UNIT OF STUDY: Signe Stuart, painter

TITLE OF LESSON PLAN: Styrofoam Designs

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 following requirements identified on 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 light can change elements of art.
• Students will create an art project using a punctured paper technique.

TIME REQUIRED:
• One class period of 45 minutes

MATERIALS/TECHNOLOGY NEEDED:
• Image of Signe Stuart’s works: “E”, “Duo 1999”, “Message 2 1999”, and “Shield 6 2006” (see link below to get image)
• Pencil/pens
• Styrofoam paper plates
• Paint

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 works: “E”, “Duo 1999”, “Message 2 1999”, and “Shield 6 2006”.
• Have students describe elements of this work using VTS observation. Some guiding questions might include:
  • What do you see?
  • How is color significant in each of these works?
  • What feeling do you get from these works?
    • Why?
  • What techniques did the artist use to create this image?
• Have students discuss the answers to these questions as a class.
• Pass out a Styrofoam plate to each student. Have students use the bottom of the plate as the side that they will display.
  • Tell students that they will use their pencil to create their design. They can either punch small holes through the plate. They can create indentations in the Styrofoam, not pushing all the way through.
  • Once they have their design created, have students paint over their designs.
    • You may want to limit students to use only one or two colors.

ENRICHMENT:
Have students create an image (either using the raised, indented or punched technique) that relates to a story that they are reading, or something that they are studying in science or social studies.

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.