

Lesson Plan: Explore Materials Used By Artists Students Should Know - Louise Nevelson

Lesson Title / Project:	Grade Level:
Louise Nevelson - The 'Original Recycler' by Mari Atkinson	K-6
Art Media Used:	
Cardboard	
Lesson Objectives:	
<p>Artists find innovative ways to show their concern for the environment and inspire the masses to reuse / repurpose and recycle / upcycle for a better future. Louise Nevelson called herself "<i>the original recycler</i>" due to her extensive use of discarded objects; and gave credit to Pablo Picasso for Cubism - the groundwork for her style of sculpture.</p> <p>Student learning outcomes:</p> <p>I can create artwork from discarded materials by assembling a relief sculpture. I can connect my artistic ideas to help the environmental needs in our world today. I can present my ideas in an artform by sharing the meaning within my work. I can respond by explaining my artistic choices according to the Elements of Art.</p>	
Art Standards:	Vocabulary:
<p>CREATING: Conceiving and developing new artistic ideas & work. PRESENTING (visual arts): Interpreting and sharing artistic work. RESPONDING: Understanding and evaluating how art conveys meaning. CONNECTING: Relating artistic ideas and work with personal meaning and external context. See more at: https://www.k12.wa.us/sites/default/files/public/arts/standards/2017/visualartsstandards.pdf</p>	<p>Relief Sculpture: material that's been raised above the background plane. Assemblage: sculpture made of arranged found objects.</p>
Recommended Materials:	
<p>Corrugated cardboard, chipboard, packing materials, tubes, etc., Tacky Glue, Hot Glue, scissors; (assorted found objects could be used with cardboard and painted)</p> <p>Managing Materials</p> <p>In assemblage, materials can spark ideas. Limiting materials to only natural cardboard (or if the cardboard being reused happens to be colored) will push students to become more creative. Set out enticing cardboard varieties on a long counter or table. Model the artistic selection process and set an initial time limit for "cardboard selection" to 3 to 5 pieces to start. Students can return later for different materials.</p> <p>Cardboard has many names: chipboard, paperboard or corrugated. Paperboard is used in packaging, bookmaking, and formed into cylinders for toilet paper and paper towel rolls. Corrugated cardboard has a wavy layer (called fluting) sandwiched between two pieces of thick paper, which offers impact resistance in packaging.</p>	
Instructional Sequence:	
<p>Discuss: Ask students where they see and use cardboard in their lives (e.g. Amazon boxes and packaging materials, toilet paper rolls, backing of tablets, etc.) and what usually</p>	

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happens to the cardboard after it has served its purpose? What can be done to “upcycle” (*upcycling* is the process of turning waste, into something that is useful or of value) instead of “recycling” cardboard? How does ‘upcycling’ / ‘repurposing’ cardboard help our environment?

1. Introduce Louise Nevelson and show examples of her artwork along with stories of inspiration / why she created artwork from ‘discarded’ wood scraps.

2. Think of a theme for your mini-relief sculpture (*relief sculpture*: A type of sculpture with forms that extend into space from a flat surface/backing).

note: If working collaboratively - have students form small groups of 4 - 6 students, decide on a theme and each student chooses an individual idea fitting the chosen theme.

3. Each student will have a flat piece of cardboard as the backing to build upon. The constraint will be no color - unless the cardboard scrap has color imprinted on it.

4. Keeping the following Elements of Art in mind, students are to choose 3 - 5 pieces of cardboard to begin.

Shape: Flat areas created through lines or textures; or enclosed by other shapes.

Form: 3-dimensional objects protrude into space.

Texture: Tactile texture is the quality of a surface you can actually feel with your hand, such as rough, smooth, sticky, fuzzy, soft or slick.

5. Students continue to add layers, arrange and re-arrange their relief sculptures; be sure to encourage layering (I tell my students they must have a minimum of 3 layers).

Assemblage allows us to move things around before we commit to gluing.

6. Have students take a gallery walk to view everyone’s work. If working collaboratively, groupwork should be taped on to a large backing for unifying the display. Artwork can then be removed and returned to individuals.

Helpful Resources:

<https://mymodernmet.com/amazon-cardboard-box-art-monami-ohno/>

contemporary cardboard artist

<https://www.youtube.com/watch?v=HL2yvqSk8Ww&feature=youtu.be>

Mr. Rogers ‘how cardboard is made’

Books about Cardboard

For process oriented projects for preschool and kindergarten aged children check out Barbara Rucci’s book *Cardboard Creations*.

A Box Can be Many Things by Dana Meachen-Rau for kids 5 to 7. Make sure you have a box on hand for them to play with afterwards!

Cardboard by Doug TenNapel for Grades 3-6. A boy and his father make creatures from cardboard that come magically to life. A bully makes the creatures evil, and father and son must save their town.

The Great Book of Cardboard Furniture: Step-by-Step Techniques and Designs

by Kiki Carton has a variety of cardboard furniture projects and designs.

The Art of Cardboard: Big Ideas for Creativity, Collaboration, Storytelling, and Reuse

by Laurie Zimmer features contemporary cardboard art.

In the 1970s, architect **Frank Gehry**, created a line of *cardboard furniture* still in production today by Vitra. His iconic **Wiggle Chair is made with 60 layers of corrugated cardboard**.

Today, entrepreneurs sell patterns for DIY cardboard furniture online.

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Adaptations:



Younger students may use popsicle/craft sticks and found objects



Students use found objects on cardboard backings, painted one color and displayed by grouping together as an "I-Spy" game where viewers look for and name hidden objects.

Project Picture

