

Objectives

Students will:

- Identify different types of lines and shapes.
- Create paper sculptures using a variety of shapes and techniques.
- Learn proper use and storage of artistic materials.

Introduction

Begin by drawing a variety of lines on the white board (solid, dashed, curving, jagged, etc.). As you draw each line have students use their fingers to draw the same line in the air. Once you have drawn several lines, repeat the exercise by drawing different shapes on the board. Show the class an image of the painting *Life* by Steve and Tonya Vistaunet. Explain to students that art is made by using a variety of lines and shapes to create a larger picture. As the students look at the painting, ask them the following questions:

- How many types of lines can you see?
- Can you name the different types of lines?
- What do you think this painting is about?

Next, show students an image of the painting *Two Friends Looking for Each Other in the City* by Andrew Ballstaedt. Ask students the following questions:

- What shapes do you see in this painting?
- Can you recognize any lines in the image?
- What is happening in this painting?
- What shapes are used to make the houses and buildings?

Learning Activity

After discussing the different types of lines and shapes you can make, you will take a quick trip around the classroom. Have students form a single line behind you, and walk around the room and look for different lines and shapes. Have the students identify which lines and shapes they see as they go. Explain to students that certain shapes create a solid place for things to rest on, such as a square or rectangle. Other shapes make things look more interesting, like the circle that forms your clock. Students will use these observations for the project they create later on.



Sophie Soprano, *24th of July Parade, Spring City, 2010*

Materials

- *Life* by Steve and Tonya Vistaunet, 2017
- *Just be Yourself* by Steve and Tonya Vistaunet, 2017
- *Two Friends Looking for Each Other in the City* by Andrew Ballstaedt, 2017
- Construction paper in various colors.
- Strips of colorful construction paper.
- Glue
- Regular pencil

Images from the Museum

- *24th of July Parade, Spring City* by Sophie Soprano,

Utah Core Standards

Integrated Core

Standard 1 Objective 3

Develop and use skills to communicate ideas, information, and feelings.
a. Identify and express ideas, information, and feelings in a variety of ways (e.g., draw, paint, tell stories, play, make believe, dance, sing).

Visual Arts

Strand: Create (K.V.CR)

Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation (Standards K.V.CR.1-3).

Standard K.V.CR.1:

Engage in self-directed exploration and imaginative play with art materials, and engage collaboratively in creative art-making in response to an artistic problem.

Standard K.V.CR.2:

Build skills in various media and approaches to art-making; use art materials, tools, and equipment in a safe way; and create art that communicates a story about a natural or constructed environment.

Art Making Activity

Give students the opportunity to begin building their own paper sculptures by creating lines and shapes out of paper. The full sheet of construction paper will act as their base, while the strips will create the sculpture. Take one strip of paper and fold both ends to create “feet” for the paper to stand on. By gluing the feet to the base paper, the strip will stand up. From there have students create a variety of lines by folding the strips, or twisting them around a pencil to make curls. These lines can now be added to their base strip to form new designs. Remind students that only a small amount of glue is needed to make the paper stick. Each piece should be held down for 10 seconds after gluing to keep the strip in place.

Once students have added a few lines to their sculpture, have them explore making shapes out of paper strips. Show them that by gluing the two ends of the strip together you form a circle. Then, teach students that by pinching the circle in different places you can create new shapes, such as triangles or squares. Have students practice creating their own shapes out of circles, and add these new shapes to their Swirly Sculptures.

Once students have completed their sculptures, have them set those aside in a safe place to dry. While the glue is drying, each student should help in cleaning up. Remind students to make sure the glue is closed tightly and that all strips of paper are picked up from the floor and desks and disposed of properly.



Assessment

Have students place their Swirly Sculptures on their desks to display, and walk around the room to see each other's work. What types of lines did you use? What shapes did you make? What challenges did you have in creating this sculpture?

Extension

This lesson may be extended over several days. You can continue the discussion of lines and shapes by playing music for the students and having them create lines and shapes to represent each instrument they hear. This should be done with black paint or marker, and colored in later on. This allows students to be creative, and teaches them how to make nonobjective art.



Steve and Tonya Vistaunet, *Life*, 2017

Images:



Steve and Tonya Vistaunet, *Life*, 2017 - courtesy of the artists



Andrew Ballstaedt, *Two Friends Looking for Each Other in the City*, 2017 - courtesy of the artists



Steve and Tonya Vistaunet, *Just be Yourself*, 2017 - courtesy of the artists



Sophie Soprano, *24th of July Parade, Spring City*, 2010