

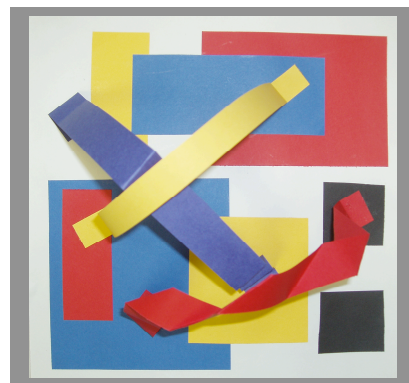


Folded Lines

GRADE: 1

TIME: 1 Session

Developed by Jenifer Cameron and Karen Stomberg



KIT INCLUDES:

- 1 lesson plan
- 1 Calder photo
- 1 Mondrian photo
- 1 Calder Sculpture photo
- 1 Mondrian Painting
- 1 book "Alexander Calder and His Magical Mobiles"
- 1 vocabulary Board

MATERIALS:

- Construction paper
- 12" x 12" white
- assorted sizes:
 - red
 - yellow
 - blue
 - black
- 1" to 3" strips
- red
- yellow
- blue
- black
- glue

LESSON DESCRIPTION:

Students learn about two different artists, Alexander Calder and Piet Mondrian. They compare the two types of art they both used--sculpture and painting. They create their own 3D work of art combining these two artist styles.

VOCABULARY:

shape sculptor
color sculpture
line artist
painter
painting

ART ELEMENTS:

- ☒ Line
- ☒ Shape/Form
- ☒ Color
- ☐ Value
- ☐ Texture
- ☐ Space/Perspective

ART PRINCIPLES:

- ☐ Pattern
- ☐ Rhythm/movement
- ☐ Proportion/Scale
- ☐ Balance
- ☐ Unity
- ☐ Emphasis

CONTENT CONNECTIONS:

Math

THEMES:

Careers

OBJECTIVES AND ASSESSMENT CRITERIA: Students will:

- learn and use new art vocabulary
- compare two types of art--painting and sculpture
- create a work of art that has both 2D and 3D elements
- learn about two modern artists, Alexander Calder and Piet Mondrian

PREPARE:

- Cut construction paper and set in trays to be shared at table groups.
- Teacher should make a sample beforehand to understand lesson.

ENGAGE AND EXPLORE:

Gather students in a reading or circle area. Show them the two pictures of the artists. Ask them, “Who can guess what kind of art each artist makes?” Have them look at what is in their hands or what type of clothes they are wearing. Display the vocabulary board to help students with ideas. Point to each word as students name them.

Share with the students the names of the two artists and tell them a little bit about each one.

Piet Mondrian was a Dutch painter best known for carefully designed geometric paintings. He also painted landscapes, trees and flowers. He was one of the first artists to move toward purely abstract painting in the early 1900’s. He is a painter, which makes him a 2D (two dimensional) artist.

Alexander Calder was a sculptor who is known for his, simple colorful sculptures and for creating the first “mobiles”. Calder’s work can be seen as essentially hanging sculptures and standing sculptures. Some of them are on a monumental scale for public places. He enjoyed the circus and made small fanciful circus figures, which actually moved! He is a sculptor, which makes him a 3D artist.

Show students the artwork “Victory Boogie Woogie”, by Piet Mondrian. (refer to vocab board)

Questions to ask:

- What kind of art is this? (painting, 2D)
- Does this work look simple or complicated?
- What shapes do you see?
- What colors do you see?
- Do you see any lines?
- Where do you see the primary colors? (red, yellow and blue)
- What does this artwork of art remind you of?

Piet Mondrian planned his paintings carefully. He knew a lot about color and knew how colors would affect each other. His paintings may look simple at first, but they are very complex works that have a lot of energy.

Next, share with the students Indian Feathers by Alexander Calder. (refer to vocab board)

Questions to ask:

- What kind of art is this? (sculpture, 3D)
- What could it be made of?
- Did he use the primary colors? (point to each color)
- What shapes do you see?
- What kinds of lines do you see?
- Do you think this sculpture can move?
- What would make this sculpture move without someone touching it?
- What does this artwork remind you of?

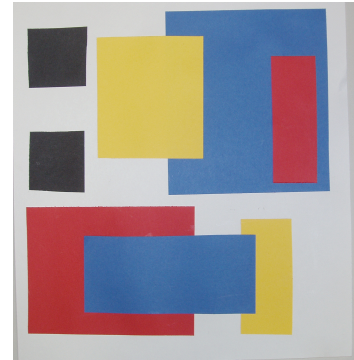
Show the students Gothic Construction from Scraps by Alexander Calder.

Ask the students to create some of the lines and shapes they see in this sculpture with their bodies. Have them stand up and bend their bodies to show the lines and shapes.

CREATE:

Making the Sculpture (display the lesson example boards)

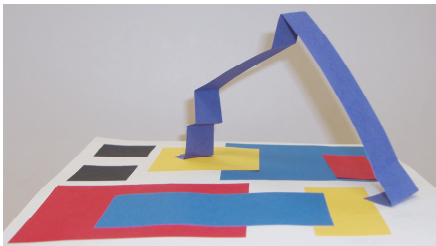
1. Pass out a white 12"x12" construction paper square to each student. Students now choose 5 or more construction paper shapes from the trays at their tables. They should choose a variety of sizes, shapes and colors. Have them arrange the shapes on their white square. Encourage them to explore their placement, rearranging to see which looks best. Shapes can overlap, but need to stay flat. Glue down the largest shapes first, then the overlapping ones. If students are using a glue stick, then have them glue down around the edges. If using white glue, have them use a dot in each corner.



Glue Dot Poem

A dot, a dot, a dot will do,
Any more is too much glue!

2. Students choose 3 to 5 strips from the trays. Encourage choosing a variety of colors and sizes.
3. Fold the strips using a variety of techniques. Demonstrate how students can make a folded "foot" on the end of their strip to create "feet" that then can be glued to the square base.
4. Glue the strips to the base, creating an interesting sculpture. Strips may piggyback each other, overlap, and twist. Encourage careful planning before gluing the strips down. After gluing, hold the "feet" of the strips down for a silent ten second count so the glue has time to stick.



5. Have students give their work the "shake test". Just a little shake to make sure the strips are glued on well enough. Glue down anything that pops up.
6. Students sign their name in the lower right hand corner with a pencil.

Mounting/Preparing for presentation:

Collect art and display it in the room or hallway. Because the artwork is 3D, it should be displayed high so nothing catches on it. Students can also create a group sculpture by hanging a large rectangle piece of white paper from the ceiling at about waist high level. Students can bring up a leftover strip or shape to glue onto the hanging sculpture.

Clean-up tips:

Save any paper scraps to use for a center activity. Students can create other sculptures and explore color variations.

CLOSE:

Have students place their artwork at their work area. Hold a “Gallery Walk” where students move around the room looking at each other’s art. This is a looking activity, not touching. Students should practice not touching other’s art. Ask students to carefully pick up their art and bring it to a safe location until it can be displayed or taken home.

A quick and fun activity to do is to ask students to create a classroom graph showing how many students like Alexander Calder or Piet Mondrian, or who prefers paintings to sculptures, or who likes to create 3D art or 2D art.

Teacher administered assessment tool

DN	OK	UP	Lesson_____ Teacher_____
			Grade_____ Date_____ Number of Students_____
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement)
			1. Do you know the difference between a painter and a sculptor? (K)
			2. Did you try different arrangements before you glued it down? (S)
			3. Did you use folding techniques to make your art look 3/D? (S)
			4. Did you add an imaginative touch to your art? (C)
			5. Did you actively listen and follow directions? (A)
			6. Did you do your best during this lesson? (E)

Teacher self-critique

7. My teaching of this lesson:

1	2	3	4	5	6	7	8	9	10
needed improvement							was highly successful		

8. What would I do differently next time?

ALIGNMENT:

Alignment of Standards:
Art: A1,2,3;4,6 B6; C 2c,5, D4
Math: A; Science: A;

CREDITS:

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