
3-D ABSTRACT ART

PAPER SCULPTURE

Presentation, Results, Lesson Plan

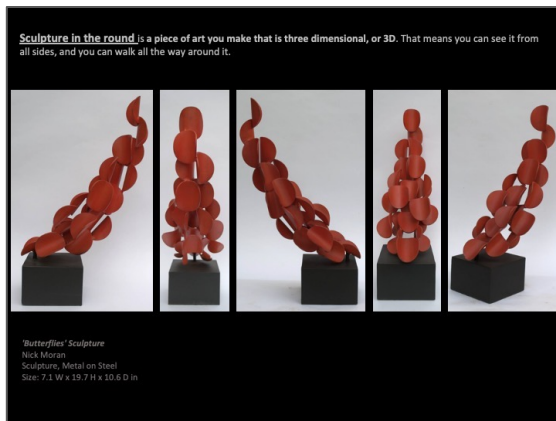
Marisol Martinez Kritikos
Rhode Island College
Spring 2023

Power Point Slides-Part 1

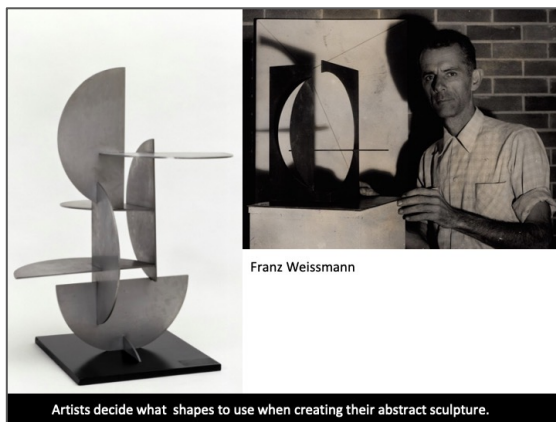


Abstract Art


- Does not represent a real object, person, place or thing.
- This type of art has lines, shapes, and colors.
- It's about what the artist feels and thinks rather than what they see.



Elements of Design in Abstract Sculpture



Geometric shapes are made out of points and lines that connect such as a triangle, square, and circle.



Betty Gold

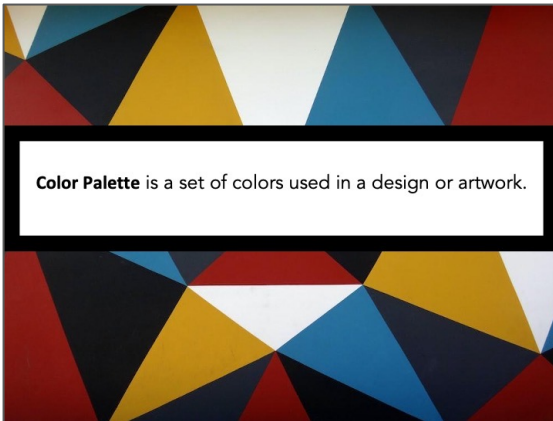
Florida Atlantic University, Boca Raton, Florida, 1990. *M.J. Trophy 1*. 12' x 18' x 18'.

Artists determine what colors work best for their design.

Tony Rosenthal
 5 in. 1, 1973-74
 Painted Cor-Ten Steel
 35 x 28 x 42 feet
 Collection: City of New York
 One Police Plaza
 Best known for his monumental sculptures in public spaces, Tony Rosenthal produced major works in cities across the United States, from Chicago, Detroit, and Honolulu, to Los Angeles and Miami. His most famous work is *Alamo* in Manhattan's Astor Place, also known as the *The Cube*, a 15-foot revolving Cor-Ten steel sculpture that is considered a New York City landmark.




Artists determine what size works best for their design.


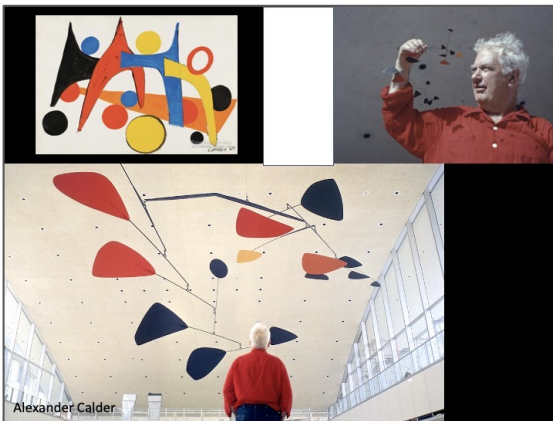


Color Palette is a set of colors used in a design or artwork.

Positive and Negative Space



Movement is the path the viewer's eye takes through the work of art, often to focal areas. Such movement can be directed along lines, edges, shape, and color within the work of art. Artists use movement to direct the viewer's eye through a work of art.

Alexander Calder

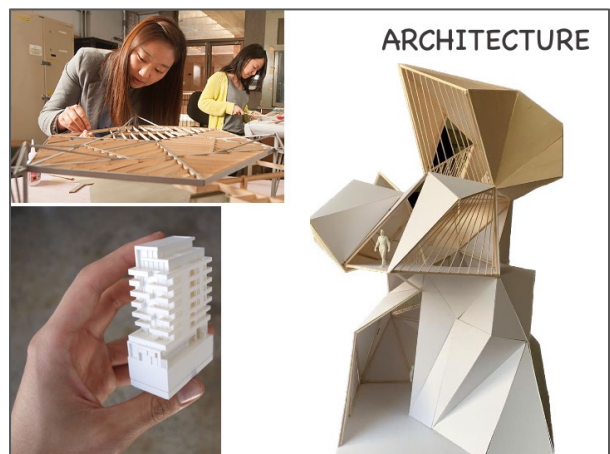
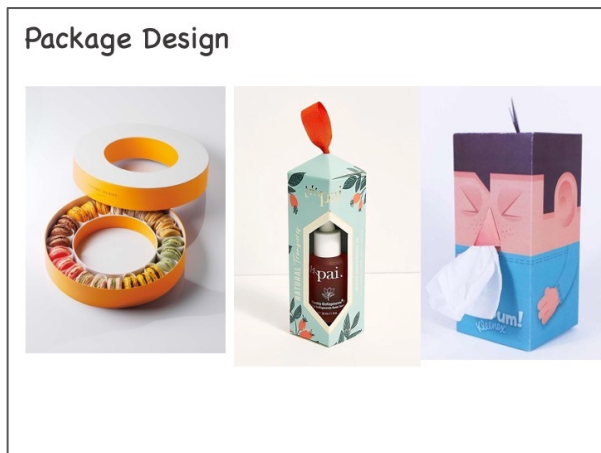


Alexander Calder



Artists make intentional decisions about design when creating their art.

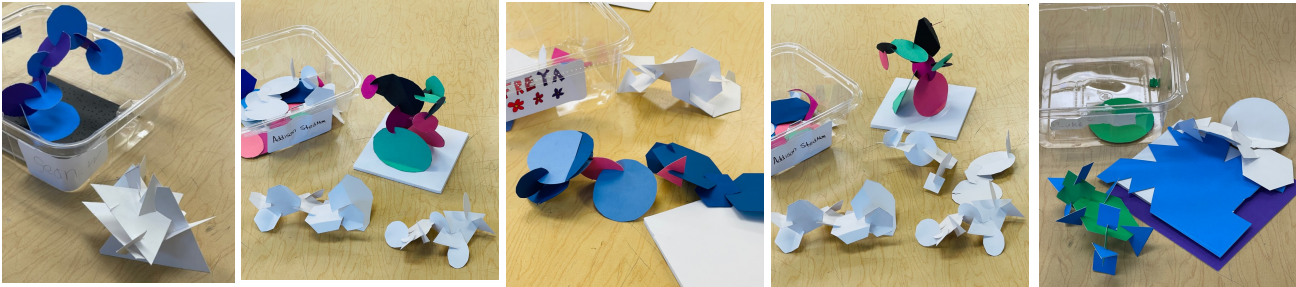
Power Point Slides-Part 2



Visuals and Examples I made for Classroom Bulletin Boards



Storage for student's bins.



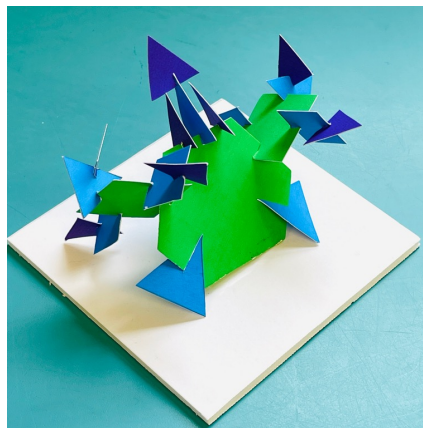
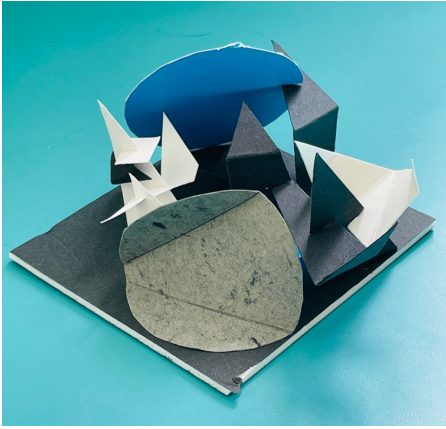
I brought in recycled plastic bins for students to store their prototypes and other project materials.



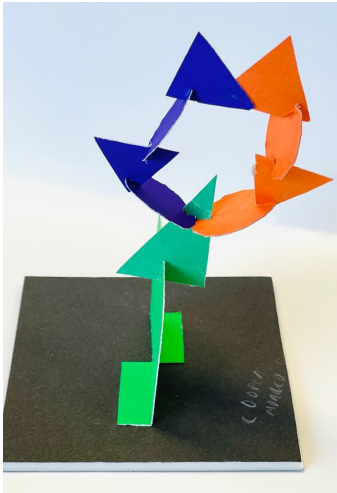
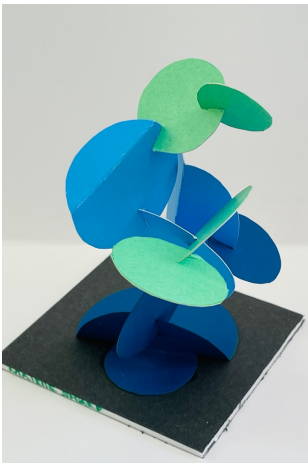
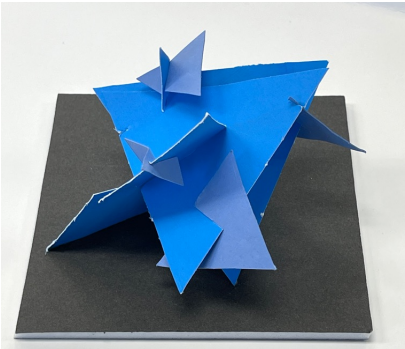
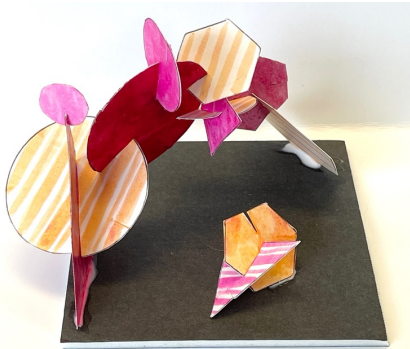
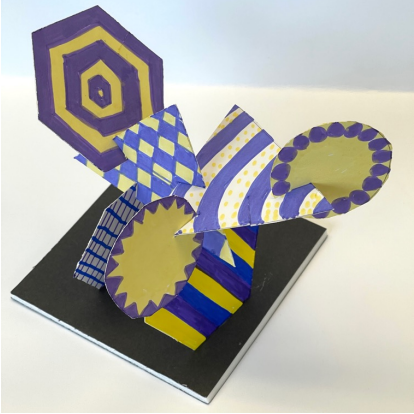
Templates and shape tracers I made for the students.



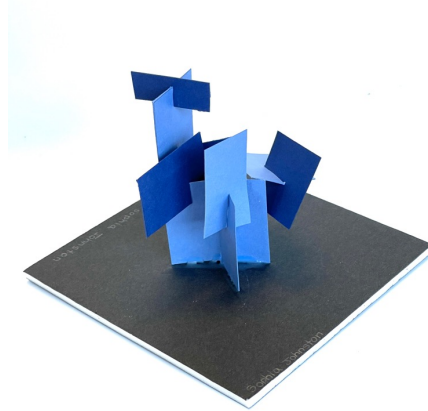
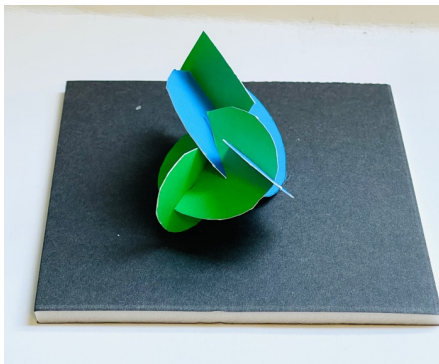
Sculptures of Students who Exceeded Expectations



Sculptures of Students who Met Expectations



The students who created these sculptures struggled with cutting shapes out and interlocking pieces. For this reason I modified the lesson so they had the option to use less shapes and/or their prototype forms to create their final sculpture.



Some photos of student work and their artist statements.

Name Carlynn Class 5001C

ARTIST STATEMENT

Reflecting on your artwork and sharing your thoughts about the art making process is an important part of art. Please thoughtfully respond and complete the statements below based on the work of art you just finished.

DESCRIBE YOUR ARTWORK (What does it look like? Use at least two elements of design we have discussed in class. I used lots of geometric shapes and bright colors and one dark color

WHAT WOULD YOU NAME YOUR ARTWORK?
Yellow and black

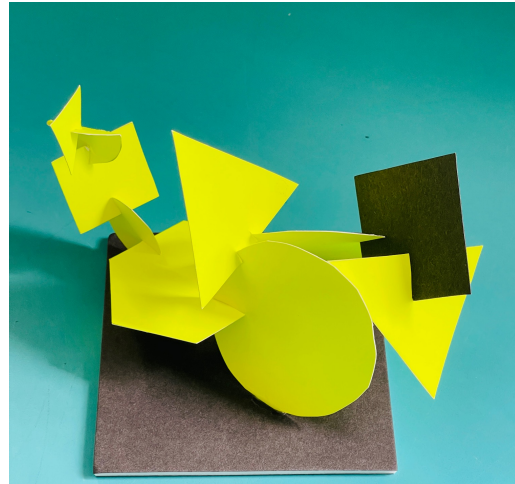
HOW DID YOU CREATE YOUR WORK? (What materials, process, tools, and techniques did you use?) I used stencils, rulers, sizzors to cut out the shapes then use a wooden stick to fold a couple shapes and then put them together and glued them on

WHAT DID YOU LEARN? Some of the things I learned while creating it were That you can do many things with paper. For example paper sculptures.

WHAT DO YOU LIKE MOST ABOUT YOUR ART? My favorite part is (include why) My favorite part is the bright yellow with one black shape

WHAT WOULD YOU CHANGE? If I could change something about it, it would be (include why) I would make it taller than longer.

WHAT DID YOU ENJOY MOST WHILE WORKING ON THIS PROJECT? (Include why) Putting the paper together. Because I liked seeing it come together.



Abstract Paper Sculpture Rubric

Name: _____ Class Section: _____

Application of Art Concepts: 40 points Student 38 Teacher 40

- You have used geometric shapes to create 3D forms.
- You used a variety of sizes in the geometric shapes/3D forms.
- You used a minimum of ten 3D forms in your final piece.
- Your design choices were intentional. This includes shape, composition, and color.

Techniques and Craftsmanship: 50 points Student 48 Teacher 50

- You have connected your 3D forms carefully.
- Your paper sculpture is put together well, includes a base, and is freestanding.

Reflection/Artist Statement: 10 points Student 10 Teacher 10

- You have thoughtfully responded and used complete sentences.

Great Job!
You created a very dynamic sculpture that takes and from all angles.

Total: Student 96 Teacher 100



ARTIST STATEMENT

Reflecting on your artwork and sharing your thoughts about the art making process is an important part of art. Please thoughtfully respond and complete the statements below based on the work of art you just finished.

DESCRIBE YOUR ARTWORK (What does it look like? Use at least two elements of design we have discussed in class. Reflects the look and randomness of fire. Mainly triangle, dotted with circles and squares.

WHAT WOULD YOU NAME YOUR ARTWORK?
catastrophy

HOW DID YOU CREATE YOUR WORK? (What materials, process, tools, and techniques did you use?) I used colored paper that includes red, yellow, and orange paper. Materials include scissors, ruler, and pencil.

WHAT DID YOU LEARN? Some of the things I learned while creating it were how to connect the paper securely.

WHAT DO YOU LIKE MOST ABOUT YOUR ART? My favorite part is (include why) My favorite part of my project is that it reflects fire. I like this part because its bold and stands out.

WHAT WOULD YOU CHANGE? If I could change something about it, it would be (include why) I would make it only triangles. I would do this because the other shapes look out of place.

WHAT DID YOU ENJOY MOST WHILE WORKING ON THIS PROJECT? (Include why) Attaching the paper because it gave me something to focus on.

Abstract Paper Sculpture Rubric

Name: Carlynn Class Section: _____

Application of Art Concepts: 40 points Student 35 Teacher 40

- You have used geometric shapes to create 3D forms.
- You used a variety of sizes in the geometric shapes/3D forms.
- You used a minimum of ten 3D forms in your final piece.
- Your design choices were intentional. This includes shape, composition, and color.

Techniques and Craftsmanship: 50 points Student 45 Teacher 50

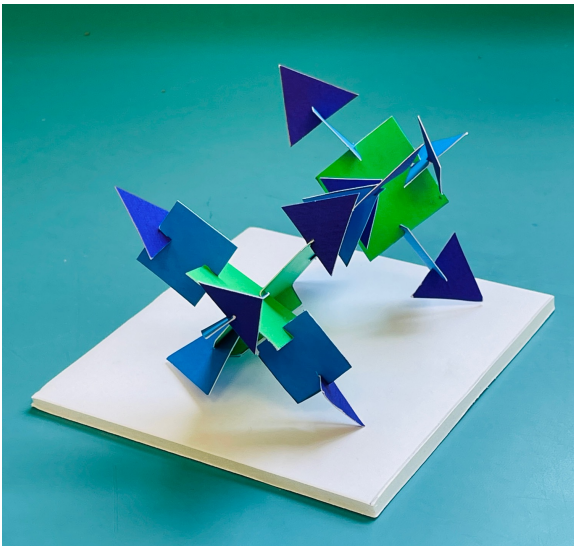
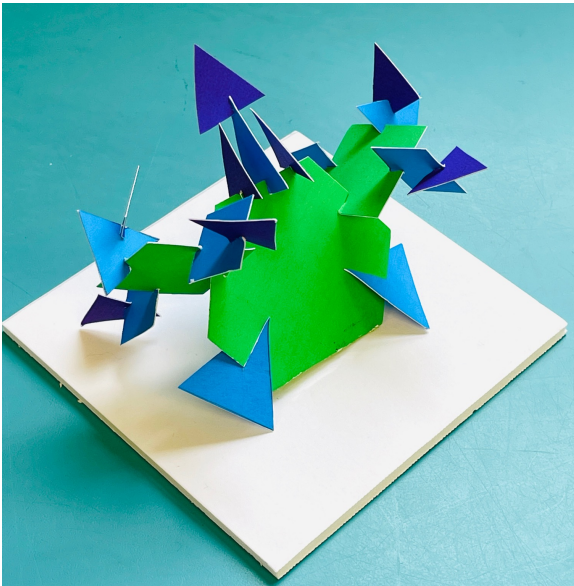
- You have connected your 3D forms carefully.
- Your paper sculpture is put together well, includes a base, and is freestanding.

Reflection/Artist Statement: 10 points Student 5 Teacher 10

- You have thoughtfully responded and used complete sentences.

Great Job!
Total: Student 85 Teacher 100

This student had multiple absences, but was still able to complete their sculpture.



Abstract Paper Sculpture Rubric

Name: Cor 55 Class Section: Odd H

Application of Art Concepts: 40 points Student 32 Teacher 40

- You have used geometric shapes to create 3D forms.
- You used a variety of sizes in the geometric shapes/3D forms.
- You used a minimum of ten 3D forms in your final piece.
- Your design choices were intentional. This includes shape, composition, and color.

Techniques and Craftsmanship: 50 points Student 44 Teacher 50

- You have connected your 3D forms carefully.
- Your paper sculpture is put together well, includes a base, and is freestanding.

Reflection/Artist Statement: 10 points Student 5 Teacher 10

- You have thoughtfully responded and used complete sentences.

Total: Student 81 Teacher 100

Good Work! Great Craftsmanship! and color palette.

ARTIST STATEMENT

Reflecting on your artwork and sharing your thoughts about the art making process is an important part of art. Please thoughtfully respond and complete the statements below based on the work of art you just finished.

DESCRIBE YOUR ARTWORK (What does it look like? Use at least two elements of design we have discussed in class. It looks kinda like a frog. The colors I used go well together. And the shapes are mostly triangles and squares to make it look the way I wanted to.

WHAT WOULD YOU NAME YOUR ARTWORK?
Snake.

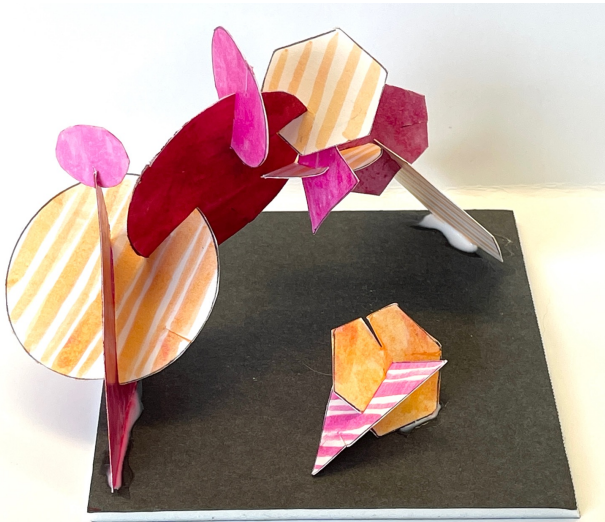
HOW DID YOU CREATE YOUR WORK? (What materials, process, tools, and techniques did you use?) I created my work by using paper that I cut out into shapes, and then interlock them with rulers.

WHAT DID YOU LEARN? Some of the things I learned while creating it were Some things that I learned while creating this was, how to combine shapes together to make it extravagant.

WHAT DO YOU LIKE MOST ABOUT YOUR ART? My favorite part is (include why) I like all of the triangles on my piece

WHAT WOULD YOU CHANGE? If I could change something about it, it would be (include why) If I could change something about my piece, it would be to add shapes to make it taller.

WHAT DID YOU ENJOY MOST WHILE WORKING ON THIS PROJECT? (Include why) I liked adding on to my piece to make it look better. I



Name Isabella Class 2020

ARTIST STATEMENT

Reflecting on your artwork and sharing your thoughts about the art making process is an important part of art. Please thoughtfully respond and complete the statements below based on the work of art you just finished.

DESCRIBE YOUR ARTWORK (What does it look like? Use at least two elements of design we have discussed in class. My piece is colorful and includes many various shapes, sizes, and patterns. The shapes connect to make an arch over a smaller shape.

WHAT WOULD YOU NAME YOUR ARTWORK?

Pink beach

HOW DID YOU CREATE YOUR WORK? (What materials, process, tools, and techniques did you use?) I cut out the shapes on a thick piece of paper using scissors and then stacked them into the arch and connected the shapes using small slits I made in each shape. Then I colored the shapes and glued it to the base.

WHAT DID YOU LEARN? Some of the things I learned while creating it were How to balance and connect shapes in an interesting way.

WHAT DO YOU LIKE MOST ABOUT YOUR ART? My favorite part is (include why) I like the colors I used because they go well together.

WHAT WOULD YOU CHANGE? If I could change something about it, it would be (include why) I would make it taller because I think it would be cool if it was tall.

WHAT DID YOU ENJOY MOST WHILE WORKING ON THIS PROJECT? (Include why) I enjoyed coloring in the shapes because it was fun to draw the patterned ones.

Name Isabella Class 2020

ARTIST STATEMENT

Reflecting on your artwork and sharing your thoughts about the art making process is an important part of art. Please thoughtfully respond and complete the statements below based on the work of art you just finished.

DESCRIBE YOUR ARTWORK (What does it look like? Use at least two elements of design we have discussed in class. My sculpture is a combination of triangles and hexagons. The colors are black, orange, and blue. It is very abstract and does not represent anything.

WHAT WOULD YOU NAME YOUR ARTWORK?

Link of Ice and Fire.

HOW DID YOU CREATE YOUR WORK? (What materials, process, tools, and techniques did you use?) I first cut out all my shapes carefully, then cut small slits into the geometric shapes. I started putting them together, then connected all the pieces so that they are tight.

WHAT DID YOU LEARN? Some of the things I learned while creating it were how to put together shapes so that they stand alone, and using different techniques to do so.

WHAT DO YOU LIKE MOST ABOUT YOUR ART? My favorite part is (include why) The contrast of colors (orange and blue) because it looks interesting and can be looked at as ice and fire.

WHAT WOULD YOU CHANGE? If I could change something about it, it would be (include why) the pieces should be neater, and maybe add more shapes and scoring.

WHAT DID YOU ENJOY MOST WHILE WORKING ON THIS PROJECT? (Include why) I enjoyed putting together the pieces the most as it felt satisfying and was fun.





Name Diana Class _____

ARTIST STATEMENT

Reflecting on your artwork and sharing your thoughts about the art making process is an important part of art. Please thoughtfully respond and complete the statements below based on the work of art you just finished.

DESCRIBE YOUR ARTWORK (What does it look like? Use at least two elements of design we have discussed in class. In my opinion, it looks like a combination of old dreams and fears.

WHAT WOULD YOU NAME YOUR ARTWORK?
Amalgamation

HOW DID YOU CREATE YOUR WORK? (What materials, process, tools, and techniques did you use?) I made a few basic shapes and slowly started to mix the shapes together until it looked just right, then covered it in blue.

WHAT DID YOU LEARN? Some of the things I learned while creating it were how glue can bring it all together

WHAT DO YOU LIKE MOST ABOUT YOUR ART? My favorite part is (include why) the two circles on the sides, they came out just right.

WHAT WOULD YOU CHANGE? If I could change something about it, it would be (include why) To use less glue, it looks like mess

WHAT DID YOU ENJOY MOST WHILE WORKING ON THIS PROJECT? (Include why) Messing around with shapes, was fun.

Name _____ Class _____

ARTIST STATEMENT

Reflecting on your artwork and sharing your thoughts about the art making process is an important part of art. Please thoughtfully respond and complete the statements below based on the work of art you just finished.

DESCRIBE YOUR ARTWORK (What does it look like? Use at least two elements of design we have discussed in class. My design is yellow and blue. It has multiple different shapes and sizes. The base is white.

WHAT WOULD YOU NAME YOUR ARTWORK?
Yellow and blue in the sky

HOW DID YOU CREATE YOUR WORK? (What materials, process, tools, and techniques did you use?) Glue, Paper and thought.

WHAT DID YOU LEARN? Some of the things I learned while creating it were I learned how to do this project.

WHAT DO YOU LIKE MOST ABOUT YOUR ART? My favorite part is (include why) I like the design of mine and the colors because yellow and blue makes it pop.

WHAT WOULD YOU CHANGE? If I could change something about it, it would be (include why) Nothing, it's perfect.

WHAT DID YOU ENJOY MOST WHILE WORKING ON THIS PROJECT? (Include why) I enjoyed putting them together because it was kind of fun.



LESSON PLAN
By: Marisol Martinez Kritikos

Art Lesson Title: 3D Abstract Art/Abstract Paper Sculpture

Overarching Lesson Goals:

1. *Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.*

(NVAS Creating: Anchor Standard 2.1, Enduring Understanding).

2. *People gain insights into meanings of artworks by engaging in the process of art criticism.*

(NVAS Responding: Anchor Standard 8.1, Enduring Understanding).

3. *Creativity and innovative thinking are essential life skills that can be developed.*

(NVAS Creating: Anchor Standard 1.1, Enduring Understanding).

4. *Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.*

(NVAS Creating: Anchor Standard 3.1, Enduring Understanding).

Lesson Overview:

Students will create an abstract paper sculpture by combining 3D forms made with 2D geometric shapes. Day 1, the lesson will begin with a workshop on how to create 3D forms out of paper by using two techniques. Examples of a variety of finished forms and completed paper sculptures will be shown to the class. Students will then watch a video in which I demonstrate how to score and connect the paper forms. Next students will explore different ways to manipulate the paper shapes to create various forms. Day 2, a slide show will be presented and students will view abstract sculptures created by different artists. During this time students will be asked to group share and engage in discussion about the elements of design seen in the artworks presented. After the slide show students will be instructed to continue to work on creating forms. They will be given a step-by-step sheet and a rubric so they can start planning design ideas for their final piece. Day 3, will begin with a brief review and then students will start to work on the final project. Day 4, students will work on refining and finishing their project and then complete a self-assessment and an artist statement.

Student Choices:

- One or Multiple Types of Geometric Shapes
- Color Palette
- Size

Grade Level/Class: 7th and 8th Grade Students

Prior to this lesson students completed a 2D Kandinsky abstract art project, so students have some prior knowledge of abstract art. In this Art 2 class, the teacher normally introduces a sculpture lesson after students complete a landscape project, which they did.

Time Frame: Four 60-minute class periods

Day 1: Workshop Introduction (10 min)

3D Forms demo video (5 min)

Pre-Assessment-Students will practice using techniques to create forms. (40 min) Cleanup (5 min)

Day 2: Slide Show (10 min)

Students will explore ways to create forms and plan design ideas for final piece. (45 min) Cleanup (5 min)

Day 3: Brief Review/Design Career PPT (10 min)

Students start final color paper sculpture (45 min) Cleanup (5 min)

Day 4: Refine and Complete final color paper sculpture (40 min)

Artist Statement and Self-Assessment (15 min) Cleanup (5 min)

21st Century Skills:

Students will make connections as to how artists plan and use different methods when creating 3-dimensional artworks. Students will learn critical thinking skills by deciding on which geometric shapes to use to get a desired outcome as they develop their ideas. They will gain creativity as they use different techniques learned to create their final piece. Students will learn communication skills as they share their thoughts and hear their peers' comments on artworks during group share. Students will learn about how the art concepts and skills they are learning can be used for future career opportunities.

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

- **The *Advanced* Group** – Students who have more advanced art skills may use a variety of more complex shapes and use techniques learned to create intricate forms. They may also want to add more details to their pieces.
- **The *Emerging* Group** – Students in this group can create their designs using a variety of shapes and complete tasks as planned in the lesson.
- **The *Modified* Group** – Students in this group may need to be guided along with more feedback and guidance. These students might need to work in a more simplified way and have additional time to complete this project.

Art Lesson Objectives:

As a result of instruction, students will:

**Nat'l Core Arts
Standard #:****Objective 1:** (connects to **Cr: Creating**)

(NVAS # 2.1)

Organize and develop artistic ideas and work.

Students will explore various ways to create 3D forms out of paper using different techniques.

Objective 2: (connects to **Re: Responding**)

(NVAS # 8.1)

Interpret intent and meaning in artistic work.

Students will view abstract sculptures done by various artists and engage in group discussion about the elements of design seen in the artworks.

Objective 3: (connects to **Cr: Creating**)

(NVAS # 1.1)

Generate and conceptualize artistic ideas and work.

Students will create a paper sculpture using 3D forms made from 2D shapes.

Objective 4: (connects to **Cr: Creating**)

(NVAS # 3.1)

Refine and complete artistic work.

Students will write an artist statement and complete a self-assessment rubric.

Evaluation:

1. The student practiced making a variety of forms out of white poster board paper.
2. The student participated during group share.
3. The student completed a paper sculpture.
4. The student completed an artist statement and a self-assessment rubric.

Essential Questions:

1. *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) How did you decide which shapes to use for this project? How did you decide on the overall design for your paper sculpture? What challenges did you have while working on this project and how did you overcome them?*

2. *What is the value of engaging in the process of art criticism? How does knowing and using visual art vocabularies help us understand and interpret works of art? (Responding: Anchor Standard 8.1) What did you learn from hearing other students' perspective when viewing the images of abstract sculptures as a group? How does knowing and using art vocabulary help you understand what abstract art is? How does knowing art vocabulary help you talk about your own art?*

3. *What conditions, attitudes, and behaviors support creativity and innovative thinking? (Creating: Anchor Standard 1.1) How does hearing your classmates feedback help improve your art work.*

4. *How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? (Creating: Anchor Standard 3.1)*
What did you learn through the process of creating this type of art? What do you think about your final piece after reflecting and completing your artist statement?

Your Personal Stake: This lesson will help students understand how artists use their creativity to express their ideas using different methods. I want students to learn that there are many ways to create art. The techniques and skills that students will learn from this project, will help them to discover new ways to present their ideas in their future projects. Art concepts introduced in this lesson also connect to prior knowledge, and will help expand the student's art vocabulary.

Art Vocabulary and Definitions:

Sculpture-in-the-round A 3-dimensional piece of artwork.

Abstract The depiction of subject matter in a non-representational way.

Abstract Art This type of art does not represent a real object, person, place or thing. It uses colors, lines, and shapes.

Form-An element of art that refers to shape and volume.

Geometric Shapes- These shapes are made out of points and lines that connect such as a triangle, square, and circle.

Color Palette-A set of colors used together in a design or artwork.

Composition-The way in which different parts of an artwork are combined or arranged.

Supplies and Equipment needed:

- Pencil
- Ruler
- Glue
- Black Sharpie
- Tooth Picks
- Score Tool
- Scissors
- 11x14" White Poster Board Paper
- 5x7" Color Poster Board Paper
- Shape Templates/Tracers
- 5x5" Foam Core Base
- Containers for Forms

Exemplary Artworks Focused Upon and Visuals



Betty Gold, *Holistic Painted I*, 1978. 44 x 18 x 15 cm



Franz Weissmann



Nick Moran, *'Butterflies'*



Alexander Calder's Abstract Flamingo Sculpture



Florida Atlantic University, Boca Raton, Florida; 1990. M.H. Triptych I. 12' x 18' x 18'.

Betty Gold



Lygia Clark, *Fantastic Architecture I*, 1963/2013, Stainless Steel, 520 x 780 x 710 cm



Tony Rosenthal, *Odyssey III*, 1973

Diversity of Art Content: Exemplary artworks include the work of both male and female artists.

DAY 1:**Preparation Before Teaching:**

Set up materials area.

Have demo video ready to play.

Set up completed examples of paper sculptures.

Introductory Activity and any Pre-Assessment:

During the first class students will be introduced to the lesson by showing finished examples of what they will be creating. Next, students will watch a short video in which I demonstrate how to use two techniques to create forms out of paper. After the video students will spend time practicing how to create 3D forms out of paper.

Art Lesson Activity and Formative Assessment:

1. After the slide show students will be instructed to pick out shapes they like and use shape stencils/tracers to draw and cut shapes out of posterboard paper.
2. Next students will use techniques shown to make the 2D paper shapes into 3D forms.
3. Formative assessment will consist of walking around the room checking in with students as they practice making paper forms.

Clean-up Procedures:

Students will put away all materials in designated area and clean up their work space. They will put their plastic bins with project pieces away on designated class shelf.

DAY 2:**Preparation Before Teaching:**

Have Google Slide Show ready to play.

Set up materials area.

Set up completed examples of paper sculptures.

Have step by step sheets and rubrics printed.

Introductory Activity

The class will start with a brief review of last class and then view a slide show. During slide show students will engage in class and pair share discussion. After the slide show students will be working on ideas for their final piece. They will decide what shapes, 3D forms, and color palette they will be using for their abstract paper sculpture.

The following questions will be asked during the slide show:

What is abstract art?

What are geometric shapes?

What is the difference between geometric and organic shapes?

What makes these two sculptures different from one another? (slide 10)

What is the first thing that you notice about Calder's sculpture based on our discussion of elements of design? What do you think was his inspiration?

Art Lesson Activity and Formative Assessment:

1. Students will continue to work on 3D paper forms.
2. Formative assessment will consist of walking around the room and monitoring the students as they work.

Closure and Formal Assessment:

Students will complete an exit ticket after cleanup.

Clean-up Procedures:

Students will put away all materials in designated area and clean up their work space. They will put their plastic bins with project pieces away on designated class shelf.

DAY 3:

Preparation Before Teaching:

Set up materials area.

Set up completed examples of paper sculptures. (Including student work)

Have step by step sheets and rubrics printed

Introductory Activity

The class will start with a brief review and then a PPT to show students how the skills they are learning can be used for future career opportunities.

Art Lesson Activity and Formative Assessment:

1. Students will start working on their final piece.
2. Formative assessment will consist of walking around the room and monitoring the students as they work.

Closure and Formal Assessment:

Students will complete an exit ticket.

Clean-up Procedures:

Students will put away all materials in designated area and clean up their work space. They will put their plastic bins with project pieces away on designated class shelf.

DAY 4:

Preparation Before Teaching:

Set up materials area.

Set up completed examples of paper sculptures. (Including student work)

Have artist statement sheets and rubrics printed and ready to distribute.

Art Lesson Activity and Formative Assessment:

1. Students will work on refining and completing their final piece.
2. Formative assessment will consist of walking around the room and monitoring the students as they work.

Closure and Formal Assessment:

Students will complete an artist statement and self-assessment rubric.

Clean-up Procedures:

Students will put away all materials in designated area and clean up their work space. They will put their plastic bins with project pieces away on designated class shelf.

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 four-day project would appropriately fit into a larger 7th and 8th grade 3D Art unit.

Classroom Management: Students will be working independently on their abstract sculptures. Students will store their materials in a plastic bin that has their name on it. Labeled bins are stored on a class section labeled shelf. At the end of class students will be instructed to clean up their space and put away tools where they belong.

Technology:

A Google slide show presentation will be shown to students to introduce the lesson and develop their understanding of the content and expectations for this lesson. Students will have access to demo video on Google Classroom.

Family Connections: After students have completed their projects, their artwork may be saved and can be displayed during the end of the year art show.

Name _____

Class _____

ARTIST STATEMENT

Reflecting on your artwork and sharing your thoughts about the art making process is an important part of art. Please thoughtfully respond and complete the statements below based on the work of art you just finished.

DESCRIBE YOUR ARTWORK (What does it look like? Use at least two elements of design we have discussed in class. _____

WHAT WOULD YOU NAME YOUR ARTWORK?

HOW DID YOU CREATE YOUR WORK? (What materials, process, tools, and techniques did you use?) _____

WHAT DID YOU LEARN? Some of the things I learned while creating it were _____

WHAT DO YOU LIKE MOST ABOUT YOUR ART? My favorite part is (include why) _____

WHAT WOULD YOU CHANGE? If I could change something about it, it would be (include why) _____

WHAT DID YOU ENJOY MOST WHILE WORKING ON THIS PROJECT? (Include why)

Abstract Paper Sculpture Rubric

Name: _____

Class Section: _____

Application of Art Concepts: 40 points Student _____ Teacher _____

- You have used geometric shapes to create 3D forms.
- You used a variety of sizes in the geometric shapes/3D forms.
- You used a minimum of ten 3D forms in your final piece.
- Your design choices were intentional. This includes shape, composition, and color.

Techniques and Craftsmanship: 50 points Student _____ Teacher _____

- You have connected your 3D forms carefully.
- Your paper sculpture is put together well, includes a base, and is freestanding.

Reflection/Artist Statement: 10 points Student _____ Teacher _____

- You have thoughtfully responded and used complete sentences.

Total: Student _____ Teacher _____

Abstract Paper Sculpture Rubric

Name: _____

Class Section: _____

Application of Art Concepts: 40 points Student _____ Teacher _____

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Total: Student _____ Teacher _____

Resources for Art Content:

<https://www.artsy.net/article/artsy-editorial-lygia-clark-transformed-contemporary-art-brazil>

<https://tonyroenthal.com/>

<https://calder.org/works/monumental-sculpture/flamingo-1973/>

<http://www.bettygold.com/home>

<https://www.meer.com/en/10811-lygia-clark-fantastic-architecture>

<https://www.widewalls.ch/magazine/abstract-sculpture-artists-history>