

Art Enrichment Lesson Plan

Grade 6

*****This lesson has stations. If possible, use 2-3 volunteers.**

*****Please check with teacher ahead of time to make sure there is a CD player in the classroom. If not, you will need to arrange for one.**

MASTERPIECES:

- 3 poster boards with various photos of Christo's installations
- Sketch of New York's 'Gates'
- Poster- photo of Gates in Central Park
- *Wrapped Coast 1968-69*
- *Wrapped Trees XV*

ARTIST:

Christo and Jeanne-Claude (pronounced KREE-stoe and jeen-CLAWD)

BOOK:

- *Christo and Jeanne-Claude: Through the Gates and Beyond*
by Jan Greenburg and Sandra Jordan
(share images and information during discussion)

MUSIC:

- Music CD- *Bulgarian Gypsy Music*
(Music is played during the Hands-On Experience)

VOCABULARY:

- **Conceptual Art-** an art form in which the artist's intent is to convey a concept rather than an art form.
- **Installation Art-** art that is created for a specific site using materials or physical features of the site.

MATERIALS:

- Feathers (bright hues and natural colors)- 1-8 per student
- Spoons- 1 per student
- 4.5" X 6" white construction paper- 1 sheet per student
- Colored pencils

- Elmer's glue- 4 large bottles for the sketch station
- Pencils (students provide)
- 3 5-yard pieces of fabric- reused by each class
- String- reused by each class
- Twine- reused by each class
- Aluminum foil- 2 large rolls to share
- Questionnaires- 1 per student
- Plastic bags and newspaper- enough for each student to individually wrap an object
- Masking tape- 7 rolls for students to share

PREPARATION:

- Set up CD player for the music CD.

Set up three stations:

****Prepare to divide class into somewhat even groups for each station. For example, a class of 24 would have 8 in each group.**

Stations-

- 1. Group Wrap Station:** set out fabric, string, and twine.
- 2. Individual Wrap Station:** set out aluminum foil, masking tape, plastic bags, string, and newspaper.
 - Students will decide what objects to wrap (i.e. book, shoe, pencil, or any object with a shape that when wrapped you can see its shape).
 - They will also choose what material they want to work with (newspaper, plastic bags, foil, masking tape, string).
- 3. Sketch Station-**
 - Set out spoons, feathers, Elmer's glue, and 4.5" X 6" white construction paper. Students will provide colored pencils. Drying area is needed for the spoons to dry.

Questionnaires-

- Make sure there are enough Questionnaires available to hand out after each student is finished with all three stations.

*****Clear a designated viewing area on the floor or an empty table for all the projects after they are wrapped and sketched/glued.**

INTRODUCTION:

Gain students attention. Introduce yourself and the other volunteers. Explain that this is the Art Enrichment Program and parents get to come to their classroom four (4) times a year to learn about artists and have fun making art.

REVIEW:

Review previous classroom Art Enrichment projects. “Does anyone remember one of the artists we already learned about? What was special or interesting about that artist’s work?” Etc.

DISCUSS ARTIST, MASTERPIECES, & POSTERS:

Gather students to a floor location so that they can view the poster(s) close up. Discuss the artist using the biography information. Present the masterwork(s) and invite discussion through observation and questions. Ask questions from the Question List (in your lesson folder) as needed.

*****Note to volunteer: Discuss detail. Is detail when you see the colors, ornamentation, blemishes of an object? Can detail be when you just see that the object’s shape as it is tightly wrapped in another material?**

STATE OBJECTIVE:

Today, we will wrap a large object in fabric in a small group, wrap another object individually, and sketch a smaller object before we recreate it. This lesson will be an art experience rather than focused on creating a piece of art. We are going to think about objects and art in a new way, just as Christo and Jeanne-Claude do.

DEMONSTRATE PROCESS:

Volunteer will go to each station and explain what the students will be doing.

Group Wrap Station- Explain that they will take a large object and use the fabric and string/twine provided to wrap it tight enough so they can see its shape. This is a small group project. As a group, they must decide what they would like to wrap (chair, desk, computer, etc.) and work together to make the object look as close as possible to the original shape using the string/twine. After the object is wrapped, have them think how they would use it or could they use it? Keep object wrapped so the rest of class can view it.

Individual Wrap Station- Explain that they will completely wrap a smaller object of their choice (book, pencil, their shoe, something from their desk, etc.). They may choose to wrap it with any of the newspaper, plastic bags, foil, string, and tape. It should look like the object’s shape when finished. Afterwards, have them think how they could use it. When the object is finished being wrapped, place it in the designated viewing location for the class to view.

Sketch Station- Using colored pencils and the 4.5” X 6” white construction paper, students will sketch what they imagine a feathered spoon to look like. They should sketch what they would like to create, considering placement and color. This is the same process Christo and Jeanne-Claude use to raise money for their projects. Then, they will recreate the feathered spoon they just sketched by gluing feathers onto a spoon. Spoon

should look like their sketch. Place glue onto the spoon and then add the feathers. Place feathered spoon to dry in the designated viewing area.

*****This is not actually wrapping an object, but it conveys a similar idea of seeing the object in a different way and the students experience planning (sketching) before creating.**

Questionnaires- Explain that when they have completed a Group Wrap, and Individual Wrap, and a Sketch/Feathered Spoon project that they will be answering a short questionnaire about their experience. Volunteers will ask the class about the questions they answered at the end of the Hands-On Experience.

HANDS-ON EXPERIENCE:

- Play Music CD quietly in the background while the students work.
- Divide the class into groups and instruct the students to go to their stations and begin their tasks.
- After approximately 10 minutes, or if they seem restless, have them switch stations.
- Have them switch again so each group gets approximately 10 minutes at a station.
- Remind the students to wrap their object so they can see its shape.
- Each student should have finished a Group Wrap experience, an Individual Wrap experience, a sketch of a feathered spoon and creation of a feathered spoon. They should be displayed in the designated viewing area.
- When all projects are completed, have each student fill out a Questionnaire. If there is no time left for the students to fill out the questionnaire, ask the questions as a group discussion in the Close of the lesson.

CLEAN-UP:

- Students should unwrap everything. Materials except for newspaper and aluminum foil will be reused.
- Gather extra feathers, spoons, fabric, materials, string/twine, plastic bags, newspaper, etc. at each station and place in Art Enrichment bin.

CLOSE:

Review facts about Christo and check for understanding. Discuss the projects they just worked on and go through the questions on the Questionnaires.

*****This part of the lesson is important for engaging students in a conversation about the 'conceptual' idea of art. Randomly call on students to read their answers from the Questionnaires.**