

Carol Fike  
 Art for Elementary Teachers  
 Professor Oke  
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## LESSON PLAN

**Lessons:** Is This Still Art?: Abstract Artwork of Henry Moore and Conceptual Art of Christo and Jeanne-Claude

**Length:** Four – thirty minute sessions

**Age or Grade Intended:** 3<sup>rd</sup> Grade

### **General Summary of Lesson/Activity:**

Within this lesson students will learn about two very different artists and the way that each of them view art. Both of these people work within the same constraints of creating artwork that people that is noticed to the public as large pieces that the meaning is not clearly known, because of this students will be able to formulate their own meanings for the artwork that they are viewing. While working under these constraints students need to be able to identify some of the works of each of these; notice that there is clearly a difference between the two. Also students need to be aware of the process of creating art not just viewing the ending project. The students need to also be aware of the size and even though they might be looking at a small picture or a model of this piece they are in all actuality a much larger piece. After focusing on the two main artists that I have selected it will be the students turn to research in more detail about the artists that we have discussed or they will have the opportunity to discover more about an artist of their choosing. After the students have learned about the artwork of others it will be there turn to apply what they have learned. They will create their own sculpture, so that the teacher will know that the students can apply what they have learned about sculptures.

### **Academic Standard(s):**

#### **VISUAL ARTS: Understand art in relation to history and past**

- \* 3.1.1 Identify visual clues in works of art and artifacts that reflect characteristics of a given culture and speculate on where, when, and by whom the work was made.
- \* 3.1.5 Locate and discuss art present in the local community and beyond such as town monuments, architecture, stained glass, sculpture, murals, and advertisements.

#### **VISUAL ARTS: Recognize significant works of art**

- \* 3.2.2 Identify and distinguish between representational, abstract, and nonobjective works of art.

#### **VISUAL ARTS: Reflect and Discuss**

- \* 3.5.1 Discover personal meaning in works of art and recognize alternative

responses of peers in determining personal significance.

**READING: Comprehension and Analysis**

- \* 3.2.1 Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.
- \* 3.2.7 Follow simple multiple-step written instructions.

**SCIENCE: Scientific Thinking**

- \* 3.2.5 Construct something used for performing a task out of paper, cardboard, wood, plastic, metal, or existing objects.

**SCIENCE: Mathematical World**

- \* 3.5.1 Select and use appropriate measuring units, such as centimeters (cm) and meters (m), grams (g) and kilograms (kg), and degrees Celsius.

**SCIENCE: Common Themes**

- \* 3.6.3 Explain how a model of something is different from the real thing but can be used to learn something about the real thing.

**Performance Objectives:**

- \* Given the following art pieces, by Henry Moore: *Two Large Forms, Draped Reclining Women, Standing Figure, Vertebrae, Warrior with Shield and Woman*. And by Christo and Jeanne-Claude: *The Running Fence, The Umbrella's, and Wrapped Monument*. From these works students will tell the difference between the two and determine the broader style each was made in.
- \* Students will be able to look upon monuments, sculptures, and other works found in the town as artwork.
- \* Students will view sculptures and determine the purpose of each.
- \* Students will both written and orally describe and analyze the art that they are viewing.
- \* The Student will seek other artists who produce similar works to Moore and Claude.
- \* After learning about these pieces the students will create a 3-D piece of artwork which will require them to follow multi step directions given by the teacher.
- \* The student will define sculpture as a form of art.

**Assessment:**

Observable –

- \* Listening to student conversations about the various pieces of artwork.

Written –

- \* Discover personal meaning in the artwork different from that of a classmate

- \* Using appropriate measurement units when predicting the weight of the art work

Verbal –

- \* Locate and discuss art of the community
- \* Identify and distinguish between representational, abstract, and nonobjective art
- \* Explain what a model is and it's use

Production –

- \* The students own 3-D piece of artwork

### **Discovery Box Materials:**

- \* The following replicas of Art Pieces:

~ Draped Reclining Woman	Henry Moore
~ Standing Figure	Henry Moore
~ Vertebrae	Henry Moore
~ Warrior with Shield	Henry Moore
~ Woman	Henry Moore
~ Running Fence	Christo and Jeanne-Claude
~ Wrapped Monument	Christo and Jeanne-Claude
~ <i>The Umbrellas</i>	Christo and Jeanne-Claude
~ Two Large Forms	Henry Moore

- \* Pieces included in the powerpoint:

~ <i>American Gothic</i>	Grant Wood
~ <i>The Starry Night</i>	Vincent van Gogh
~ <i>Girl Before a Mirror</i>	Pablo Picasso
~ <i>The Umbrellas</i>	Christo and Jeanne-Claude
~ Two Large Forms	Henry Moore

- \* Movie documentaries of the making of “Running Fence”
- \* A model of Henry Moore’s “Two Large Forms”
- \* Biography of Henry Moore
- \* Biography of Christo and Jeanne-Claude
- \* Photograph of Henry Moore
- \* Photograph of Christo and Jeanne-Claude

### **Materials Provided by Classroom Teacher:**

- \* 3 bricks (similar size and weight)
- \* 3 rocks (similar size and weight)
- \* 3 pop cans (similar size and weight)
- \* Scale
- \* Glue, Paper, Scissors (to create sculpture)
- \* Paint, Markers
- \* Computers for Research
- \* Field Trip (if possible) to take students around town and view monuments and sculptures.

**Procedure:****Introduction:**

- \* Ask the students about what they think art is?

**Step by Step:**

- 1.) *Do some brainstorming on the board to determine what art is.*  
Guiding Questions:  
~ What do you think the definition of art is?  
~ What is art to you?
- 2.) According to the Webster's Dictionary, the Definition of artwork is:
  - a.) the quality, production, expression, or realm, according to aesthetic principles, of what is beautiful, appealing, or of more than ordinary significance.
  - b.) the class of objects subject to aesthetic criteria; works of art collectively, as paintings, sculptures, or drawings: a museum of art; an art collection.
- 3.) Now that you know a little more about art let us return to the pieces of artwork that I showed you earlier. (These are in the powerpoint)
 

~ <i>American Gothic</i>	by: Grant Wood
~ <i>Two Large Forms</i>	by: Henry Moore
~ <i>The Starry Night</i>	by: Vincent van Gogh
~ <i>Girl Before a Mirror</i>	by: Pablo Picasso
~ <i>The Umbrellas</i>	by: Christo and Jeanne-Claude

***Have your thoughts about these pieces being art changed at all?***

- 4.) What type of materials are used to create sculptures?  
Rock, Stone, Marble, plastic, etc.
- 5.) Art is something that comes in a variety of shapes and sizes. So today I have three items. They are a rock, a brick, and a pop can what I would like us to do is to find one of the three of each of these items to measure and weigh.
- 6.) Now compare the sizes on the board to make sure that everyone in the class received a similar answer.
- 7.) Now I want each of you to weigh yourself and also measure to see how tall you are. We will record the answers received on the board.
- 8.) ***Each student will need to bring a picture of them.*** Now looking at your picture does it look like you would be as tall as you are, or does it look possible to weigh the amount that you do?
- 9.) This is exactly what we are going to do with artwork. I want you to predict how much these pieces will weigh based on the model or photograph that you will be shown. Do this for the following pieces by Moore: *Two Large Forms*, and *Standing Figure*.
- 10.) Compare to the actual size and weight suspected by materials used etc.

- 11.) Today we are going to talk about two artists that's work sometimes is confused as whether it is art or not. Here are pictures of each of them. Here are some pieces of their work that we are going to focus on today.

HENRY MOORE

- ~ Two Large Forms
- ~ Draped Reclining Woman
- ~ Standing Figure
- ~ Vertebrae
- ~ Warrior with Shield
- ~ Woman

CHRISTO AND JEANNE CLAUDE

- ~ Running Fence
- ~ The Umbrellas
- ~ Wrapped Monument

***Show these pictures on the board railing. Tell the students that these pictures go into two groups. Let us go piece by piece through these pieces and decide which one each belongs in. And also attempt to match them with the artist who created them***

- 12.) Those that were shown in this group, the one with, *Two Large Forms*, *Draped Reclining Woman*, *Standing Figure*, *Vertebrae*, and *Warrior with Shield* is by artist Henry Moore.

***Share the poster that was created about Henry Moore***

- 13.) The other artists pieces were by Christo and Jeanne Claude. These were the pieces that included: *Running Fence*, *The Umbrellas*, and *Wrapped Monument*.

***Share the poster that was created about Christo and Jeanne Claude***

- 14.) Now that you know about the artist lets look into their pieces of artwork. Break the students up into small groups. Assign each group a specific piece and have them discuss the following questions in small groups:

What is their purpose?

What do you think that the artist was thinking of when they created the various pieces?

What are the possible reasons for creating these particular pieces?

- 15.) One person from each group needs to share with the class the results that they found

- 16.) Then place the two highlighted pieces (from above) alone on the board. Have the students answer the same questions, however this time they need to write down their thoughts in paragraph format. This will be completed by themselves and these will be turned in and graded.
- 17.) Have a few students share and form the common themes that were consistent throughout.
- 18.) Review ways that you can research. Make sure to go over the rules and make it clear that they can only use certain websites for their research. Then show your students the list of possible artists to choose from. This is from a website: <http://www.the-artists.org/movement/Sculpture.html> Have each student select a person that they are going to research. The students are going to create a poster containing the following points:
- ~ Students Name
  - ~ Artist Selected
  - ~ List of important pieces/ Famous pieces
  - ~ A picture of at least one piece
  - ~ Current Age
  - ~ Age that they started creating art pieces
  - ~ Describe the style of artwork
  - ~ Materials Used
  - ~ Training / Education
- 19.) Share the posters with one another in a small group. Then hang up the flyers so that the students can learn from one another's research. This is also another chance for a grade.
- 20.) Then the students will create their own piece of artwork. After going through a list of possibilities the students will select a sculpture idea to create for their own. (A final chance for a grade.)

Some examples would be:

- \* Make Something out of clay
  - \* Make 3-D Shapes and combine them
  - \* Take panty hose and a hanger, and twist them, attach them to a hard surface and paint it.
  - \* Twist Wires into people or other things
  - \* Cut things out of cardboard and make them stand up
- \* A number of things could be used; these are just a few ideas. You could also have the students' research for possible activities.

### **Conclusion:**

So now we are going to go around town and look at pieces of art that are located in our town. What pieces of art can you find in our community?

OR

Ask the students about the kinds of art that they have seen in the community.  
What is there purpose? How much do you think they will way?

### Resources:

#### Henry Moore

- \* <http://www.bluffton.edu/~sullivanm/mooretoronto/mooretoronto2.html>
- \* This website shows examples of the works of Henry Moore
- \* <http://www.artnet.com/artist/12031/henry-moore.html>
- \* This website shows examples of the works of Henry Moore
- \* <http://www.britishcouncil.org/brasil-arts-visual-electronic-arts-henry-moore-biography.htm>
- \* This is a biography and discusses Moore's early years
- \* [http://www.modernbritishartists.co.uk/moore\\_biog.htm](http://www.modernbritishartists.co.uk/moore_biog.htm)
- \* This is a biography of Henry Moore
- \* Celebrating Moore: Works from the Collection of the Henry Moore Foundation
- \* By: Henry Moore
- \* Henry Moore at the British Museum
- \* By: Henry Moore
- \* Henry Moore: sculptor and environment
- \* By: Henry Moore
- \* Henry Moore on sculpture
- \* By: Henry Moore

#### Christo and Jeanne-Claude

- \* <http://www.christojeanneclaude.net/#>
- \* Christo and Jeanne- Claude
- \* By: Jacob Baal-Teshuva
- \* Christo and Jeanne-Claude: The Umbrellas, Japan-USA, 1984-91
- \* By: Christo, Wolfgang Volz, Masahiko Yanagi, Jeanne-Claude