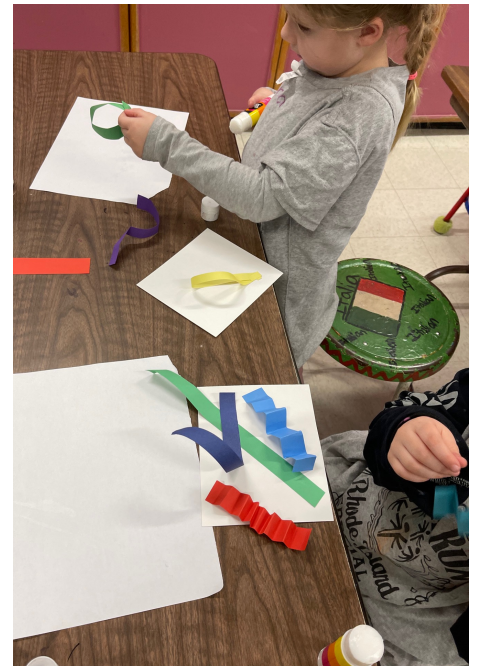

ABSTRACT ART

Warm and Cool Colors/Paper Sculpture

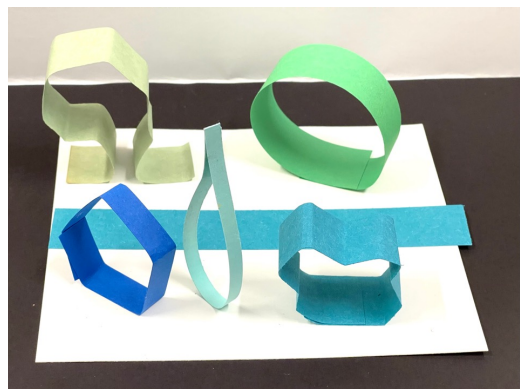
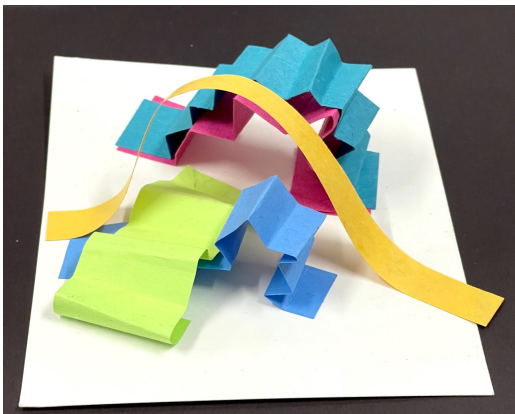
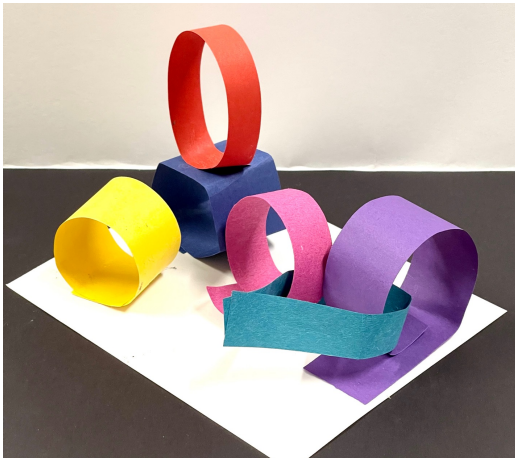
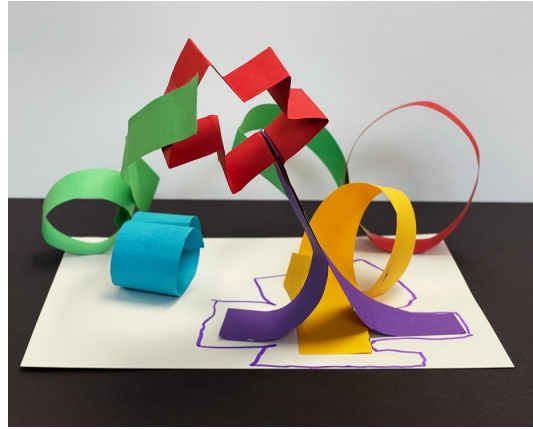
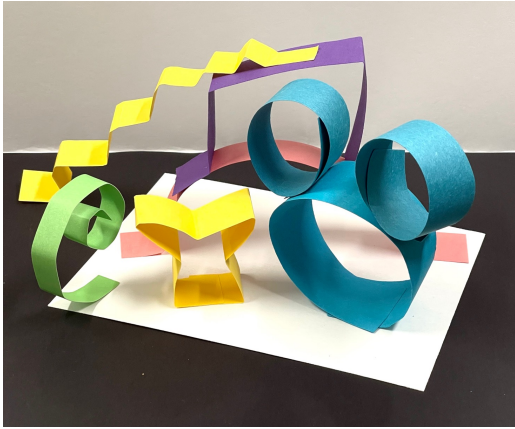
Presentation, Results, Lesson Plan

Marisol Martinez Kritikos
Rhode Island College
Spring 2023

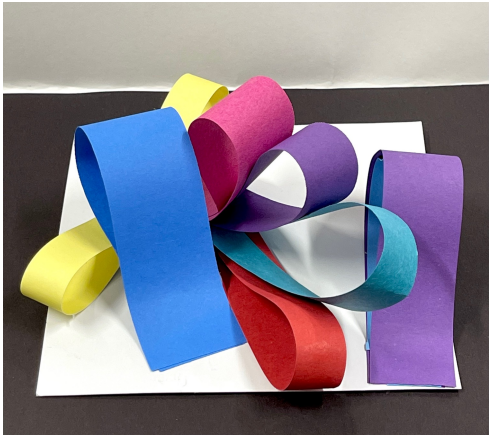
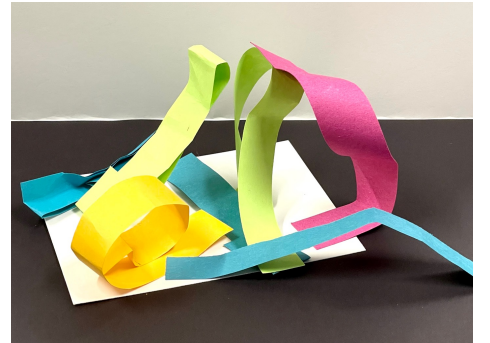
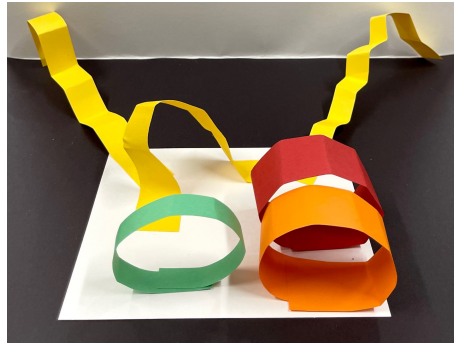
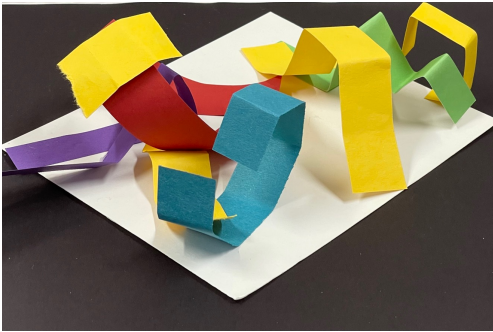
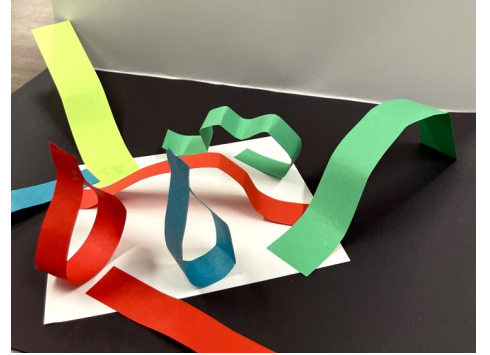
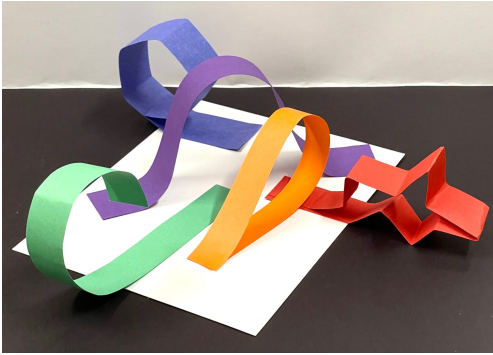
Lesson In Progress



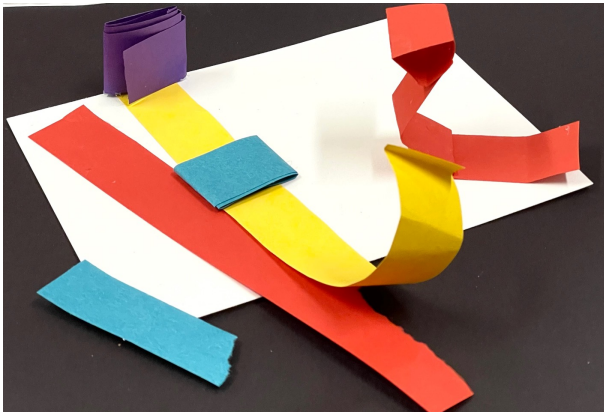
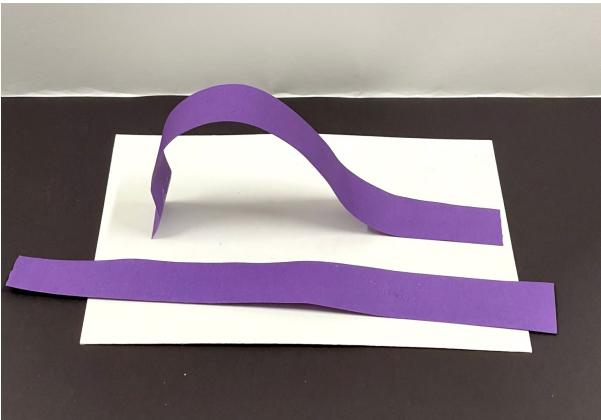
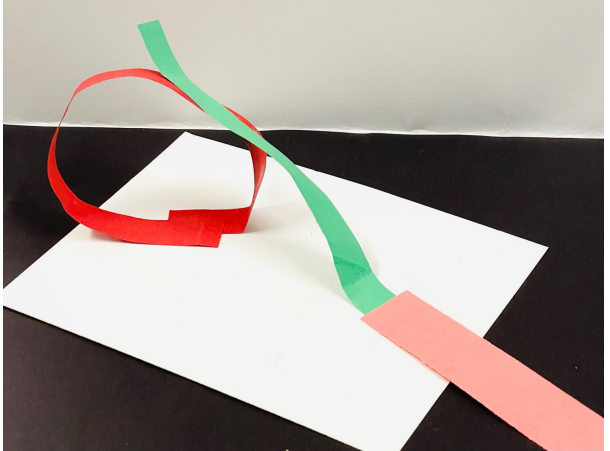
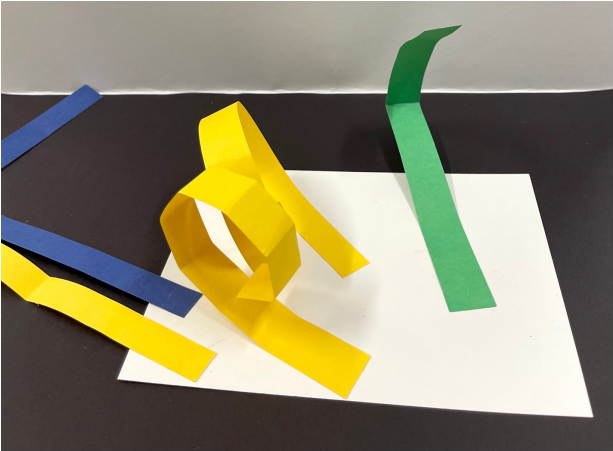
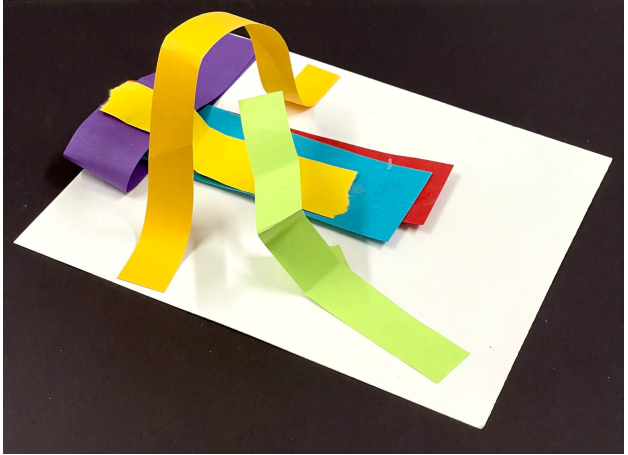
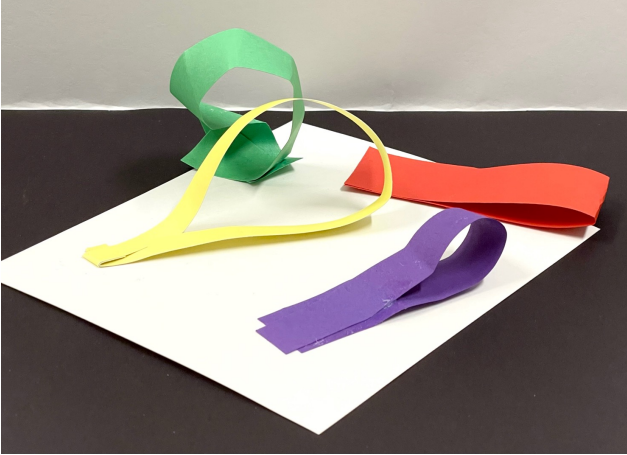
Work of students who exceeded expectations.



Work of students who met expectations.



Work of students who struggled with creating forms.



ABSTRACT ART LESSON PLAN

By: Marisol Martinez Kritikos

Art Lesson Title: Warm and Cool Colors/Paper Sculpture

Overarching Lesson Goals:

1. By viewing exemplar artworks and participating in a class discussion about abstract sculptures, students will understand that *visual imagery influences understanding of and responses to the world.* (NVAS Responding: Anchor Standard 7.2, Enduring Understanding).

2. Through the practice of safely and mindful use of glue and art materials, students will understand that *artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.* (NVAS Creating: Anchor Standard 2.2, Enduring Understanding).

3. By using paper strips to create an abstract sculpture, students will understand that *artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.* (NVAS Creating: Anchor Standard 2.1, Enduring Understanding).

Lesson Overview:

Students will create an abstract sculpture by manipulating paper strips into geometric shapes and abstract forms. The lesson will begin with showing students examples of what they will be creating. Next the class will view an animated short video about warm and cool colors. Students will also view abstract sculptures created by artists Judy Chicago, Tony Smith, Gábor Miklós Szók, and Alexander Calder. During the presentation students will pair share and also partake in a whole class discussion about the abstract art and sculptures. After the slide show I will do a demonstration on how to turn paper strips into different shapes and forms. After seeing these techniques, students will have some time to explore the possibilities of what they can create with the paper. On Day 2, there will be a brief review and I will do a demonstration on how to glue pieces together and on to a base. Students will then piece together their paper forms and create an abstract paper sculpture.

Student Choices:

- Colors and Forms

Grade Level/Class: Kindergarten Students.

This lesson is designed for students in kindergarten. Students at this level will enjoy creating a 3-dimensional artwork. In the previous two lessons the students learned about primary and secondary colors, geometric and organic shapes and creating two-dimensional pieces. In this lesson they will learn new information about color and learn techniques to create a 3-dimensional artwork using paper.

Time Frame: Two 45-minute class periods

Day 1: Video/ Slide Show/Class Discussion (8 min.)

Demo (3 min.)

Paper Strips Forms (28min.)

Clean Up (5 min.)

Day 2: Review (5 min.)

Glue forms and create sculpture (33 min.)

Clean Up (7 min.)

21st Century Skills:

This lesson will help students build craftsmanship skills as students engage in repetitive tasks of folding paper and gluing. They will develop creativity and problem-solving skills as they explore different ways to manipulate paper strips to achieve a desired outcome. Students will learn critical thinking skills by making decisions about placement of these forms as they put together their sculpture. This way of constructing relates to real world design skills, such as architecture, furniture and packaging design.

Groups of Students: Students' artistic abilities in this class will depend on prior art education experience. For this reason, there will be a range of skills among peers.

Groups of Students:

- **Advanced Group** – Students in this group will be able to manipulate the paper strips in various ways and have no problem gluing their pieces.
- **Emerging Group** – Students in this group can create basic shapes and forms and glue their pieces on to the base.
- **Modified Group** – Students in this group may struggle with the steps and process of creating shapes out of paper. This group will need additional demonstrations on how to create forms and how to glue pieces together. These students need consistent praise and encouragement as they work on different tasks. Students in this group will also benefit from simplifying the lesson down and having them focus on a couple of simple shapes/forms. They may also need additional time for each step.

Art Lesson Objectives:

As a result of instruction, students will:

Objective 1: (connects to Re: Responding)

Anchor Standard 7: Perceive and analyze artistic work.

Students will watch a video on warm and cool colors and then partake in pair share and whole class discussion while viewing artworks.

Objective 2: (connects to Cr: Creating)

Anchor Standard 2: Organize and develop artistic ideas and work.

Students will explore ways to manipulate materials and use glue to connect forms made out of paper strips.

Objective 3: (connects to Cr: Creating)

Anchor Standard 2: Organize and develop artistic ideas and work.

Students will create an abstract sculpture out of colorful paper strips.

Evaluation documented on project checklist/rubric:

1. The student was engaged and participated in pair share when viewing abstract artworks.
2. The student was able to glue paper forms on to the paper base.
3. The student was able to manipulate paper strips and create a 3-dimensional paper sculpture.

Essential Questions:

1. *What is an image? How do images influence our views of the world? (Responding: Anchor Standard 7.2) What is a sculpture? Where have you seen a sculpture?*

2. *How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? (Creating: Anchor Standard 2.2) How do we use glue mindfully so that we don't waste it or make a mess?*

3. *How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? (Creating: Anchor Standard 2.1) What did you enjoy most when creating your sculpture? What was the most difficult part of making your sculpture? Why was it difficult? How were you able to figure out how to make it work?*

Your Personal Stake: Through this lesson I want students to have an opportunity to learn how to develop their ideas beyond a two-dimensional format. I want students to learn that there are many ways to create. Most of all I want them to have a fun and memorable experience while creating their art.

Art Vocabulary and Definitions:

Sculpture- A three-dimensional object made out of stone, wood, clay or any other material.

Abstract Art- Does not represent a real person, place, or thing.

Warm Colors- Red, orange, and yellow are considered to be warm colors because they remind us of things that make us feel warm.

Cool Colors- Blue, green, and purple are considered cool colors because they remind us of things that are cool.

Supplies and Equipment needed:

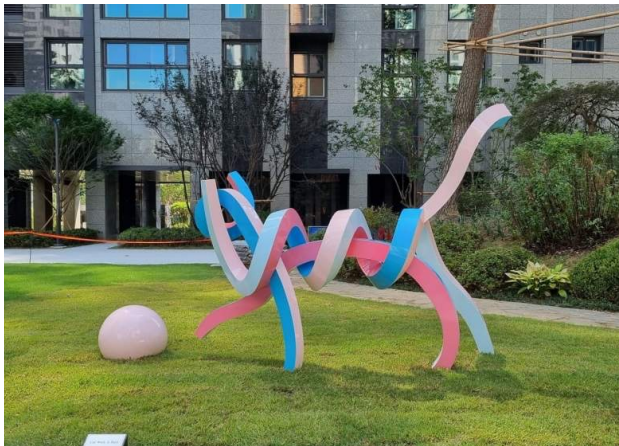
- Colorful Paper strips
- Glue/Glue Stick
- 5x5 Cardstock Paper
- Small paper bags to store their shapes in.

Exemplary Artworks Focused Upon and Visuals

Judy Chicago, installation view of Rainbow Pickett



<https://www.sfmoma.org/artwork/80.48/>

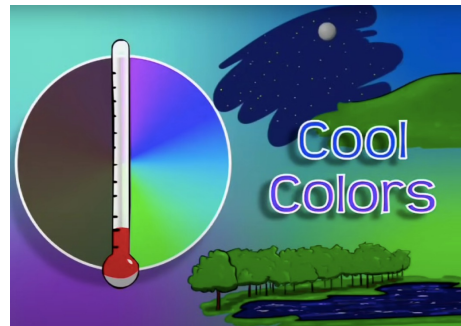
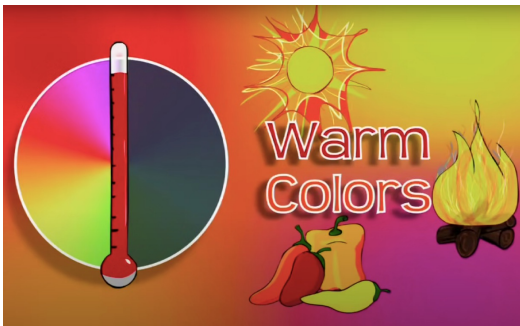
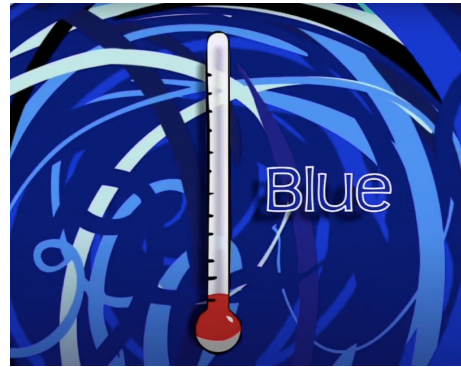
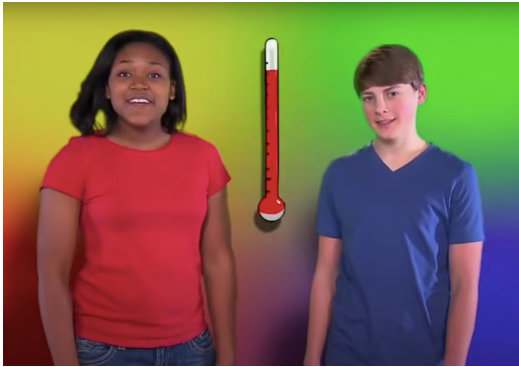


"Cat With a Ball" (2021) Lee Sang-soo

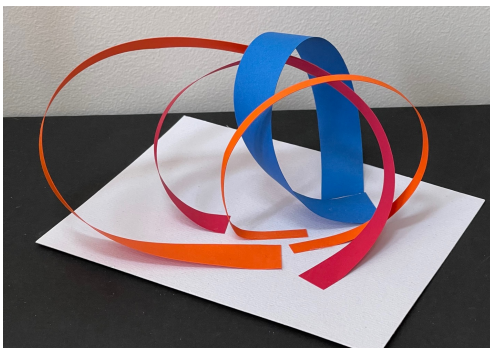
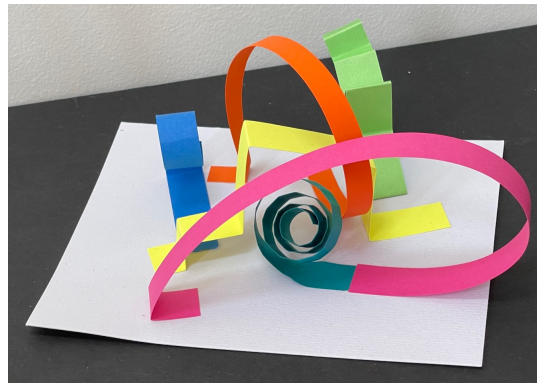
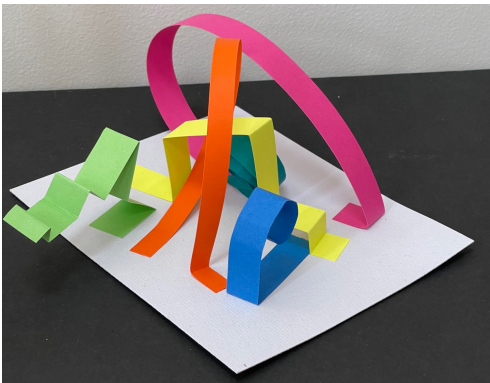


Alexander Calder's Abstract Flamingo Sculpture

Screen shots of warm and cool colors video.



Examples I made of sculptures created with paper strips.



DAY 1:**Preparation Before Teaching:**

- Video/Slide Show
- Pre-cut Colorful Paper Strips in Trays
- Examples of Paper Sculptures

Introductory Activity and any Pre-Assessment:

Students will be instructed to create artwork using color construction paper pieces, glue, and scissors. This pre-assessment activity will be presented as a game that the class will be prompted to complete within ten minutes. After students complete their paper creations, I will show two examples of a paper sculptures. I will explain to the class that they will be creating their own paper sculptures. Next, they will view a short-animated video about warm and cool colors. After the video students will engage in pair share and a whole class discussion about colors and forms by looking at slide show of different sculptures.

Art Lesson Activity and Formative Assessment:

1. After demonstration of ways to shape paper strips, students will be instructed to pick out which colors they want to use for their paper sculpture.
2. Formative assessment will consist of walking around the room checking in with students as they manipulate the paper strips.

Closure and Summative Assessment:

At the closure of class, students who are finished early will be given an activity/coloring sheet.

Clean-up Procedures:

Students will be instructed to put their bags with paper strips at the end of their table and be prompted by table to line up.

DAY 2:**Preparation Before Teaching:**

- Have bags with students' shapes/forms ready to distribute.
- Bin of glue sticks to pass out.
- 5x5 cardstock paper for base.

Introductory Activity and any Pre-Assessment:

There will be a brief review of the last class. Next, I will show the examples of paper sculptures and do a demonstration on gluing forms to a base.

Art Lesson Activity and Formative Assessment:

1. Students will take their paper strip shapes/forms and put together their sculpture by gluing pieces together and on to a cardstock paper base.

2. Formative assessment will consist of walking around the room and monitoring the students as they work.

Clean-up Procedures:

Students will be instructed to put their paper sculpture on designated area and clean up their area before washing their hands. I will collect the glue sticks.

Accommodations for Students with Special Needs:

Individual student needs will be monitored throughout the lesson through observations of student performance (as ongoing formative assessments) to determine where teacher assistance or instructional modifications of the lesson are needed and will be provided. By also incorporating student-choice and focusing on the students' strengths and multiple intelligences, various learning styles will be used to accommodate all students. This can be accomplished by using various instructional and assessment strategies, such as giving choice options, allowing students to have more time, giving either highly detailed or simplified instructions, and having tasks broken up into manageable parts.

Unit Connection:

This two-day project is part of a grade K color and shapes unit. Students began the unit learning basic color concepts and creating two-dimensional art. In this lesson they connect prior knowledge of color and shapes and create a 3-dimensional piece.

Classroom Management: After students are settled in their seats, I will remind them of the class expectations. I will start the lesson by getting students engaged and excited by showing students an example of what they will be creating. After the demonstration on how to manipulate paper, students will be called by table to pick out colorful paper strips. There will be two areas for this so that each side of the room can get materials without having to delay or cause a backup. Each student will be given a paper bag used previously that already has their name and class code. Bags will be used to store paper shapes/forms and at the end of class put in a box labeled with class code. On Day 2 students will be given glue sticks after the gluing demo and begin putting their sculpture together. Once students are done with their project, they will be instructed to put their sculpture at designated table. When students have cleaned up their area, they will be called to line up by table.

Technology Use/Connections:

Google Classroom

Family Connections:

After students have completed their projects, their artwork will be saved and may be displayed at the school art show in May.

Student Name _____ Class Period _____ Date Completed _____

Lesson 3-Paper Sculpture

How well did the student do on each part of this project?	Exceeds Standards 4	Meets Standards 3	Working Towards 2	Needs Improvement 1	Incomplete 1
Creating Paper Forms	Student used the paper strips in a creative way and was able to make a variety of forms using techniques demonstrated.	Student was able to create several forms using techniques shown.	Student was able to create a minimal number of basic forms with the paper strips.	Student did not create many forms and did not use any techniques shown.	Student was unable to create any forms with the paper strips.
Gluing	Does not have extra glue and pieces are glued down neatly on base.	May use a little extra glue than needed on paper strips and base.	There is some extra glue on paper strips and some pieces are not glued well on base.	There is extra glue on paper strips and pieces are not glued well on base.	Student was unable to glue forms to paper base.
Completed Paper Sculpture	Student combined forms in a unique and creative way to make their paper sculpture.	Student combined forms well to make their paper sculpture.	Student used minimal forms to create their paper sculpture.	Student did not use a variety of forms and left a lot of empty space on the base of their paper sculpture.	Student was unable to complete their paper sculpture.

Final Score: _____ / 12

Resources for Art Content:

Warm and Cool Colors Video <https://youtu.be/w6K08wrI9dA>

<https://theartling.com/en/artzine/famous-minimalist-art>

<https://www.sfmoma.org/artwork/80.48/>