



# Expressionist Environment

GRADE: 3 TIME: 1 or 2 sessions

Developed by Linda Pfisterer, Art Specialist



## KIT INCLUDES:

- lesson plan
- 5 teaching boards:  
line, color, texture,  
shape/form, pattern
- 1 Kandinsky  
reproduction,  
*Improvisation # 31*
- 2 Pfaff reproductions:  
--3D  
--*Rock/Paper/Scissors*
- photo of lesson  
example
- \* Judy Pfaff biography board

## MATERIALS:

- construction paper  
(see below)
- electrical wire or colored  
wire
- glue,
- scissors
- oil pastels
- metallic paper
- patterned paper

## LESSON DESCRIPTION:

Students look at 2D and 3D art and artists. They create their own 3D environment using paper folding and cutting techniques. Embellishments are added with color and pattern.

## VOCABULARY:

expressionistic environment  
installation art color schemes:  
contemporary analogous or  
2 dimensional (2D) complementary  
3 dimensional (3D)

## ART ELEMENTS:

Line  
 Shape/Form  
 Color  
 Value  
 Texture  
 Space/Perspective

## ART PRINCIPLES:

Pattern  
 Rhythm/movement  
 Proportion/Scale  
 Balance  
 Unity  
 Emphasis

## RELATES TO:

Math – geometric  
shapes (2D),  
geometric forms (3D)

## THEMES:

environment

## OBJECTIVES AND ASSESSMENT CRITERIA

1. Students will compare and contrast 2D art and 3D art.
2. Students will use color, shape/form, line, and texture to create 3D art.
3. Students will practice and demonstrate paper folding and cutting techniques and apply them to the art work.
4. Students will complete their 3D art with embellishments of color and pattern.

## PREPARE

1. Cut colored construction paper of various colors and sizes: 2x4", 2x9", 3x9", 2x12", 3x12", 6x6" and black 1/2x18".
2. Cut electrical wire into 18" lengths. Electrical wire is often encased in plastic tubing which the teachers will have to cut away with an x-acto knife. (Note: scraps of electrical wire are useful for many projects and are free from contractors, telephone companies, etc.)
3. Arrange student desks in groups of four for sharing materials.
4. Place one tray of assorted papers in the center of each group of desks.

## ENGAGE AND EXPLORE:

Discuss with students: What is an expressionist environment?

Your environment would be the surroundings in which you are standing. Compare the differences between your school, home and an outdoor environment. Notice that your environment is 3-dimensional.

To make your environment “expressionistic,” think about expressing your feelings and moods using the art elements, color, line, shape/form, and texture. What colors and lines would you use to express peace? Anger? Happiness?

Display the color wheel. (Point to red, orange and yellow.) What do these warm analogous colors make you think about? (Point to green, blue and purple.) What do these cool analogous colors make you think about? (Point to red/green, purple/yellow, blue/orange.) Explain that complementary colors are found across the color wheel from each other. When you use these colors together, they create energy and excitement.

Place the two reproductions, *Improvisation #31* by Kandinsky and *3-D* by Pfaff, side by side where students can see them. Compare and contrast the art of two artists, Wassily Kandinsky and Judy Pfaff. Display the art element boards and use them to find things about both pieces of art that are similar and then look for things that are different. Someone will eventually notice that one piece of art is 2-D, a painting, and the other 3-D, a sculpture. Explain that these pieces of art were made over 70 years apart.

These artists lived at different times and in different parts of the world. Wassily (Vasily) Kandinsky was from Russia, worked in Paris, and painted this in 1912. Judy Pfaff is from New York City and built this in 1984. Since Judy Pfaff’s art is very current, we call her a *contemporary artist*. She creates and builds environments with her art so that people can feel like they are walking into a painting. Some of her work is called installation art because she installs it in a gallery for people to look at and later it is removed, only to be remembered through photographs.

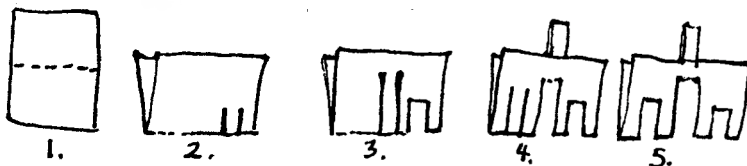
Let’s make our own expressionist environments by folding, cutting and curling colored paper, and using oil pastels and wire to help create a feeling or mood with the art elements.

## CREATE:

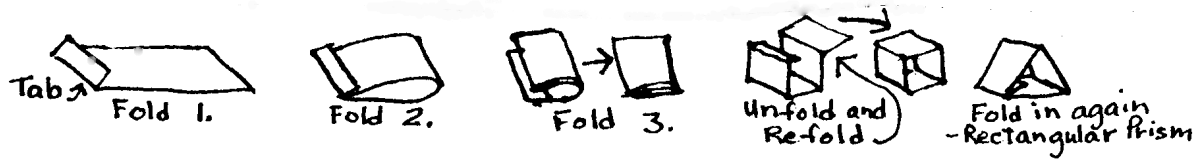
1. Make the “pop-up” room as shown below. Fold the 9x12” colored paper in half. Make 3 shelves by cutting and folding one at a time. Then open, pull out shelves and refold.

B

“Pop-up room”



2. Fold forms: The cube (square), and the triangular and rectangular prisms all have the same folding directions. Once they master one, they can make them all. Different size papers create the different size forms.



3. Pattern shapes: Draw a pattern on each shape before gluing the ends together. (A pattern is repeated lines and shapes.)

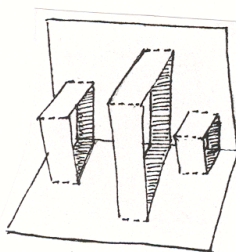
4. Roll a cylinder form: Choose a small 2" x 4" paper and design with oil pastels. Then roll the paper to curl; open and glue one side. Hold it shut to the count of 20 so it stays glued.

5. Finish at least 4 forms before deciding the final arrangement. Be sure to vary the form sizes. Once you like the placement, glue them to the floor, wall, or shelves of your base. Now your creative choices really begin!

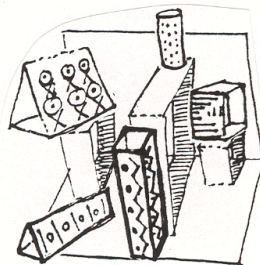
6. Hand out the 1/2" x 18" black paper strip and wire. Show how to fold, curl and bend to create lines in your environment.

7. Turn on "low key" music and allow the artists to embellish their environments. Decide what shapes to make and what techniques to use – cut, fringe and fold. Let the paper additions give height, and the oil pastel drawing on the floor and wall can add texture.

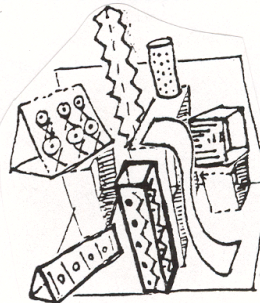
Sometimes a "walk around the room" gives more ideas.



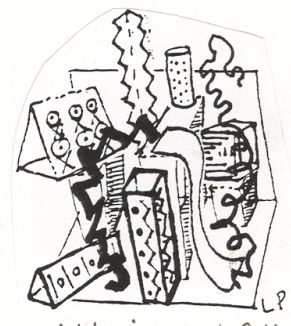
1. Basic room with shelves



2. Add forms



3. Add cut or curled paper.



4. Add wire and folded black paper for line.

**Note:** Since this lesson is about problem solving as well as designing, the students will soon realize that their biggest problem is about making their structures stay standing. Weight in the wrong places makes it weak and floppy. Rectangular prisms glued to the back wall and floor give the room strength. The wire attached from the back wall to the floor gives strength and a support. Work until it is strong and complete. Sometimes a "walk around the room" gives students a chance to learn from each other.

Mounting/Preparing for presentation: The environments can be placed on a display shelf. If you want the base to be sturdier, mount a small piece of matt board on the bottom.

**CLOSE:**

**ASSESSMENT:** Give students the opportunity to tell about their environment in front of the class. They may talk about the colors they used and why. Show the most special place in the environment and tell why. This could also inspire students to write about their art.

Teacher administered assessment tool

DN	OK	UP	Lesson_____ Teacher_____																				
			Grade_____ Date_____ Number of Students_____																				
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C=creativity, A=attitude, E=engagement)																				
			1. Can you tell the difference between 2D and 3D art? (K)																				
			2. Did you use colors, shapes and forms, line and texture in your art? (KSE)																				
			3. Did you practice and then make a 3D form in your art? (SE)																				
			4. Did you complete your art with embellishments of color and pattern? (SE)																				
			5. Did you add your own imaginative touch to your art? (C)																				
			6. Did you actively listen and follow directions? (A)																				
			7. Did you do your best during this lesson? (E)																				
<u>Teacher self-critique</u>																							
			8. My teaching of this lesson: <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> </tr> <tr> <td colspan="5" style="text-align: left;">needed improvement</td> <td colspan="5" style="text-align: right;">was highly successful</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	needed improvement					was highly successful				
1	2	3	4	5	6	7	8	9	10														
needed improvement					was highly successful																		
			9. What would I do differently next time?																				

**ALIGNMENT:****Alignment of Standards:**

Art: A1,2,3,4  
 English: A,C  
 Math: B, E

**Alignment of GLE's:**

Reading: R1.2,R1.6  
 Writing: W1.1,w1.3

**CREDITS:**

Project ARTiculate is supported by the Fairbanks North Star Borough School District, the Alaska Arts Education Consortium, and a U.S. Department of Education Development and Dissemination Grant



