

Let's Get Abstract!

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Grade Level: Kindergarten

Time Span: 3 Weeks
Three 45 minute sessions

Essential Question: *"How do artists grow and become successful in different art forms?"*

Provoking Questions:

1. What color will you paint your sculpture?
2. How will you balance your sculpture?
3. What kind of environment will you design for your sculpture?

Learning Objectives:

1. Students will build a sculpture experimenting with balance using various shaped wood blocks.
2. Students will use five pieces total, one for a base, and four to build their sculpture.
3. Students will paint their sculpture using one of the primary colors or secondary colors of their choice, and will then create an environment for their sculpture.

Maine Student Learning Results:



A1 Artist's Purpose

A2 Elements of Art and Principles of Design

A3 Media, Tools, Techniques, and Processes

B1 Media Skills

B2 Composition Skills

B3 Making Meaning

B4 Exhibition

C1 Application of Creative Process

D1 Aesthetics and Criticism

E1 The Arts and History and World Cultures

E3 Goal-Setting

E5 Interpersonal Skills

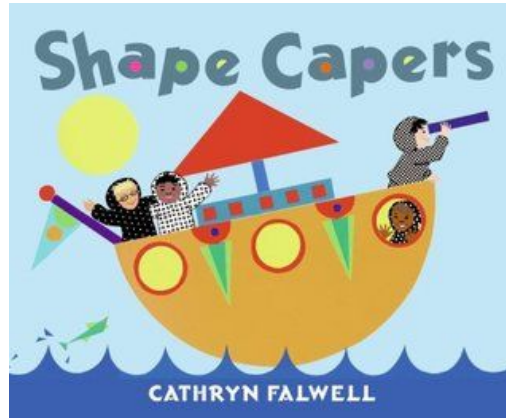
Vocabulary & Visual Provocation:

Week 1:

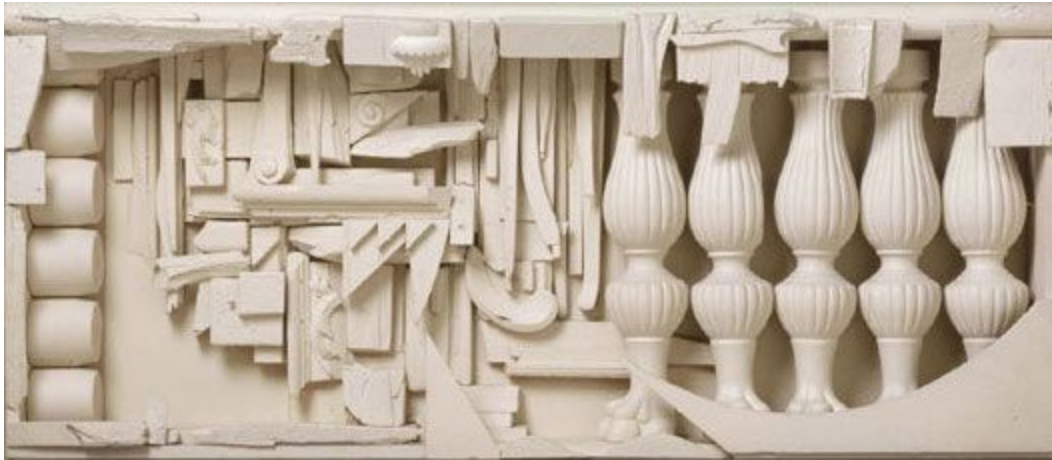
Vocabulary: Sculpture, Louise Nevelson, primary colors, secondary colors, base, geometric shapes, balance, assembling, found objects.

Visual Provocation:

Cathryn Falwell's book *Shape Capers*:



Louise Nevelson Sculpture:



Week 2:

Vocabulary: Sculpture, Louise Nevelson, primary colors, secondary colors, paint layers.

Visual Provocation: The teacher's example as well as the photo of Louise Nevelson's sculpture will stay out as an example.

Ann Jonas book *Color Dance*:



Week 3:

Vocabulary: Sculpture, environment, aerial view.

Visual Provocation: The teacher's example as well as the photo of Louise Nevelson's sculpture will stay out as an example.

Materials:

Week 1: Variety of wood pieces, pencils, hot glue guns teachers will use, hot glue sticks, crayons, 18"x24" pieces of white paper.

Week 2: Acrylic paint (red, yellow, blue, green, purple, orange), paint brushes, water tubs, newspaper.

Week 3: 18"x24" piece of white paper, crayons.

Direct Instruction:**Week 1:**

- Students will arrive to class and will gather around the rug area for the teacher to read Cathryn Falwell's book, *Shape Capers*. The book will help connect the day's project of building up shapes using balance.
- The students will then gather around a table for a demonstration of the days project. The teacher will show a poster with a sculpture created by Louise Nevelson, and will ask students what they see. This will begin the thought process into abstract sculpture, three dimensional sculpture as well as solid colors.
- The teacher will give a brief introduction of the artist Louise Nevelson as well as introducing vocabulary. The students will be creating abstract sculptures using various shaped wood blocks, and each sculpture will begin with a base and will have four pieces balanced on the base. The teacher will have separated two cardboard boxes, one with the bases, and one with enough wooden shapes.
- The teacher will demonstrate how to balance the pieces building up referring to the book just read. The students will be allowed to ask questions once the demonstration is over, and the teacher will ask that students then go take their seats while they hand out bases. The students will have a bin on each table with pencils so they may write their names on the bottom. After the students have written their names the teacher will walk around handing out four pieces of wooden shapes to each student and will give a certain amount of time for students to play around with building their sculptures.
- The teacher will ask one table at a time to bring up their sculptures to a station set up with a hot glue gun for the teacher to glue all the sculptures together. Once the sculptures have been glued they will be put aside and the table finished may work on free drawing. Once all have been glued class time will be over and students must put their name on their drawings and all materials away (crayons into a bin on table), and will work on their project for the next week.

Week 2:

- Students will arrive to class and will gather around the rug for the teacher to read the book, *Color Dance*, by Ann Jonas. The teacher will have students reiterate colors created by the children in the book, pointing at colors and having the class as a whole say the color.
- The students will then gather around a table for the teacher to give a brief demonstration of the days project. The teacher will have placed newspaper on each table and will have poured out either primary colors or secondary colors for each table. If the teacher has a few Kindergarten classes then they will pick which set for the students to choose from.
- The teacher will have the paint in front of them with medium sized brushes and will ask

questions such as if any students have painted before and know how to use a paint brush. This is a good formative assessment to see what students know. The teacher will go over how to dip just the tip of a paintbrush into instead of all the way up the bristles for better control of the material. Vocabulary words such as layers of paint, and angles will be added and they will talk about either primary or secondary colors, and that at each table students must choose one color to paint their entire sculpture such as Louise Nevelson's pieces being one color. The teacher will ask that the entire sculpture be painted including underneath and in between the shaped wooden pieces, all except for the bottom of the base so the name not get covered.

- Students will then take their seats, the teacher will hand out their sculptures as well as paint brushes. Students will have the entire class period to work and the teacher will ask that all the wood be covered with multiple paint layers so not to see wood show through.
- Students will have the entire class period to work as the teacher walks around answering questions as they arise.

Week 3:

- Students will arrive to class and will gather around a table for the teacher's demonstration of the introduction of the days project.
- The teacher will have one of the student's sculptures out as well as a piece of 18"x24" piece of paper, and crayons for the project. The teacher will ask the students if they know what the word environment means, then will describe that they'll be creating environments for their abstract sculptures. They will each take their sculptures and will place them on their piece of paper anywhere they'd like to outline the base. The teacher will describe what an aerial view is, and will tell them to imagine if they were a bird flying over their sculptural buildings....what would they see?
- The teacher will draw with crayons an example of a street, lawn, flower beds, stop sign etc. The teacher will tell the students they may create any environment for their houses. Perhaps they're on the beach, in a neighborhood, near a pond, next to a river, anything they can think up.
- The students will then go take seats while the teacher places out paper and crayons. The sculptures will be handed out next, and will be taken back after they've outlined the bases so as not to be a distraction.
- The students will spend the rest of class coloring in their entire environments while the teacher walks around answering questions as they arise.

Clean Up:

Week 1: Students will place sculptures in a designated area for the teacher with their names written on the bottom of the base, and will work on free drawing. Free drawing materials such as the crayons will be placed back into the bins on the table, and the drawings will be stacked into a pile for the teacher to collect after class.

Week 2: Students will place their paint brushes in a tub of water set up beforehand by the teacher, and will place tubs of paint into the sink. Students will place their work on newspaper in a designated area and will toss out the newspaper on their tables.

Week 3: Students will place their environments in a stack on the center of the table, then will put all crayons back into the bin in the middle of the table.

Modifications for Students with Exceptionalities:

1. Students will have preferential seating.
2. Students may stand or sit while working on their projects.

Instructional Resources:

Louise Nevelson Sculpture:

<https://creativetotsmason.files.wordpress.com/2010/12/louisenevelsoncasewithfiveb.jpg>

Introduction of Project:







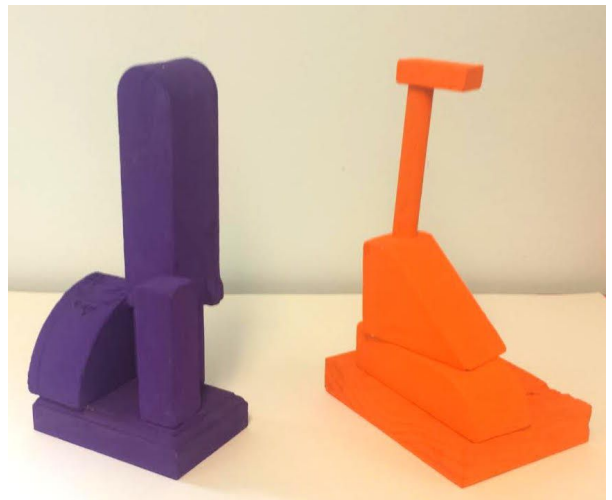
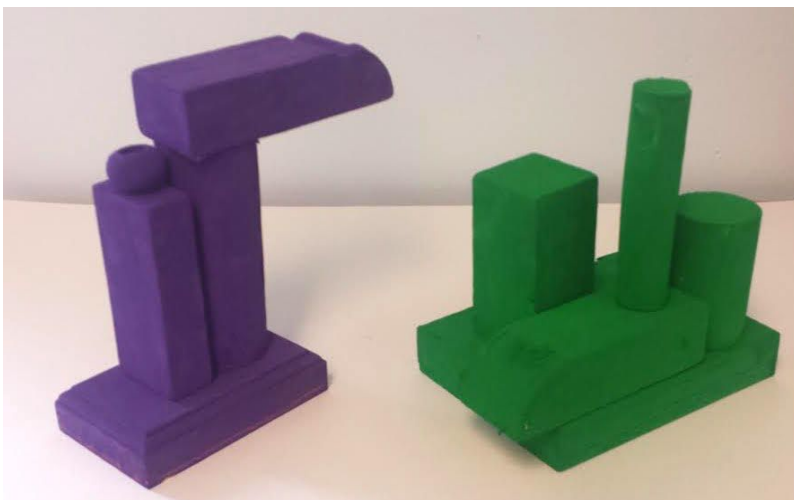


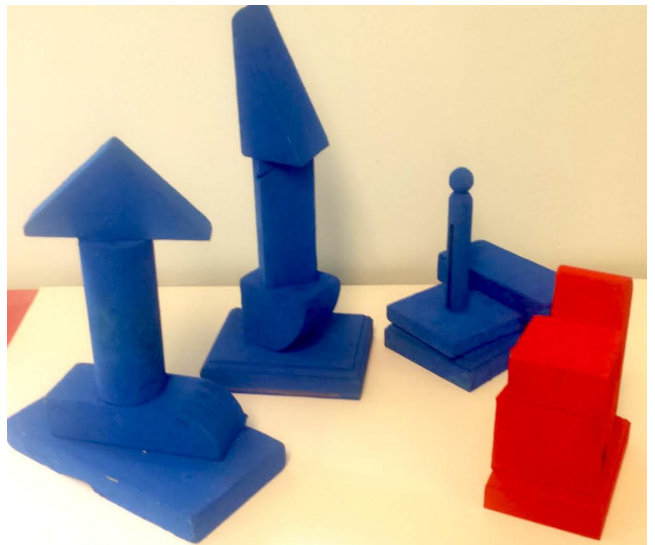
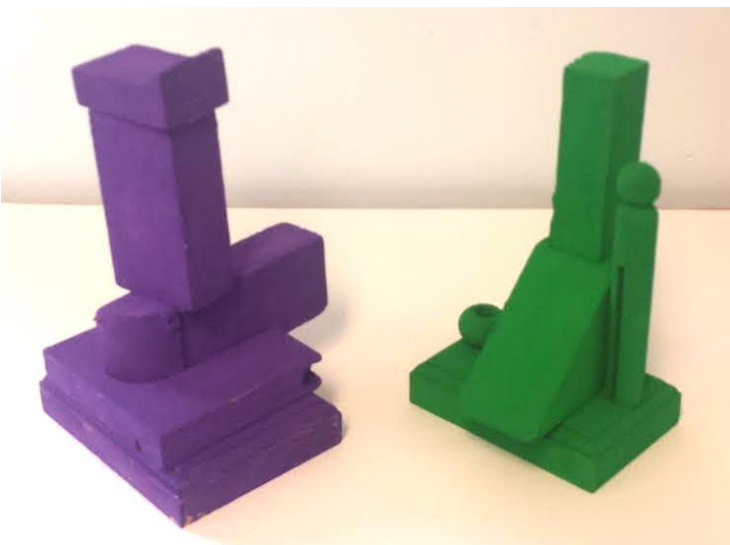
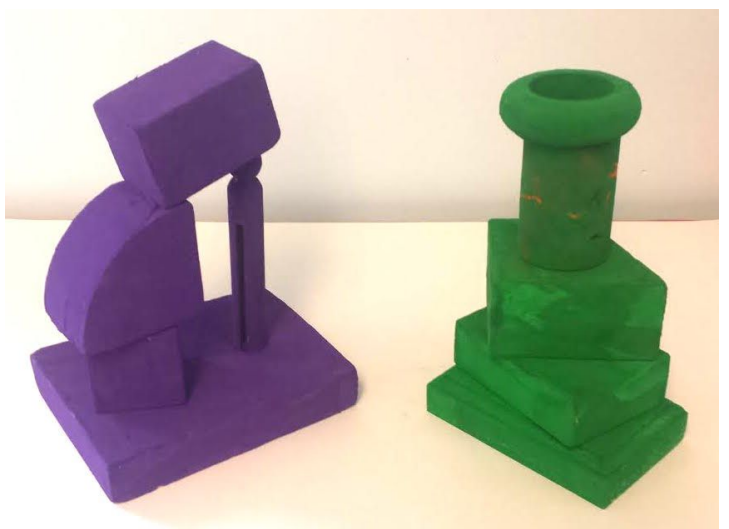
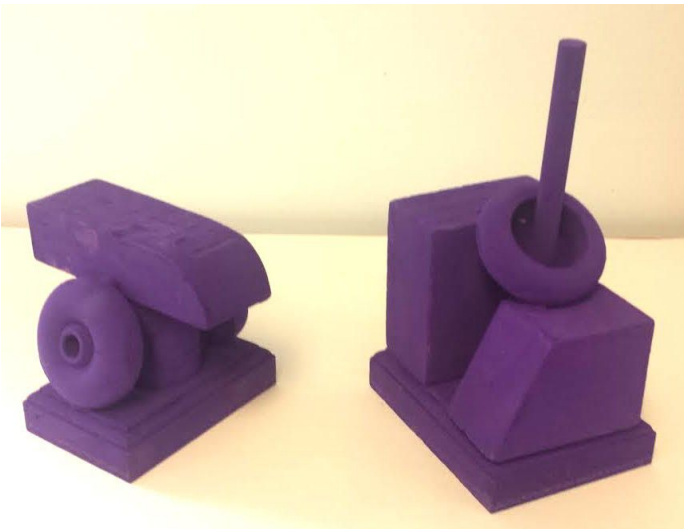
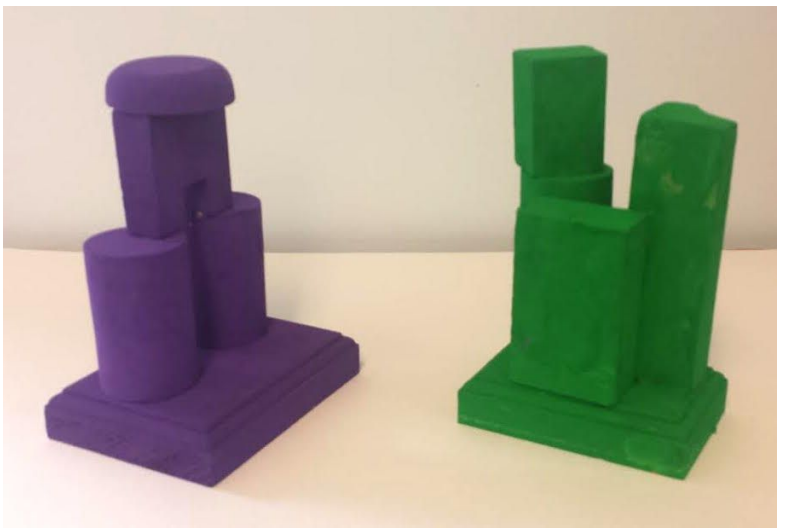


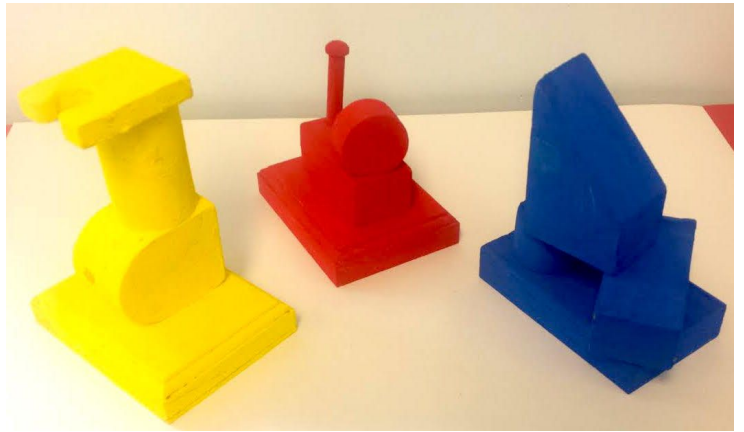
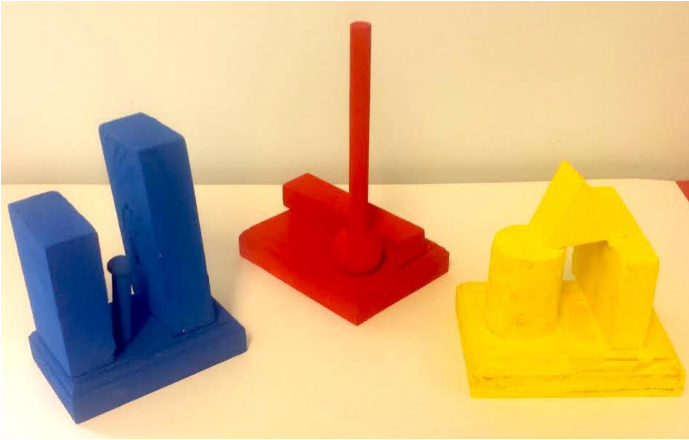
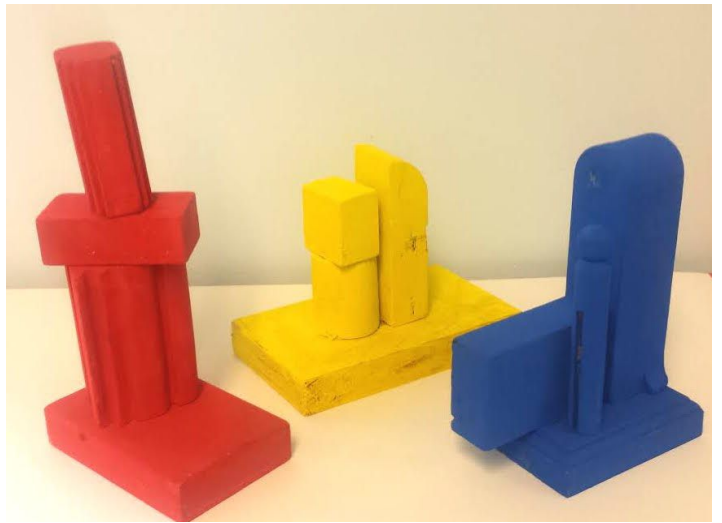
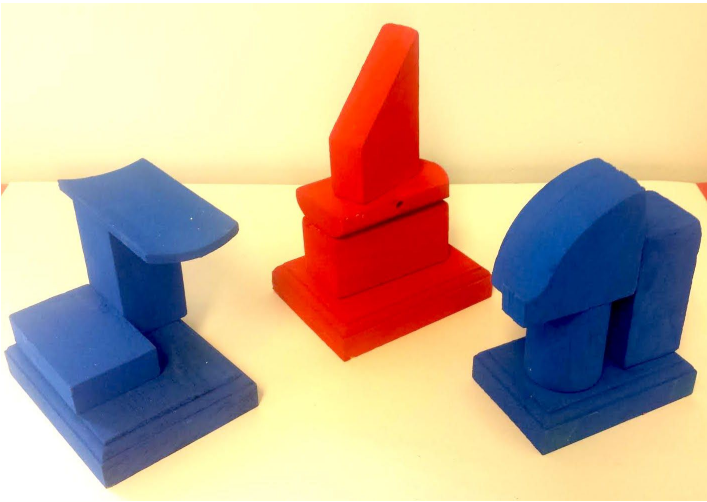
Day Two of Project:

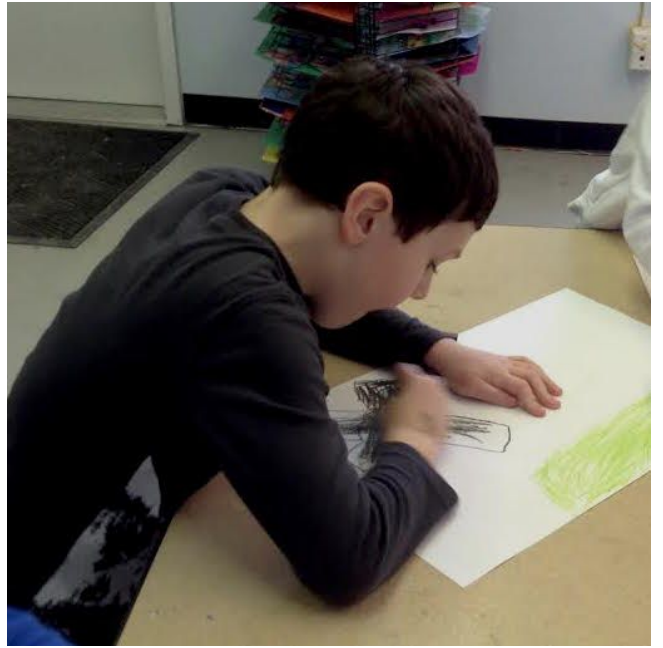


Student's Work (Finished Sculpture):



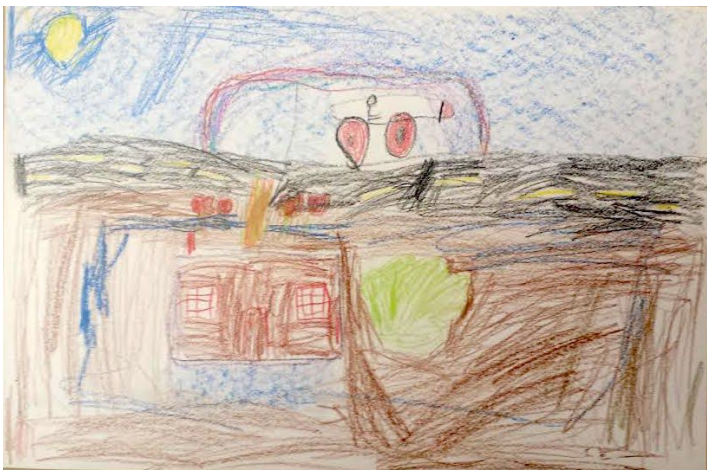
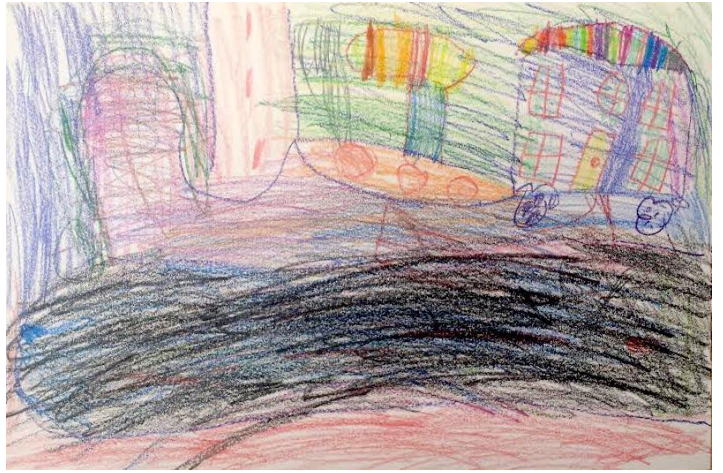






Student's Final Work (Environments):









Sculpture with Environments:





