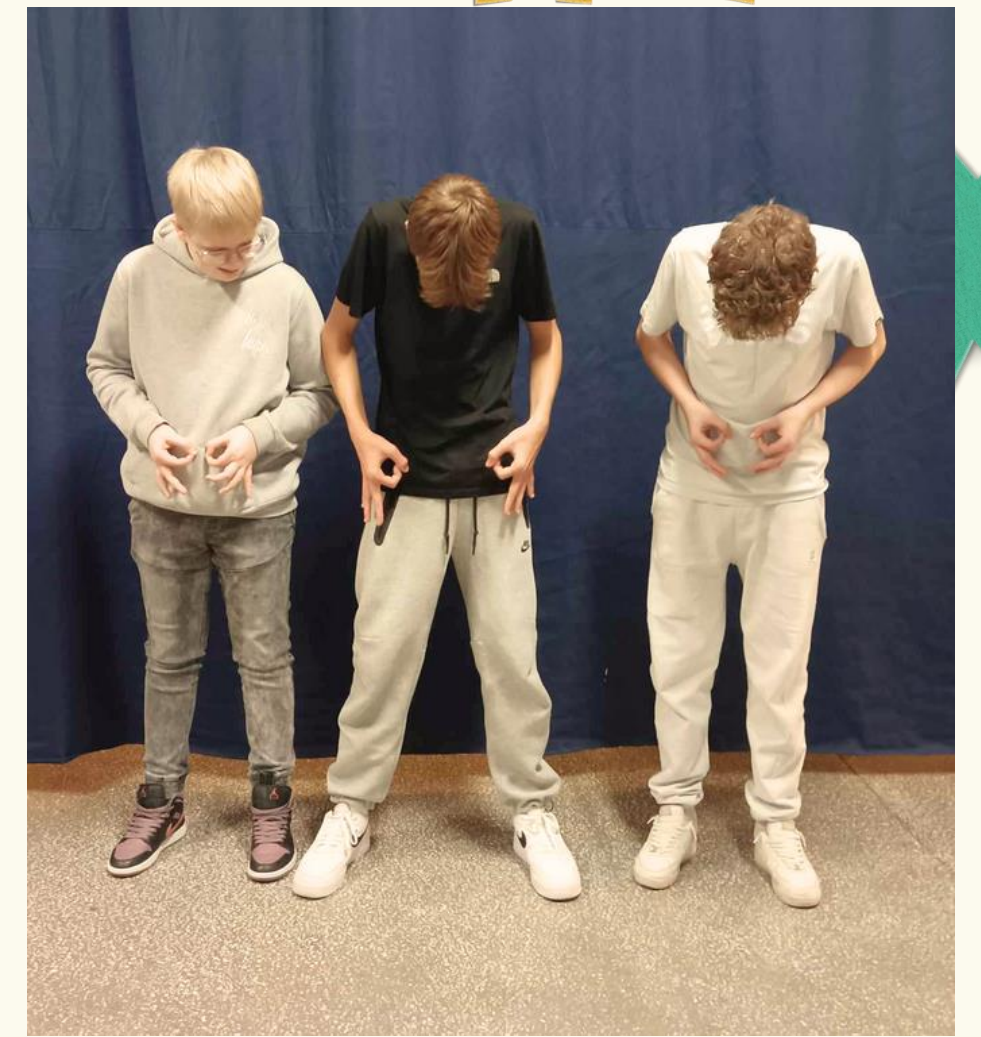
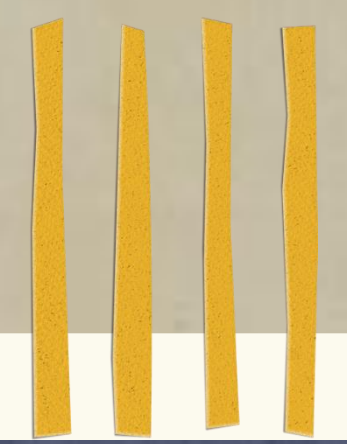




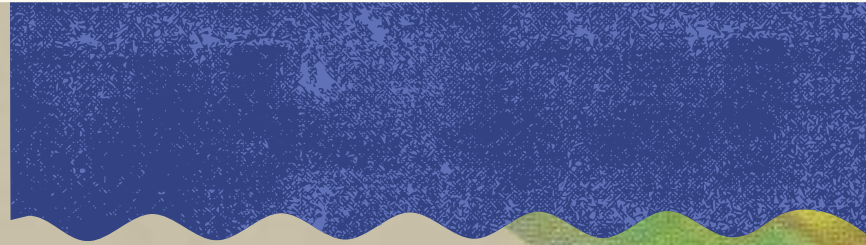
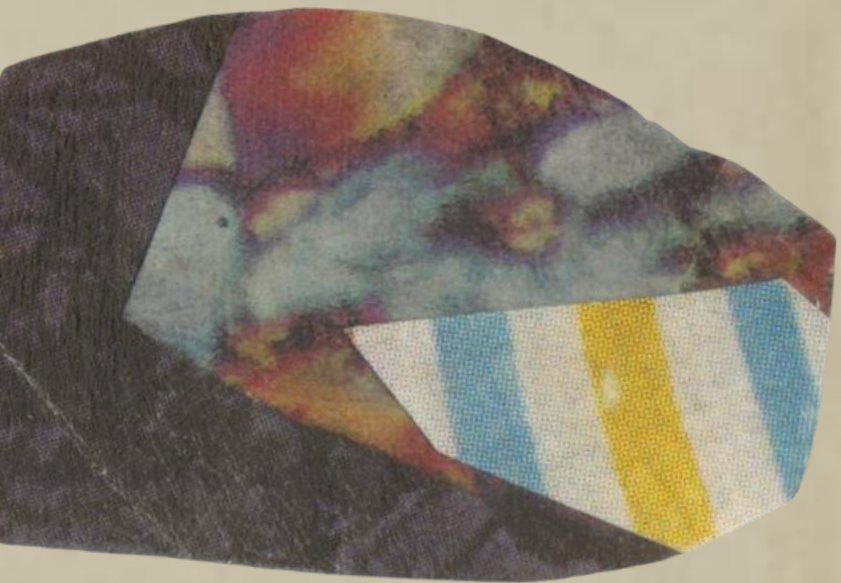
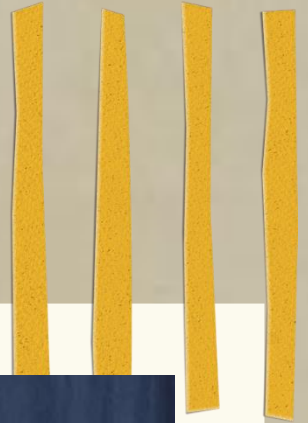




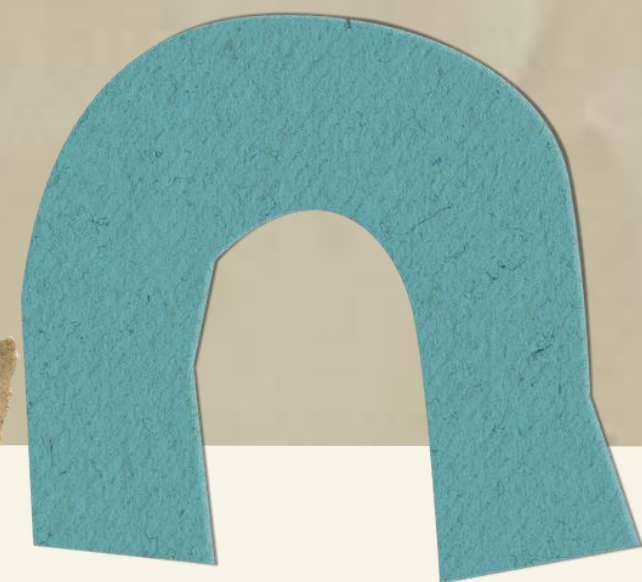












DZIĘKUJEMY ZA WSPÓLNE SPOTKANIA ZE SZTUKĄ.  
Дякую за спільні зустрічі з мистецтвом.

Uczniowie wraz z nauczycielką plastyki.  
Учні з учителем образотворчого мистецтва.

