UNIT OF STUDY: Signe Stuart, painter

TITLE OF LESSON PLAN: Texture and Pattern

GRADE LEVEL: 3-5

SOUTH DAKOTA CONTENT STANDARDS:
Fine Arts:
• Visual Arts Standard One 3-4 – Students will describe how visual arts tell stories, express moods, or convey ideas.
• Visual Arts Standard Two 3-4 – Students will understand selected techniques which give artwork detail.
• Visual Arts Standard Two 5-8 – Students will describe the various techniques which give artwork definition and detail.

ASSESSMENT STRATEGIES:
• Class discussion
• Observation using VTS
• Creation of an art project graded by a rubric

LEARNING OBJECTIVES:
• Students will learn about South Dakota artist Signe Stuart.
• Students will evaluate the art piece using VTS techniques.
• Students will create an art project showing texture and pattern.

TIME REQUIRED:
• Two class periods of 30 minutes each

MATERIALS/TECHNOLOGY NEEDED:
• Image of Signe Stuart’s piece: “Scenic” (see link below for the image)
• Paper
• Glue
• Box of sand
• Crayons or colored pencils

BACKGROUND INFORMATION:
According to Signe Stuart’s Biographical Fragments, she explains that she made, “. . .works on paper, painting, scoring, puncturing and reassembling” (pp. 6). This lesson will explore one of her works in this medium.
LESSON DESCRIPTION:
• Show students the image of Signe Stuart’s work “Scenic”.
• Have students describe elements of this work using VTS observations. Discuss as a class.
  • Have students pay close attention to the texture created on this piece and use of different shades of blue.
• Explain to students that they will be creating a textured art project using sand and glue.
• Process:
  • Pass out a sheet of heavy grade paper and glue to each student.
  • Tell students that they will be creating a design using glue and sand to create texture and a pattern.
  • They need to put some glue on their finger. Then they will spread the glue on the paper with their finger. Tell them that wherever they want their texture to be is where they need to have glue. There needs to be some areas that do not have glue that will create some type of pattern.
  • Once students spread the glue on their papers they need to go to the box of sand, sprinkle sand on their paper, then shake off any excess sand.
  • Let the project dry thoroughly.
  • The next day (or so) have students take their textured paper to their desks and use a crayon or colored pencil to color over the areas with the sand to create their final image.

ENRICHMENT:
Have students research and find examples of how other cultures have incorporated sand into their art (i.e. Egyptians, Native Americans - Navajo sand paintings).

BIBLIOGRAPHY/RESOURCES:
• South Dakota Art Museum Collection
  • Signe Stuart
• Correspondence, Signe Stuart to South Dakota Art Museum, [n.d.], Signe Stuart Papers, South Dakota Art Museum Archives, Brookings, SD.