Nasco Education™ LESSON PLAN

Art

Developed with Noelle Burns

Volume 57 | Gr. 5-12

Designs with an organic twist

A.4.2
Learn basic vocabulary related to their study of art.

C.4.1
Explore the elements and principles of design.

C.4.5
Look at nature and works of art as visual resources.

C.4.8
Explore the natural characteristics of materials and their possibilities and limitations.

D.4.6
Use problem-solving strategies that promote fluency, flexibility, elaboration, and originality.

E.4.5
Use the visual arts to express ideas that cannot be expressed by words alone.

G.4.2
Know that artwork has meanings.

I.4.6
Realize that creating or looking at art can bring out different feelings.

J.4.2
Understand that the choice of materials and techniques influences the expressive quality of art.

K.4.3
Use what they are learning about life, nature, the physical world, and people to create art.

Objectives

Students will...

- Demonstrate line, shape and space in a design
- Recognize geometric and organic shapes
- Explore nature and find an organic source to use for their artwork

Assessment

- Effort
- Craftsmanship
- Understanding
- Design ideas

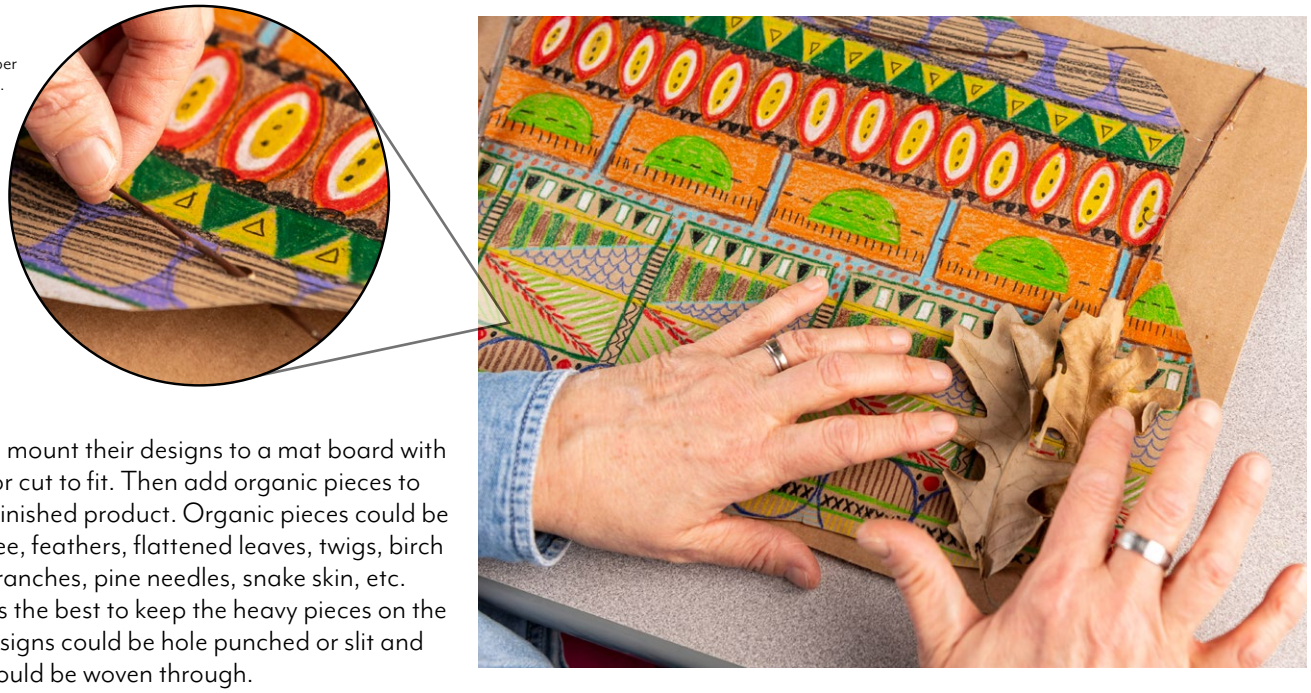
Instructions

1 Begin by reviewing the different lines and shapes.

2 Give students a 12" x 18" piece of kraft paper. Have them cut it into a geometric or organic shape, leaving on as much paper as possible.

3 Have students fill the entire page with lines and shapes using colored pencils. Demonstrate for students how to start their design in one area and move on from there, not skipping around, which would make it harder to connect parts later. It is not necessary to go across the entire page with a design, but rather, make chunks of the same design and then move on to another. The quality of work should remain the same throughout the lesson. They may repeat a design more than once.

Hole punched in paper to slide stick through.



4 Have students mount their designs to a mat board with extra margin or cut to fit. Then add organic pieces to complete the finished product. Organic pieces could be bark from a tree, feathers, flattened leaves, twigs, birch bark, willow branches, pine needles, snake skin, etc. Hot glue works the best to keep the heavy pieces on the board. The designs could be hole punched or slit and then objects could be woven through.

Tips

- Keep line and shape designs close together.
- Alternate choice: Use metallic colored pencils and black paper.
- Stress using a ruler and templates to help with craftsmanship.
- Students should color in some shapes solid so none of the kraft shows through.
- Balance the design by leaving some of the negative areas as the kraft paper.
- Have students bring in their organic pieces as soon as possible to help with colors and design features.

Variations

If all four steps are a bit much for your students, you may choose to do just primary, secondary, and arbitrary color mixtures as experiments to fill the spaces. Students can also repeat colors in spaces that are not adjacent.

Materials list

- Pacon® Ecology® Natural Kraft Sheets, 12" x 18" (**9725473**)
- Construction paper, 12" x 18", black (**9727122[A]**)
- Recycled cardboard or mat board, 16" x 20" (**5100197**)
- Nasco colored pencils, set of 24 (**NE20107**)
- Lyra® metallic pencils, set of 12 (**9728279**)
- Templates of ovals, circles, squares, variegated lines, etc. (**9728290**, **9735978**, or **9735979**)
- Rulers (**TB23607**)
- Scissors (**9712473**)
- Glue gun (**9731441**)
- Glue sticks (**9706603**)
- Hole punch (**9701185**)
- Students' organic materials

Vocabulary

Line — straight, diagonal, zigzag, broken, angular, horizontal, vertical, dotted, spiral, curved, thick, thin

Shape — geometric shapes, which are made by man (circles, squares, rectangles, etc.); organic shapes, which are found in nature and have no straight edges

Space — positive or negative area