UNIT OF STUDY: Signe Stuart, painter

TITLE OF LESSON PLAN: Textured Art

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.

Science:
- 5.P.3.3 Students are able to describe basic properties of light.

ASSESSMENT STRATEGIES:
- Class discussion
- Observation using VTS
- Creation of a textured art project following elements described in a rubric

LEARNING OBJECTIVES:
- Students will learn about South Dakota artist Signe Stuart.
- Students will evaluate the art piece using VTS techniques.
- Students will explain how texture and shading can influence art.
- Students will explain how light can change elements of art.
- Students will create a textured art project reflecting an element in nature.

TIME REQUIRED:
- One class period of 45 minutes

MATERIALS/TECHNOLOGY NEEDED:
- Image of Signe Stuart’s work: “Count”
- Sandpaper (one sheet per student - or give each student 1/2 sheet)
- Crayons
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 “Count”.
• Have students describe elements of this work using VTS observation. Discuss as a class.
  • Have students pay close attention to the texture (and ridges) created on this piece and use of different shades of green, blue, and pink.
• Tell students the title of this work is “Count”. Have students explain how this work relates to motion.
• Have students think about other elements of nature that could be represented through using texture and shading (rain, sky, night, thunderstorm, sun, water, grass, etc.).
  • You could make a list on the board of student ideas about nature to help those that cannot think of anything to do for their project.
• Pass out one sheet of sandpaper to each student. Tell them to think about what element of nature they are going to represent. They need to have a plan before they begin because they will only get one sheet of sandpaper.
  • If a student would make a mistake, try to have them think about doing a different element of nature that might better fit the design that they have made.
  • They will need to bend (crumple) their paper in a way that will help represent the element of nature that they are trying to represent (i.e. grass might be more vertical lines, water may have a more horizontal type line).
• After students have their sandpaper crumpled the way they want, tell them to select one color that they can use to represent their element of nature. They can only use one color, so remind them to use shading techniques to create emphasis. (You may want to refer students to look again at the image of Signe Stuart’s work “Count” to get ideas.)
  • Also consider the ridge lines created by the crumples in the paper and how that can affect the color.

ENRICHMENT:
Have students break into groups of four. Have them create a large picture of elements of nature where each student is responsible to create one portion of the picture. They should work together to determine what they are going to create as a group - how will they relate to one another? For example, students could use all elements that would represent a thunderstorm, land and sky, a sunrise, etc.

BIBLIOGRAPHY/RESOURCES:
• South Dakota Painting Collection at the South Dakota Art Museum
  • Signe Stuart painting: “Count”
• Correspondence, Signe Stuart to South Dakota Art Museum, [n.d.], Signe Stuart Papers, South Dakota Art Museum Archives, Brookings, SD.