

**GRADE 6 - 8 LESSON PLAN**  
**WOOD RELIEF ASSEMBLAGE – SCULPTURE**

<b>Lesson Plan Information</b>	
Grade: 6 - 8	
Subject: Arts (Visual Arts)	
Science and Technology (Understanding Structures and Mechanisms)	
Duration: 2 hours	

<b>Lesson Plan Overview and Objectives</b>
<p>Students reference the work of Louise Nevelson.</p> <p>Students create wood assemblages inspired by Nevelson’s work.</p> <p>Students learn about trees, wood and wood processing.</p> <p>They use appropriate terminology related to woodworking.</p> <p>Students demonstrate understanding of the materials, tools and processes.</p> <p>Students learn about tools, equipment and machines while instructor demonstrates them.</p> <p>Through their wooden assemblage, they will demonstrate their understanding of elements of design and principles of design (focusing on <i>unity and harmony</i> in grade 7 and <i>movement</i> in grade 8).</p> <p>Students learn about structures that support loads, and classify structures as solid, frame, or shell.</p> <p>Students learn about center of gravity and stability of a piece while experimenting with forces on a structure.</p> <p>Students identify systems, including their processes and components.</p>

**AT QUEEN ELIZABETH PARK COMMUNITY AND CULTURAL CENTRE**

<b>Wood Relief Assemblage – Sculpture inspired by artist Louise Nevelson</b>	
<b>Materials</b>	Reference images, scraps of wood in various sizes and shapes (the more variety the better), approximately 11”x14” wood panel of ½” thickness (or less), glue guns, hammers, nails, screws, black tempera paint, brushes, glue, scissors
<b>Introduction Inspiration</b>	<p><b><i>Assemblage of found objects à la Louise Nevelson</i></b></p> <p>The instructor introduces sculptor Louise Nevelson. Discuss what messages she tried to convey and how she depicted them in her work.</p> <p>Instructor shows images of Nevelson’s assemblages. Ask the class to explore her installations and work using elements of design and principles of design. Personal approaches and reflections.</p> <p><b><i>Resources</i></b></p> <p><a href="https://www.youtube.com/watch?v=MP-CPw0YT7g">https://www.youtube.com/watch?v=MP-CPw0YT7g</a></p>

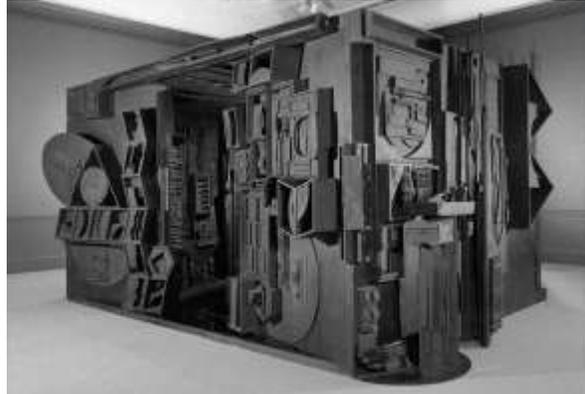
<https://www.youtube.com/watch?v=XzVuOIPdpek>

<https://www.youtube.com/watch?v=cj9MwUr4Jd8>

*The Sculpture of Louise Nevelson. Constructing a Legend*, Arthur P. Danto, 2009  
(coffee table book)

*Louise Nevelson*, Michael Cain, 1989 (children's book)

*Breaking Tradition. The Story of Louise Nevelson*, Natalie S. Bober, 1984  
(children's book)



### **Guiding questions for The Arts (Visual Art stream)**

#### **Grade 7**

- How will you use colour to unify your art work and convey your message?
- How can you create unity and harmony in your piece by repeating shapes?
- How can you lead the eye through the work using directional lines along a diagonal axis?
- How do different wood shapes limit or change your choices of design and subject matter?
- What symbols can you identify in others' artworks?
- How can art be seen as a visual metaphor?
- How can an object represent an idea, a concept, or an abstraction?
- What strategies did you use to plan your design?
- What is the message of your art work?
- What would you do differently next time?
- How does your art work show originality and imagination in the way it expresses your thoughts, experiences, and feelings?
- Are there other possible solutions to the design problem?
- Describe the roles of visual arts in communities around the world. What is our role in supporting visual arts in our community?
- What role does art have in lifelong learning?
- How do the visual arts and media influence the individual and society?

#### **Grade 8**

- How would manipulating the colour change the meaning of the piece?
- How would the feeling and message of the piece change if you made it from plastic or cardboard?
- How effective are the elements of design as the 'words' of a visual language?

	<ul style="list-style-type: none"> <li>- How do the elements of design allow you to identify the intended audience for the work?</li> <li>- How have your classmates implied meanings in their work? Explain why you think this work is or is not an allegory (story with a meaning)?</li> <li>- How have you taken the venue or audience into consideration in your display or portfolio of work?</li> <li>- How did you demonstrate imagination, flexibility, initiative, or judgment as you explored ideas to make, interpret or present your work?</li> <li>- What strategies did you use to resolve problems when planning your art work?</li> </ul>
<b>Demonstration Activity</b>	<p><b>Planning</b>          Instructor introduces facts about trees, wood and wood processing          Instructor introduces tools, equipment and machines          Instructor demonstrates the step-by-step process of working with wood and creating a wood piece</p> <p><b>Building / Woodworking:</b>          Cut or purchase a piece of ½” thick plywood approximately 11”x17” to use as the frame.          Work with a variety of found wood pieces.          The instructor will demonstrate various cutting machines in order to provide a variety of wood pieces in different shapes and sizes.          Arrange objects aesthetically within the frame. Cut pieces to fit. Think about what the objects were before and how they will be recognized in the piece.          Glue, nail or screw down pieces.          Paint the entire sculpture black—or any colour!          You can assemble the class’s pieces all together as a 3D sculptural piece, or affix them to the wall. Nevelson used both strategies in her work.</p>

### FOR TEACHER BACK AT SCHOOL – POST-VISIT ACTIVITIES

<b>Post-Visit Activity</b>	Co-opting a found object
<b>Materials</b>	Object from home, materials to cover it or alter its nature
<p><b>Form Versus Function in the Work of Méret Oppenheim (1913-1985)</b>          Méret Oppenheim was a Swiss Surrealist artist. She is best known for her piece called <i>Object (The Breakfast in Fur)</i> of 1936. The sculpture is a teacup, saucer, and spoon that have been covered with fur from a Chinese gazelle. Popular lore recounts that Méret was 22 and having coffee with Pablo Picasso and Dora Maar in Paris. She was wearing a brass bracelet covered in fur when Pablo and Dora proclaimed that “Anything can be covered in fur!” Méret went to a shop and purchased the cup, saucer, and spoon used in this piece. The Surrealists wanted to change functional objects so they would communicate something personal and poetic. Surrealist works feature an element of surprise and unexpected juxtapositions.</p> <p><b>Activity</b>          Bring an object from home that you and your family no longer needs or wants. Think about juxtapositions for this object; that is, surprising or oppositional combinations. How might you alter or</p>	

cover the object to communicate a different meaning? Take a look at Méret Oppenheim's work as well as other Surrealist artists.

**Resources**

[https://www.youtube.com/watch?v=KE27kd73\\_k8](https://www.youtube.com/watch?v=KE27kd73_k8)



**FOR TEACHER REFERENCE ONLY – CURRICULUM CONNECTIONS**

<b>Cross Curricular and Integrated Learning</b>	Science and Technology (Understanding Structures and Mechanisms stream)
See above.	

<b>Curriculum Expectations</b>
<p><b>The Arts</b> (Visual Art)</p> <p><i>Fundamental Concepts:</i></p> <p><b>Elements of Design</b> (line, shape and form, space, colour, texture, value)</p> <p><b>Principles of Design</b></p> <p>Grade 6: Balance</p> <p>Grade 7: Unity and Harmony</p> <p>Grade 8: Movement</p> <p><b>Science and Technology</b> (Understanding Structures and Mechanisms)</p> <p>Topic Grade 7: Form and Function</p> <p>Topic Grade 8: Systems in Action</p>