

North Carolina Standard Course of Study Visual Arts Objectives

(National standard objectives in parentheses):

Competency Goal 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

1.02 Use imagination as a source of ideas.

Competency Goal 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (*National Content Standard 1*)

2.01 Become familiar with a limited number of basic art media, techniques, and processes which may include: found objects including wood scraps.

Competency Goal 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (*National Content Standard 2*)

3.06 Name different textures on surfaces, for example: rough, smooth, bumpy.

3.07 Identify geometric shapes: circle, square, rectangle, triangle, diamond, oval.

3.08 Recognize some shapes have names: some do not.

3.15 Explore a variety of materials.

Competency Goal 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (*National Content Standard 3*)

4.03 Invent original and personal imagery from observation and imagination to convey meaning and not rely on copying or tracing another's work.

Competency Goal 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (*National Content Standard 5*)

6.04 Begin to use art vocabulary for discussion.

ABSTRACT OR GOAL OF THE LESSON: Young learners will use a variety of wooden scraps to build a three-dimensional abstract sculpture or assemblage learning about geometric shapes, texture, balance, connecting, and rhythm.

KEY OR FOCUSING QUESTIONS:

- Name some geometric shapes.
- What does the term "sculpture" mean?
- What is an assemblage?

Small Wooden Assemblages

VOCABULARY:

<i>Wood</i>	<i>Rectangle</i>	<i>Sculpture</i>	<i>Balance</i>
<i>Shape</i>	<i>Triangle</i>	<i>Sculptor</i>	<i>Rhythm</i>
<i>Geometric Shapes</i>	<i>Diamond</i>	<i>Building</i>	<i>Pattern</i>
<i>Circle</i>	<i>Oval</i>	<i>Stacking</i>	<i>Composition</i>
<i>Square</i>	<i>Textures</i>	<i>Connecting</i>	<i>Design</i>

LINK TO PRIOR LEARNING OR EXPERIENCES:

- Clay sculpture (abstract) or paper relief sculpture.

MATERIALS AND RESOURCES:

- Assortment of Wood Scraps
- Building Blocks
- Wooden letters and numbers
- Wooden beads and buttons
- Popsicle sticks, Clothespins
- Flat wooden pieces for the base (sturdy cardboard or a shallow box can be used)
- Check out Louise Nevelson's wooden assemblages.

INSTRUCTIONAL INPUT:

Show students examples of Louise Nevelson's monochromatic wooden sculptures (assemblages). What is a sculpture? Explain that some artists like to build their artwork to be tall and/or fat (like a sculpture of wood) instead of flat (like a painting or drawing on paper). This can lead into a discussion of two-dimension and three-dimension with older children. Ask students to use their observational skills and imagination when looking at Ms. Nevelson's sculpture. Have students begin to identify shapes that they recognize (geometric shapes). Can they find shapes that do not have names but have characteristics such as curvy, wavy, zigzag, bent, sharp, fat, and so forth. Explain to students that the artist wanted them to focus on shape, light and shadow; therefore she painted her artwork a uniform color (black, white or gold) instead of many different colors. Do you think this technique helps you see shape better?

MODELING:

Show students some of the wood shapes that they may choose to use in their sculpture. Hold the shapes up and talk about how they feel to the touch. Explain that some wood shapes are rough, some are smooth, and that some will feel bumpy to the touch. Tell students that this is called texture and that artist like to use a variety of textures in their artwork. Begin arranging some shapes and stacking them on a base. Ask students what would happen if big shapes were stacked on top of smaller shapes? The small shapes would be hidden and the small could not support the weight of the heavier shapes.

Small Wooden Assemblages

Discuss and demonstrate some important decisions concerning composition that students will need to make:

1. Filling the picture space with positive and or (empty) negative shape
2. Extending shapes beyond the base
3. Connecting shapes (overlapping, balancing)
4. Playing follow the leader with shapes (leading the eyes with shapes)
5. Using a variety of shapes (small to large) for interest
6. Repeating shapes to create patterns and rhythms like a beat.

GUIDED PRACTICE: Students will choose a variety of wooden shapes to work with. They will have ample time to “play” and experiment with different compositions before glue is introduced. Teacher should encourage experimentation and problem solving as students work.

INDEPENDENT PRACTICE: Once students have arranged a design that they would like to keep, glue or paste may be passed out for use. In a second lesson, students will paint their sculptures a solid color.

REVIEW AND CLOSURE:

Students will place names on their sculptures, clean up their work area, and carefully place their artwork in a safe area to dry. The class will review geometric shapes, sculpture, and composition. For closure, teacher and students will discuss how shapes are emphasized by the use of one color to unify everyone’s sculpture.

Sculptures may be displayed by mounting or floating on a background of board, wire, or paper of a different texture or color. Individual sculptures may also be wrapped or tied with ribbon, string, yarn, or cellophane strips for another layer of texture. For the most dramatic impact, individual sculptures should be hung side by side on a large wall to make one unified work of art.

ASSESSMENT AND EVALUATION:

- Teacher observation
- Oral sharing
- Display of artwork as one class unit