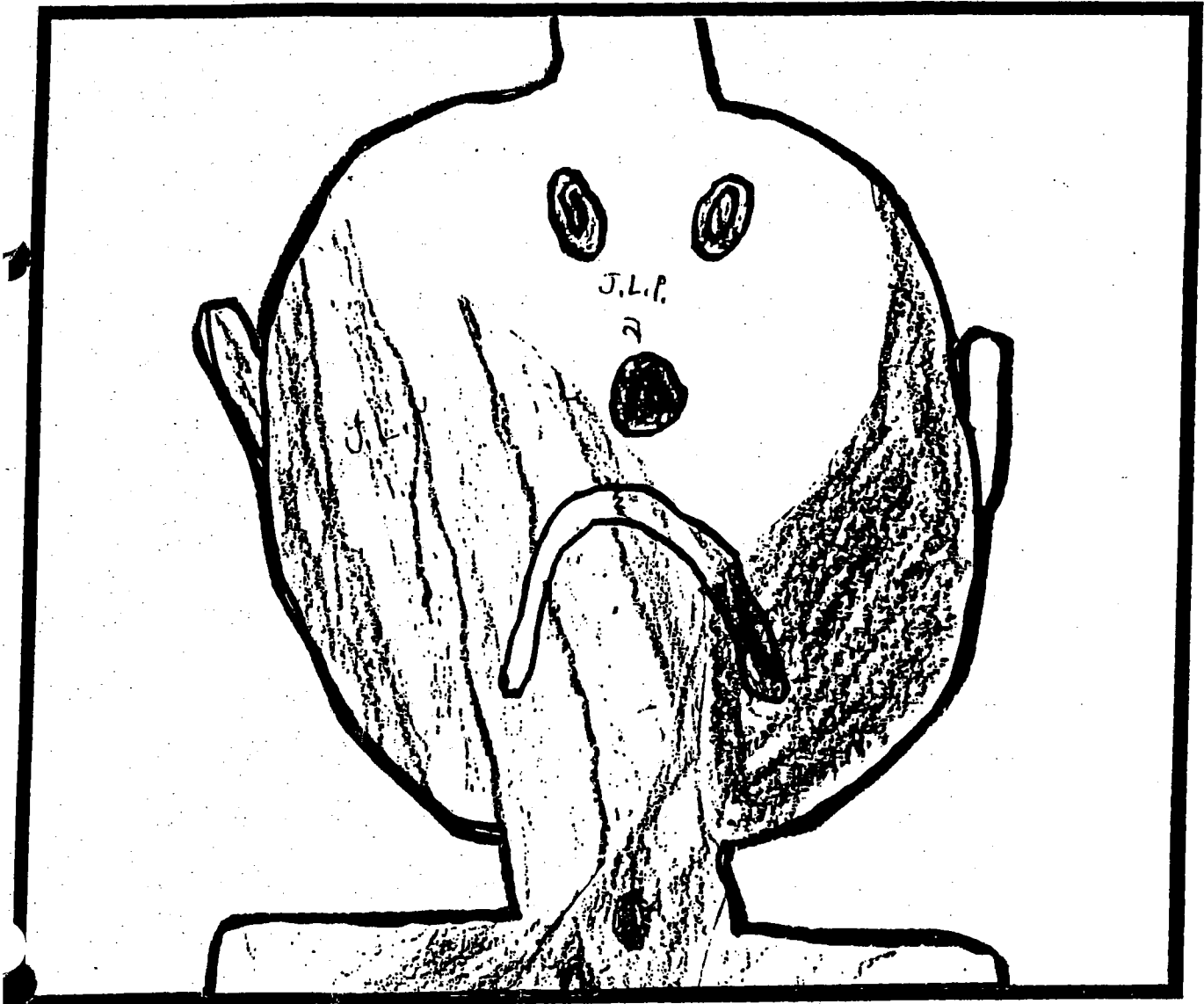


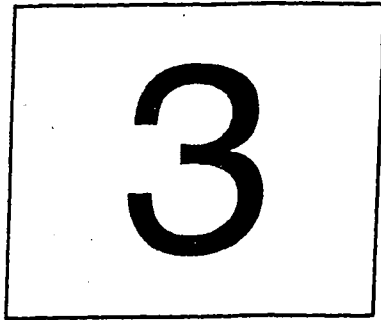
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3

ART awareness

A Preplanned Enrichment Program to Encourage an Understanding of the Arts





ART awareness

A Preplanned Enrichment Program to Encourage an Understanding of the Art.

by Mary Ann Zannon Peoples

ART awareness

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□ Preface

ART awareness provides a structured art curriculum aimed at making children more knowledgeable about the art they see. Art projects included in this curriculum help students apply the theory they learn about fine art to their own art work.

ART awareness can be presented by teachers or parent volunteers. The presenter need not have any background in art to present the program. Written materials, prints, sculpture, slides, and visual aids provide all the information needed in the classroom. If a presenter has an art background, the curriculum can serve as a guideline.

ART awareness is an art enrichment program for elementary school children, kindergarten through grade six.. Each level includes seven basic talks and one review.

ART awareness presentations emphasize art concepts such as line, color, and form, as well as design concepts such as balance, rhythm, and dominance. Students are encouraged to look at the visual world closely the way an artist does. Art concepts are discussed and related to painting, photography, sculpture, and architecture.

ART awareness introduces art history in Level 5 and Level 6. To coordinate with United States history studies, the art in Level 5 is totally American. In Level 6 students compare art from many cultures —prehistoric cave painting, ancient Egyptian relief, classic architecture of Greece and Rome, abstract shapes from Africa, Oriental landscapes of China and Japan and much more. The understanding of great art of all periods has been a key to understanding the men who lived during each period. Art in Level 6 is related to the times in which it was created.

ART awareness is developmental. The concepts build upon one another and become more complex as the students mature. Throughout the program the emphasis is put on vocabulary building, deductive reasoning, relating the arts to other disciplines, student participation, and immediate reinforcement.

ART awareness increases young peoples' aesthetic perception of their world. It encourages them to express themselves creatively in their art. As they mature, it teaches appreciation and understanding of our historical and cultural heritage in the arts. It makes students more self-sufficient in their understanding and evaluation of the art they do and the art they see.

During the elementary years children are enthusiastically receptive to new ideas. It is important to teach them to be sensitive to the visual world during this period. This program will help children recognize how art functions within itself. They will begin to learn how to "read" art. The program will help them become creatively critical of the art they see and the art they do. It will encourage them to look at their world in many different ways as an artist does.

□ Getting Started

before you begin . . .

1. **Begin by setting up at least one art workshop at the beginning of the year.**
 - This becomes a time for experienced presenters to share tips with new presenters.
 - Get your materials in order, and create any visual aids you will need for the year.
 - Make large title cards for all your prints and sculpture. Include the title of the art and the artist's name on each card. Display them with the artwork.
2. **Create a space in your school to store prints, art books and sculpture safely. Provide a table and chair, if possible, where presenters can review prints. Do not allow prints to leave school.**
3. **Set up art presentations on a regular basis (ie. once a month at a given time). If presentations are given by parent volunteers, distribute a monthly schedule of presentations to both teachers and parent-volunteers. Having a printed calendar leads to fewer cancellations.**
4. **Coordinate art presentations with what is going on in the classroom.**
5. **Have students make folders in which they save their art. This will say to them that art is important. You might use these for an art show at the end of the year.**

hints to help . . .

1. **Keep your presentations simple and introduce one or two ideas at a time.**
2. **Personalize your presentations by discussing art interests you have and bringing art from home.**
3. **Use good teaching techniques in art presentations. Never read an art presentation. HOW BORING!**
4. **Familiarize yourself with the materials and present them in your own way.**
5. **Tailor your presentations to the age of the students. Relate what you say to something familiar to them.**
6. **Students learn by seeing, hearing, and doing. Make sure your presentations introduce information in these three ways: (verbal presentation; visual aids, prints and sculpture; reinforcement activities and art projects).**
 - Use title cards for all prints.
 - Use clear visual aids and the blackboard whenever necessary.
 - Maintain eye contact with all students by moving around the class.
7. **Present the concept you are discussing before you show any art. Showing art while trying to explain an art concept distracts a student. He wants to listen but he is interested in the art. Explain the concept using visual aids and the blackboard. In the upper grades you can put a simple outline on the board. After you have presented your ideas, show the art. If you have effectively made your points, the students should now be able to tell you about the art they are seeing. This provides immediate reinforcement for them. You also know how effective you have been in teaching.**
8. **Encourage participation.**

reinforcing your presentations . . .

1. **Do the suggested reinforcement activities. Refer to the handbook for additional ideas. Encourage follow-up art projects.**
2. **Leave books, catalogs and art objects in the classroom for inspiration.**
3. **Relate the ideas you introduce to the real world. Show students how the art concepts you discuss in terms of great art also apply to fashion design, advertising, etc.**
4. **Take museum trips.**

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1 Design and Rhythm

OCT

Materials Needed:

Prints

#047	Jackson Pollock	<i>Painting, 1948 or Composition</i>
#065	Grant Wood	<i>American Gothic</i>
#102	Edgar Degas	<i>The Dancing Class</i>
#111	Edgar Degas	<i>Ballet Dancer</i>

For Optional Reinforcement Activity

paper and pencil for each student

Vocabulary

original
sketch
design
center of interest
all-over design
rhythm

Hello. My name is _____. During the year we are going to talk about art and artists. Before we start, however, we are going to take time to discuss different ways artists can make their art more interesting.

Can anyone tell me what an artist is? (Get students reactions here. If they say, someone who creates art, ask them what kinds...not only painting but sculpture, photography, architecture, etc. Artists are people who create art to help them express what they are feeling inside.) What do you think makes some artists better than others? (Get reactions) Some artists have more *original* ideas than other artists. Does anyone remember what original means? Someone is original who does something in a new way that is not a copy of something someone else has done. Some artists are good at remembering many things they see. This helps them in their art.

(Write the heading "Creation of an Artwork" on the board.)

To create an original picture an artist must think about all the things he wants in his painting. One thing that helps him is a *sketch*. Does anyone know what a sketch is? (A sketch is an idea for a picture. Write "1. Idea - sketch" under your heading.) An artist will make many sketches for a picture and then pick one or two to finally work on which he likes best. Some artists have sketch books in which they keep ideas. When an artist decides to paint a picture, he often looks through his/her sketches to get ideas.

Creation of an Artwork

1. Sketch - idea
2. Design - arranging shapes
3. Center of Interest or All-Over design
4. Rhythm and repetition

When an artist creates a picture he first must decide what the picture will be about. His sketches help him. Once an artist has an idea he must decide how to arrange the shapes in his/her picture? This arrangement of the shapes is called the *design*. (Write "2. Design- arranging shapes" on the board under "1. Idea-sketch".)

As an artist develops his design he may decide if one part of his picture is going to be more important than others. This is called the *center of interest*. When you look at a picture with a center of interest, the center of interest is the first thing you notice. Some artists will decide to arrange the shapes in their picture so that there is no center of interest but there is an *all-over design* in which all parts are equally interesting. (Write "3. Center of Interest or All-over Design".)

Whether an artist designs a painting with a center of interest or an over all design it is important that he/she make every part of the picture interesting. An artist wants you to look carefully at all of his picture. It is the *rhythm* in the picture that helps your eyes move from one thing to the next. (Put "4. Rhythm" under your heading.) Can anyone tell me what rhythm is? Music has rhythm, doesn't it, when sounds happen over and over again in the same or similar ways? A rhythm is made in a picture when lines, shapes, or colors are repeated. A rhythm is created as a result of repetition.

Now, let's look at some pictures and discuss them.

1. #047 Jackson Pollock *Painting, 1948 or Composition*. This painting is by the American artist, Jackson Pollock. This was painted about 40 years ago. This is a picture with an overall design. There is no center of interest in this painting. However, in order for the entire painting to be interesting there is a great deal of repetition. What has the artist repeated to create a rhythm? (lines, colors, shapes) Do you think this picture has a slow rhythm or a fast rhythm? Do you like this picture?

2. #065 Grant Wood *American Gothic* This is called *American Gothic* by the American artist, Grant Wood. It was painted about 50 years ago when most of your grandparents were in school. What is the center of interest? The two figures in the foreground. An artist can help our eyes move around a picture by repeating shapes in a picture. What shapes do you see repeated in this picture? Look very closely. (design in dress and design in curtains in upper window) Look at the lines of the pitchfork; now look at the lines on the man's overalls and on the top of the woman's apron. The lines of the pitchfork go up and down; what other lines do you see that go up and down? (lines on the house) Look at the shape of the woman's pin. Do you see other shapes like her pin? (man's glasses, shapes of the faces) What colors are repeated? Our eyes work in special ways. They put together sets of things automatically. Look at the browns in the apron. It is hard to look at the apron without our eyes moving to the brown shapes on the window. Try the lines on the man's pants; your eyes move to the pitch fork, don't they? Is the rhythm as fast as in the last picture? Do you like this picture?

3. #102 Edgar Degas *The Dancing Class* This picture is called *The Dancing Class* by the French artist Edgar Degas. It was painted about 100 years ago. What do you think is the center of interest in this picture? Is it the dancer in the foreground or the teacher? (Discuss this with the class.) Where does your eye keep returning? Do you think this a picture where there is no clear center of interest? Where has the artist repeated shapes in this picture? (costumes of dancers, legs, bows) Where do you see vertical lines repeated? Start by looking at the cane then where does your eye go? (Your eye connects similar lines and goes to the lines around the door and at the corners of the room.) What colors are repeated? Does it have a slow rhythm or a fast rhythm or in-between? Do you like this picture?

4. #111 Edgar Degas *Ballet Dancer* What is this? This is a sketch, isn't it? Tell me about the sketch. It looks as if the artist did this quickly, doesn't it? Look again at the picture we just saw, *The Dancing Class*. Who can tell me where Degas used the idea he had in this sketch? (Point out the dancer in the foreground.) Did he change his sketch in his painting?

These pictures are quite different. Yet, each has rhythm. In each one, painted at different times in history, the artist has made them more interesting by repeating colors, lines, and shapes. Be sure to notice the way these artists "lead our eyes" around the whole picture as we follow the repeated lines, shapes, etc. All parts of the painting work together to tell you what the artist is saying through his painting. This is true of any good work of art.

Optional Reinforcement Activity - Sketching an Idea

Materials needed:

paper and pencil for each student

Have each child take one piece of paper and fold it in four parts. Explain that a sketch is an idea. It is not a finished picture to be reworked. Artists often have pads they carry with them and they sketch many, many things. From hundreds of sketches they might only find one that gives them an idea for a picture. Have each student make four fast sketches of something interesting that has happened to them in the last day. The hardest thing for the students will be for them to realize it is only a sketch - it is for them to work from. Encourage idea of speed. Give them 5-10 minutes.

Follow this up by going around the class and helping the students to analyze their sketches. Which one do they like the best as the beginning for a painting? It may be a sketch or part of a sketch.

If you can come in another day or have time, have them take this sketch and develop it, thinking about a center of interest and rhythm which will make their picture more interesting. Have them do a painting developed from this sketch. Review how rhythm works in a picture and helps to draw the viewer's eye away from the center of interest to see all the other interesting parts in the picture.

Today we have discussed how artists design a picture. They arrange shapes to create an interesting design. Sometimes they create a center of interest; other times they create an all-over design. Repetition in their art helps our eyes move all around their pictures and creates a rhythm.

Look at the pictures you see. Figure out how the artist has helped your eyes move to see all of his/her picture. Is the rhythm fast or slow? If you feel like it, create some art which has rhythm. Next time we will discuss original ways artists use lines.

FOLLOW UP to be given to the teacher:

Art Understanding:

1. Artists plan their pictures
2. They keep their ideas in a sketch book.
3. They create a design by arranging shapes, deciding to have center of interest or all over design, creating rhythm.
4. Rhythm helps our eyes move around a picture. Rhythm is a result of repetition.

Classroom Exercises:

1. Show the children a regular string of beads all the same shape and color; talk about the uniform rhythm. Show them another string of beads in which the beads change size. The rhythm becomes more exciting. You can continue one more step and show them a third string where color and bead size change. Have the children draw two parallel straight lines on their paper carefully with their ruler and black markers or crayons. Now give each child pre-cut black strips that look like railroad ties so they make a design similar to a railroad track. Have them make the tracks uniform. Repeat the exercise, but this time allow them to paste down the ties in any manner they wish. Remind them that to have rhythm there must be repetition, but it does not have to be uniform. You may do the same thing a third time, adding the element of color, giving each child colored strips as well as black ones. Paste the three designs together on a large piece of backing paper. Give the designs a name; this is called a title.
2. Draw lines to music. Buy some paper hangers' paste (in dry form) and mix it in buckets (depending on class size) to a thick consistency. Add tempera paint, making up red, blue, yellow, black, and white. (You may also thicken paint with cornstarch, but it does not work as well.) Place a large sheet of white butcher paper on floor or large work space. Have a record ready. Speak of rhythm and tell the students to use fingers and hands to trace the rhythm they hear.
3. Create a picture with rhythm using only shapes. Put a center of interest in your picture. Give it a title.

Vocabulary:

- | | |
|------------------------------|---|
| 1. <i>Original</i> | Something that is first. It is not copied or reproduced. |
| 2. <i>Sketch</i> | An idea for a picture put on paper. |
| 3. <i>Center of Interest</i> | Part of the painting or artwork where our eyes first move, not necessarily in the center. |
| 4. <i>Design</i> | Arrangement of shapes in a picture. |
| 5. <i>All-over design</i> | An arrangement of shapes when all are of equal visual importance. |
| 6. <i>Rhythm</i> | In art, repetition of lines, shapes, colors. |

Materials Needed:

Prints

#018 Lyonel Feininger

#015 El Greco

#63 #066 Grant Wood

Arch Tower I

View of Toledo

Stone City or Young Corn

Visual Aids

V426 Line-Shape

Optional Reinforcement Activity

tray with 3 objects arranged as a still life
paper and pencil for each student

Vocabulary

shape

vertical line

horizontal line

twisting line

rounded line

implied line

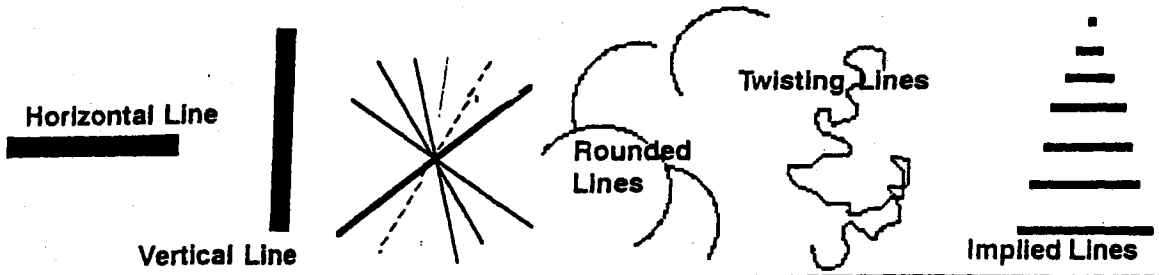
Hello. My name is _____. Today we are going to talk about lines and shapes. An artist practices looking very closely at the things all around him. He knows that he will be better able to paint, draw, or design if he remembers and observes well. This is the way artists create original art. Artists create original art not by trying to be different but because they see the things around them in a way no one else sees it.

Let's look carefully around us and see this room with new eyes. Let's look at the lines in the room. Where do you see lines? (floor, windows, walls, etc.) What kinds of lines do you see? (Take time to help them see.) In art you can do many things with lines. Today we are going to discuss some ways artists use lines and some tricks they know about lines to help them say what they want in their art.

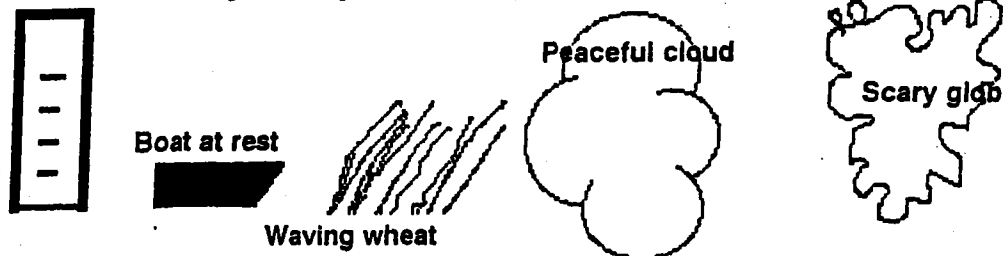
One of the most important things an artist can do is make shapes with lines. Who can tell me what a shape is? Anytime a line meets its tail you have a shape. What are some shapes you see in this room? (Help them see them.)

V-426 Line-Shape Illustration

You can use the visual aid or have students come to the board and draw lines and shapes.



Motionless Strong Building



Let's talk about lines and shapes .

1. Straight Lines First we will talk about straight lines and shapes made with straight lines. What does a *vertical line* look like? Can anyone come up and draw a vertical line on the board? It goes up and down, doesn't it? One easy way to remember vertical is to think of the vertebrae in your back. It goes the same way as a vertical line. (You may have a student come up and draw a shape using vertical and horizontal lines or use the visual aid.) Here is an illustration of

go the way the horizon does. Let's look at this tall shape. It resembles a tall building. A shape like this has a look of strength, just as a tall building does. This shape looks strong and permanent. Vertical lines forming a shape in a picture give a feeling of strength and inaction. There is something cold and impersonal about a tall building with many straight lines. Straight lines and shapes with hard, straight edges tend to give a picture a sharp, cold, and impersonal look. If an artist uses too many straight lines in a picture, it can look unfriendly and mechanical.

2. Twisting Lines Sometimes artists make pictures with many *twisting lines*. I will draw a twisting line on the board (or use the visual aid). They can make these lines into shapes, which are mysterious and scary. Can anyone come up and draw a mysterious scary shape with twisting lines. Here is a shape made out of curving lines.(visual) Is it real?
3. Rounded Lines Another kind of line artists often use is a rounded line. Rounded lines are lines that are parts of circles. Can anyone come up and draw a rounded line (or use the visual aid). Who can draw a shape using rounded lines? (or use the visual aid) Rounded lines can be made into shapes like this.(see visual) Many rounded lines and rounded shapes in a picture give a feeling of softness and contentedness.
4. Implied Lines Another kind of line you see in art is an *implied line*. That is a line that is not really there but that your eye sees because it connects things. Here is an example of an implied line. (see visual) What does this look like? Where are the lines that outline the tree? Even though the lines are not there to outline the tree, we imply the lines are there. Lines we imagine are called implied lines.

Let's look at some pictures and see how the artist has used lines to show feelings. Today, we are going to see three pictures of places. In each the artist has used different kinds of lines.

1. #018 Lyonel Feininger Arch Tower I The first picture is called *Arch Tower I* by Lyonel Feininger. There are many straight lines, aren't there? Do these buildings look real? They look cold and mechanical, don't they? Do these buildings look as if they are moving? They don't, do they? Do they look strong? What is the center of interest in this picture? The red shape in the center is where your eye keeps returning. It is also the largest shape. How has the artist used rhythm to help our eyes move around the picture? Do you see any shapes repeated? Lines? Colors? Do you like this picture? (Encourage differences.)
2. #015 El Greco View of Toledo The second picture is called *View of Toledo* and was painted by the Spanish artist known as El Greco. What kind of lines do you see? They look very curvy and strange, don't they? They look very mysterious. Look at the clouds in the sky. (Show them the cloud in the left-hand corner.) See how El Greco has made a white line here which he has left in space. We see it as a cloud because our eyes join the line to the rest of the cloud (Trace this with your finger.) and create an imaginary line with our eyes which is called an implied line. Can anyone see other implied lines (ridges of hills, other clouds, bushes) Do you like this picture? What do you think of the lines the artist has used? You can see that an artist has to think of many things in order to create a picture with the feeling he wants it to have. What is the center of interest in this picture? (buildings in background) The center of interest is not in the center, is it? Where has the artist used repetition to create a rhythm that helps our eyes move around the picture? (shapes, color, lines) Look how the shapes in the sky are similar to the shapes on the ground. (Much rhythm - take as much time as you have.)

(Your school has received either *Stone City* or *Young Corn* to use with this lecture. They are both by Grant Wood. Use the appropriate information, depending on which print you are using.)

3. #066 Grant Wood Stone City The third picture is called *Stone City* by the American artist Grant Wood. What kinds of lines do you see? There are many rounded lines, aren't there? Does this look like a happier place to live than Toledo? This is a happier picture than *View of Toledo* and it looks more human than the place where the Arch Tower is located. Does anyone see any implied lines? Look at the rows of plants. Your eyes see them as a line even though they are individual plants. Look at the large building next to the bridge on the right of the picture. There is a line of white coming down the side of the building which does not come all the way to the ground. Our eyes see it as a line dividing the building in two parts. How has the artist used rhythm to help our eyes move all around this picture? (Plants in the foreground and background, similar rounded shapes, reddish color, roads, etc. Let students show you the lines, colors, shapes which are used throughout the picture.) Do you like this picture?

or

3. #066 Grant Wood Young Corn The third picture is called *Young Corn* by the American artist Grant Wood. What kinds of lines do you see? There are many rounded lines, aren't there? Does this look like a happier place to live than Toledo?

This is a happier picture than *View of Toledo* and it looks more human than the place where the *Arch Tower* is. Does anyone see any implied lines? Look at the rows of plants. Your eyes see them as a line even though they are individual plants. Look at the fence posts. There are no lines connecting the posts, yet you know they are part of a fence because your eye connects the posts with an implied line. Look at the trees. If you follow them, they form a circle uniting the entire picture. Do you see any other implied lines? How has the artist used repetition to create a rhythm in his picture? Where do you see similar shapes? (Bushes in the foreground and the background. Let the students show you the lines, colors, shapes which are used throughout the picture.) Do you like this picture?

We have seen three places today. Which one would you most like to visit? Why? (Encourage individual differences.)

Artists can paint pictures of similar things in very different ways, can't they? This is because everyone sees things in a different way. That is what makes art original.

Optional Reinforcement Activity - Still Life

Materials Needed:

tray with 3 objects arranged as a still life (ie. some fruit, a bottle, flowers)
paper and pencil

Today you are all going to draw a still life picture. Does anyone know what a still life picture is? It is a picture of things that do not move. Would a picture of a dog be a still life? (no) It would be pretty hard to keep a dog still so you could do a picture about him, wouldn't it?

Many beginning artists learn to draw by drawing still life pictures. I have brought a tray into class and arranged several objects on this tray. (Show them.) Using your pencil you want you to draw these objects I have brought to class.

First, I am going to divide the class into three groups. (Do it.) One group is to draw the still life objects using mostly straight lines. One group is going to use twisty lines and one group, rounded lines. (Encourage them to look at the grouping carefully and plan their picture before they begin. They may include implied lines. Remind them of rhythm and a center of interest. Also, remind them that artists change things from the way they are in real life if they feel it will make their art more interesting. Have the children use their entire page to do their art. This makes their picture more important. When they are finished, have them give their picture a title.)

T I M E

When finished, compare the pictures of the three groups. How are the pictures of each group similar? different? Compare the groups of pictures? Discuss the lines and the feelings they have given to the still life drawings.

Artists use a combination of lines in their pictures. If an artist uses mostly straight lines, he will create a picture with a harsh look; he can create a scary picture with many twisty lines or a peaceful picture with many rounded lines. He can create other feelings by using these lines in many combinations.

Look carefully at all the lines around you. They are everywhere. Look at the pictures by famous artists and decide how they have used lines in original ways to express their feelings. Use lines in your own art in original ways.

Next time we will talk about stenciling and decoration.

FOLLOW UP to be given to the teacher:

Art Understanding:

1. Lines can express feelings.
2. Straight lines can be vertical, and horizontal. Too many straight lines in an artwork can give a cold mechanical look.
3. Twisty lines can be scary.
4. Rounded lines are peaceful.
5. Implied lines are lines our eyes see even though they are not there.

Classroom Exercises:

1. Discuss the book *THE LINES ARE COMING*, by Hans-Georg Rauch, if you can get it at your library.
2. Take one of the prints used in the lecture (or all). Place a sheet of clear mylar or tracing paper over each picture and trace the major lines with magic marker. One should show mainly straight lines, another curved, and one twisty. Hang these so the children can lift the mylar or paper to compare with the print. Implied lines may be drawn with dotted lines and would include the direction of a subject's gaze.
3. Bring in a tree limb; study and draw lines.

Vocabulary:

- | | |
|---------------------------|---|
| 1. <i>Shape</i> | What is formed when a line meets itself. |
| 2. <i>Vertical Line</i> | A line which goes up and down like your vertebrae. |
| 3. <i>Horizontal Line</i> | A straight line parallel to the horizon. |
| 4. <i>Twisting Line</i> | Lines that wind or coil. |
| 5. <i>Rounded Line</i> | A line that is part of circle. |
| 6. <i>Implied Line</i> | Imaginary line your eyes see in art when your eye fills in empty spaces to connect lines or shapes. |

3 Stencils and Decoration*

Dec.

Materials Needed:

Prints:

- OR { #112 American folk artist *The Sargeant Family*
#112 John Brewster, Jr. *Boy with Finch*

Visual Aids

- V440A Symmetrical Stencil (cut ahead)
V440B Asymmetrical Stencil
V443 Symbols

Other

- paint pre-mixed
brush
piece of heavy paper folded like a card
larger piece of paper to print as wrapping paper

For Optional Reinforcement Activity

- heavy paper and scissors for stencil.
large sheets of paper (optional)
paints or marking pens (optional)

Vocabulary

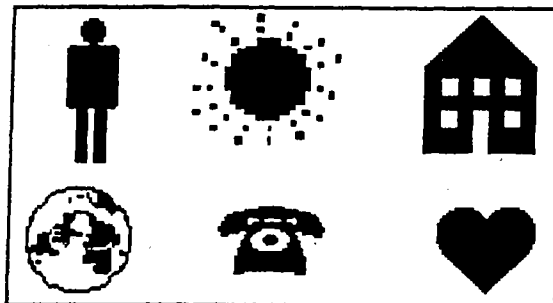
- symbol
stencil
symmetrical balance
asymmetrical balance
folk artist
decoration
inherent decorator

See Art Awareness Cabinet
For Stencils

Hello. My name is _____. Today, we are going to make something we can use for the holidays. First, I want to talk about a few new ideas.

V443 Symbols

If you saw this shape. ♥ what would you think of? This is a *symbol* of a real heart. (Write the word "symbol" on the board.) A heart is also a symbol of the idea of love. There are many symbols which make people think of different things. Our flag is a symbol of our country. Words and letters can be used as symbols, too. Here are some symbols. What are they? What do they make you think of?



Today, we are going to think of a symbol for the holidays and use this symbol for printing. Can anyone tell me what a *print* is? If you were to put your hand into some paint and press it on paper, you would have a print of your hand. Designs, words, and many other things can be printed. We are going to print using a stencil. Does anyone know what a stencil is? A stencil is the name given to paper which covers the part of the paper you do not want to color when you print. I will show you. Artists use printing when they want more than one copy of their art.

V440B Symmetrical Stencil

First, I will decide what kind of symbol for the holidays I want to *stencil*. Then I cut the shape I want to use. (Do this before to save time.) Here is my symbol. What is it? (tree)

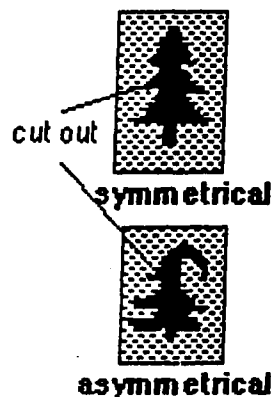
Take a piece of heavy paper and in front of the class fold it in half vertically. Now cut on the fold so that you cut out a tree.) An easy way to cut out a stencil like this is to fold a piece of paper in half and cut out half of the shape of the tree like this. When I open my paper I get a tree like this. Both sides are exactly the same. What is the art word we learned last year for a shape that is the same on both sides? It is *symmetrical*. This tree has a symmetrical shape. It is exactly the same on both sides.

I have cut two stencils. (Take the tree that is cut away as well as the paper left after the tree is cut out.) How is the first stencil like the second one? How is it different?

V440A Asymmetrical Stencil

I am going to cut another stencil. This shape is still of a tree, but both sides of this tree are not the same. This shape is called *asymmetrical*. When two sides of something are not the same, it is asymmetrical. This other stencil cannot be cut by folding a piece of paper in half. It is not the same

STENCILS



on both sides. What is the art word for this kind of shape? *Asymmetrical*. Some artists think shapes that are asymmetrical are more interesting.

Demonstration (or have samples prepared ahead of time)

Now, I can take these three stencils and print. When you print using a stencil, you can use crayons, pencil, chalk or paint. I will use paint. With my stencil, I can print a card, like this. (Take a piece of heavy paper folded like a card and stencil one of the trees.) I can put one shape on my card, like this, or I can arrange several shapes to make a design. I can also print on paper which I can use later for wrapping paper. (Do example or have some already done up.)

Show examples of printing using the stencils you have with different colors, overlapping colors, shape from all sides, etc., done before, which you can hang on the board to give the children ideas of what can be done with stencils.

HERE ARE SOME OTHER PRINTING IDEAS USING STENCILS (Use stenciled pages you have made which are similar to the examples below.)

ASYMMETRICAL
stencil & painting



SYMMETRICAL
stencil & painting

These stenciled pages show many ideas. Good printing takes practice. You can print with your stencil upside down or sideways. Try using many colors until you get the feeling you want. Use your stencil to create interesting rhythms.

In early America there were folk artists who went from town to town using stencils to decorate houses. Who remembers what a *folk artist* is? A folk artist is an artist who has never been to school to learn how to create art. These artists who went from town to town were folk artists. They were called *itinerant decorators*. What is a decorator? A decorator helps people make rooms and buildings more beautiful. Decoration can make things more beautiful, can't it? These decorators used stencils to make interesting designs on floors as well as walls.

#112 Unknown American folk artist - 19th Century *The Sargeant Family* OR *Boy with Finch* by John Brewster, Jr.

This is a painting by an American folk artist. What is a folk artist? (A person who has never gone to school to learn how to create art). This picture shows the inside of a house in early America. Where do you see decoration that might have been stenciled? Do you see any decoration on the floor? Look at the floor tiles. Are the shapes on the floor symmetrical or asymmetrical? Do you see any decoration on the walls? Often in early America, designs like this were painted right on the floor when people could not afford rugs. What were the folk artists called who went from town to town decorating houses? (itinerant decorators)

Stencils can be used to decorate many things. Today you are all going to make a stencil that you can use for printing.

Optional Reinforcement Activity Stencils

Materials needed:

- scissors
- heavy paper for cutting stencils
- pre-mixed paint and brushes or marking pens (optional)

I am going to give each of you several pieces of heavy paper and scissors. You are each going to design of a stencil. Think of a symbol that reminds you of the holidays that you like. Remember, a symbol is a shape that stands for something else. Think of a symbol that is not too complicated. If you decide to make a symmetrical symbol, you can fold your paper like I showed you earlier. Once you have decided on your symbol, cut it out very carefully. You may be able to make two stencils if you are very careful..

TIME

(If you are a class docent, check with the teacher to see if she is going to allow the the students to finish this project and print at school or if they will have to do it at home.)

Later you can decide how you want to use your stencil. You can make your very own special cards or paper to give to other people. The cards and paper you get in a store are printed by machines. Things that are printed by hand take more time and care. This makes them special.

I want you to remember the art words we talked about today. I want you to remember about decorating and stencils. Look around you at the art you see and see if you see any prints that you think might be stenciled. Next month we will talk about ways artists show near and far.

Next month we will talk about sculpture.

FOLLOW UP to be given to the teacher:

Art Understanding:

1. Symbols are shapes that stand for something else. Symbols can be symmetrical or asymmetrical.
2. Decoration makes things more beautiful
3. In early American, people stenciled walls, floors, furniture and other things.
4. When you use a stencil to print you can print the same thing over and over.

Classroom Exercises:

1. Have students create symbols for their school, city, or some class project
2. Experiment with other kinds of printing: potato printing, block prints, clay prints.
3. Have tracing paper, pencils, textile paint, tooth brushes, heavy stencil paper (from art store). Bring in some fabrics which have designs which have been stenciled or could have been. Have students create a design which they will print on fabric. They can create a design which will use two colors. (Have them create their designs on tracing paper and then transfer them with carbon to stencil paper.) Using stiff brushes, such as old tooth brushes have students print on fabric. Allow paint to dry between colors. (Try this first before doing it with the class.)
4. Have students bring objects from home which have been decorated. Discuss how they have been decorated and why the decoration makes them more beautiful.
5. Invite an interior decorator to class and have her/him explain her/his work and bring samples.

Vocabulary:

- | | |
|--------------------------------|--|
| 1. <i>Symbol</i> | Something that stands for something else. |
| 2. <i>Stencil</i> | A thin sheet of some material in which designs are cut. Ink or paint can be spread over the stencil and a print will be made in the cut-out areas. |
| 3. <i>Symmetrical Balance</i> | Something which is capable of being divided into two parts which are the same or almost the same. |
| 4. <i>Asymmetrical Balance</i> | When a design or shape looks right to your eye, but is not the same on both sides, and cannot be divided equally, it is asymmetrically balanced. |
| 5. <i>Decoration</i> | When you trim something or make it fancier, you decorate it. |
| 6. <i>Folk Artist</i> | An artist who never had any training or gone to school to learn how to create art. |
| 7. <i>Itinerant Decorator:</i> | A person in early America who traveled from place to place to decorate homes. This included decorating wall, floors, furniture as well as barns and often painting family portraits. |

4 Sculpture

Materials Needed

Prints

#113 Colombia

Sculpture

S3 Jan Blakley

S2 Greek

S6 Egyptian

Other

ivory soap

dinner knife

piece of clay

cookie or jello mold

For Optional Reinforcement Activity

small block of soft clay for each student approximately 4 " square and 1 " high (or dampened sand)

newspapers to cover desks or tables

paper clips

table

quick setting plaster of paris

spray paint in gold

Gold Artifact

Toothbrush

Head of a Youth

Cat

Vocabulary

sculpture in the round

sculptor

carved

modeling

fire

mold

* See Visual Board of Sculptures
in Art Awareness Cabinet

Hello. My name is _____. Today we are going to talk about *sculpture in the round*. (Write this term on the board.) Can anyone tell me what sculpture in the round is? Sculpture in the round is art that is looked at from all sides. Sculpture in the round is art in which the artist needs to make all views interesting and must constantly work around his piece so all of it is interesting to see, even the top.

S3 Jan Blakley Toothbrush

Here is a sculpture in the round of a toothbrush. You can see that the artist has made it interesting from all sides. (Turn it around.) How is a sculpture different from a painting? A painting is only interesting from the front, isn't it? What would you see if you turned a painting over? (nothing)

Does anyone know what a person who creates sculpture is called? A person who creates sculpture is called a *sculptor*. (Write this word on the board.)

Let's talk about some of the ways sculpture can be created: (Ask the students how sculpture is created and list their ideas. Some of this is review. Only go into detail if they have forgotten.)

1. Carved (Under the heading "SCULPTURE" put, "carved sculpture") What is carving? Carving is a process where you start from a big piece and take parts away. (Demonstrate simply on a piece of IVORY soap with a dinner knife.) Once you carve something away you can't put it back, can you? What materials can you carve? (List these on the board under your carved sculpture heading. List all the student ideas which are correct. Make sure they include wood, stone, and bones such as ivory.)
2. Modeled (Put "modeled sculpture" on the board.) Does anyone know what a modeled sculpture is? How many of you have made a snowman of snow? You have modeled. You take the snow in your hands and push it around don't you? If you want, you can take one snow ball and add another snowball to it to make a snow man. When you model a sculpture you can add pieces together if you want. To model a sculpture you need something soft which you can push around and shape with your fingers. What kinds of materials can you model? Clay is probably the one you think of first. Here is a piece of clay. As I push the clay around, I am modeling it. Sometimes artists take clay sculpture they have made and *fire* it. That means they bake it in a very hot oven to make it hard. Artists also use wax and plastic substances.

Which kind of sculpture do you think would last the longest, one carved of wood or stone or one modeled out of clay and fired? The clay sculpture could easily break, couldn't it. The wooden sculpture would last longer but it might be eaten by bugs. The stone sculpture would probably last the longest.

3. Molds Sometimes sculptors want to make a sculpture that will last a long time but they want to be able to model it. Carving takes a long long time. In order to do that they make a *mold*. (Use your mold here.) Do any of you know what a mold is? Here is a mold of mine which is shaped like a _____. What do you think I use this for? Every time I use this mold I can make (a cake, jello, etc.) in exactly the same shape. (If you want to take the time, you can put something in your mold before you come to class and unmold it in the class to show the students- The mold is the negative form and the object you unmold is the the positive form...like a sculpture- you do not have to use these art words but students should be aware of the positive/negative aspects of a mold and the piece that comes out of the mold)

What kinds of things have you made from molds? Have any of you ever helped your mother make cookies when you have cut them with a mold?

Artists use molds when they want to model a sculpture and make it out of a material which will last a long time. They also make a mold when they want to make more than one copy of the same sculpture. Making a mold for sculpture can be very complicated. Sculptors sometimes want molds into which they can pour materials like cement or liquid metal such as gold or silver or aluminum. Molds make it possible for sculptors to create sculptures that will last for a long time. You often see sculptures in front of big buildings which have parts that have been molded.

Let's look at some sculpture and discuss how they were made.

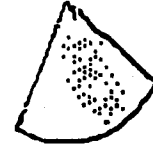
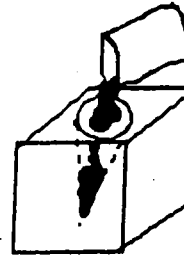
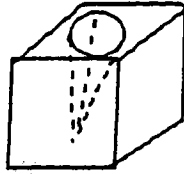
1. S2 Greek Head of a Youth This is a copy of a sculpture made in Greece many years ago. The original sculpture was made of marble. How was it made? It was carved, wasn't it. You have to carve stone to create a sculpture. One of the things that makes sculpture interesting is the *texture* of the surface. What is texture? Texture is the way something feels on the surface? What parts of the surface of this sculpture are smooth? (Have students point these out.) Where is the texture rough? (Face this sculpture with the face facing the class.) How is this head balanced when you view it from the front, symmetrical or asymmetrical? (symmetrical)
2. S6 Egyptian Cat This is a reproduction of a cat that was made long ago in a country called Egypt. Is this sculpture in the round? (yes) This cat was made from gold. How do think it was made? It was made in a mold. You cannot carve or model gold. Cats were very special to the people of Egypt. If a person killed a cat he was sentenced to death. Many people in Egypt long ago had sculptures of cat.
2. S3 Jan Blakley Toothbrush This sculpture is a toothbrush and is by a California artist, Jan Blakley. What material do you think she used? It was made of clay which was painted and fired. Was this sculpture modeled or carved or made in a mold? It was modeled. Where is the texture smooth? Where is the texture rough?
3. #113 Colombia Gold Artifact This is a picture of a gold sculpture that was made by Indians in the country of Colombia hundreds of years ago. Many ancient cultures made gold ornaments and sculpture. The Indians in Colombia created many objects in gold which were of great beauty. Then in the 1500s the Spaniards conquered the Indians. They were very interested in the gold they saw the Indians wearing. They had the gold pulled off the Indians and stole it from their holy burial grounds. So, the Indians began to keep quiet about their gold and they hid it and stopped making works of art such as this. How do you think this sculpture was made? Was it carved or modeled? It was modeled and then made in a mold. The Indians used what is called the *lost wax method*. First a sculpture was modeled in wax. A mold was created to surround the wax sculpture. Once a solid mold is made the artist heated the mold. What do you think happened to the wax when the mold was heated? It melted. The artist poured out the melted wax and poured into the mold hot liquid gold. Once the gold had time to harden, the mold was broken. Today artists create molds that do not have to be broken in order to remove the sculpture. This way they can use a mold over and over again. Look closely at this gold sculpture. What do you think it is? It is an eagle. Does this look like a real eagle? Why do you think the artist changed the shape of the eagle in his art? This shape would be easier to mold, wouldn't it? When you create art, you must think about the materials you will be using when you create your design.

Today we are all going to make a mold and create a sculpture.

Optional Reinforcement Activity - Gold

Materials needed:

- small block of soft clay for each student approximately 4" square and 1" high (Dampened sand can also be used.)
- newspapers to cover desks or tables
- paper clips
- table
- quick setting plaster of paris
- spray paint in gold



Preparation:

Have a mold prepared which you have made as well as a finished sculpture. This will enable you to determine how much plaster you will need for the class.

Each student is to receive a block of clay. They are going to use this clay to create a small mold for a sculpture. Using their fingers they can make their mold which will be open on the top. The top of the mold will be the bottom of their sculpture.

Today we are going to make a mold. You have each each received some clay. You are going to take your fingers and model the clay in an interesting way to create a mold. The bottom of your sculpture will be flat. It is the part of the mold that is open and allows you to work. Be sure and leave clay at the bottom of your mold as well as the sides. You may use your fingers as well as pencils and paper clips to make your mold interesting. Here is a mold I have made. (Show them.) Here is a sculpture I made when I put plaster into another mold that was similar to this mold.

I am going to give each of you 5 minutes to work on your mold. Work at your desk on newspaper. When you have finished, scratch your name or initials on your clay outside of the mold and bring it up to this table. (When you have all the molds, pour in the quick setting plaster from a coffee can. Since the molds are small, you will not need much plaster. You can determine the amount when you make your sample.)

The plaster should set up very quickly. But, if you do not have time for it to harden, have students unmold the sculpture later and spray paint them with the gold paint.

Today we have talked about sculpture in the round and we have learned that some sculptors use molds to make their sculpture. I will see you next month. Until then, look around you at the sculpture you see. See if you find any sculpture which is sculpture in the round. Also look carefully at the sculpture you see and decide if the sculpture was carved, modeled or made in a mold. If it was made in a mold, how can you tell. What material is it? Next time we will discuss portraits.

FOLLOW UP to be given to the teacher:

Art Understanding:

1. Sculpture in the round is sculpture you can see from all sides.
2. Sculpture can be carved or modeled.
3. Artists use molds to create sculpture when they want to make them out of a hard materials or when they want to make more than one copy of the same sculpture.

Classroom Exercises:

1. Refer to **ART awareness handbook** for detailed instructions of how to create sculpture from molds.
2. Give each student a small mold, such as a cookie, jello or candy mold. Use self-hardening clay or dough. (recipe in **ART awareness handbook**) Have students lightly grease their molds with oil and paper towel. Have each student fill his mold with clay or dough. Unmold the sculpture. Allow to harden. Have students paint in white latex. Once the white paint has dried, have them add decoration to their sculpture using other colors.
3. Take a walk in your community and look at the sculpture. Discuss how each sculpture you see was made.
4. Make sand candles. (Directions are given in the **ART awareness handbook**.)
5. Discuss the life of the Indians of Colombia before the Spanish came.
6. Discuss the history and importance of gold. Refer to *National Geographic*, January 1974 issue, "Gold, the Eternal Treasure" by Peter T. White and James Stanfield, pg. 1-51.

Vocabulary:

1. *Sculpture in the round* Sculpture that can be viewed from all sides.
2. *Sculptor* An artist whose artwork is sculpture.
3. *Carved* To cut away into a desired shape or form.
4. *Modeling* To make a sculpture by shaping a plastic substance, such as wax or clay.
5. *Fire* To bake in a kiln.
6. *Mold* A cavity in which anything is shaped.

