



Objective: To review the year's artwork and art concepts. Review the title of each work and imitate a interactive conversation based upon the vocabulary words and how they relate to each work of art.

Prints Provided to be displayed at the beginning of the lesson

Into the World There Came a Soul Called Ida, Ivan Albright, 1929-1930

Kuba Mukenga Mask, Zaire, Africa, Late 19th century

Tar Beach, Faith Ringgold, 1988

Thanksgiving, Doris Lee, 1935

Two Figures (Menhirs), Barbara Hepworth, 1954-1955

A) Introduction:

Today we are going to review all the things we've learned about art and artists this year. First, I want you to take a quick walk around the room and look at the art we've talked about. Think about the textures and shapes used in the pictures and how the sculpture was made.

B) Vocabulary:

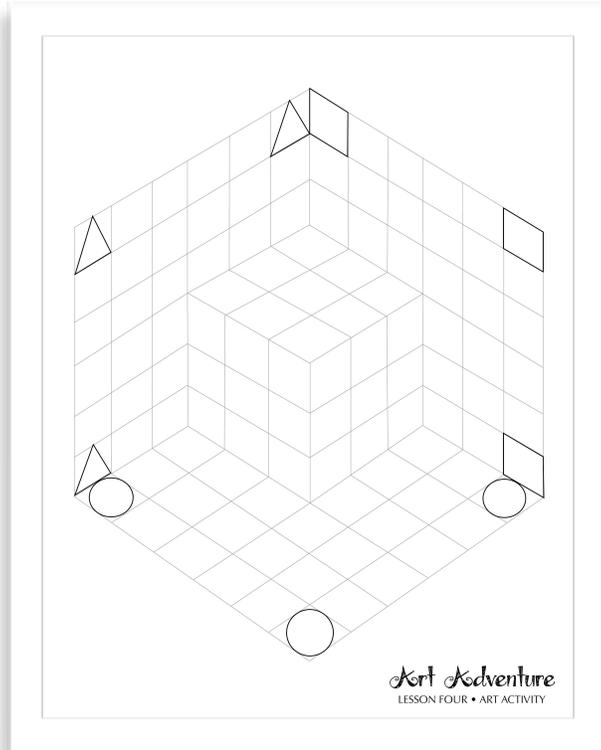
Texture:

- **Artist:** A person who creates works of art.
- **Original:** Something that is fresh and unusual, not copied.
- **Texture:** The way something feels on the surface, i.e. rough, smooth, bumpy.
- **Collage:** A work of art created by pasting different objects onto a surface.
- **Title:** A name given to something.

Sculpture:

- **Sculpture in the round:** Sculpture that can be viewed from all sides.
- **Sculptor:** An artist whose artwork is a sculpture.
- **Carved:** A sculpture made by cutting away at the substance, such as whittling wood.
 - What kind of materials could you start with if you were going to carve a sculpture?
- **Modeled:** A sculpture made by shaping a substance like clay.
 - To model a sculpture you would need something soft, what are some things you could use to model sculpture?
 - **Symmetrical Balance:** Art that can be divided into two parts which are the same or almost the same.
 - Using your body give an example of symmetrical balance
 - **Asymmetrical Balance:** When an artwork is not the same on both sides and cannot be equally divided.
 - Now shift your body so that one side is different from the other (lift one leg off the floor or have one arm in the air and one arm by your side)

Reinforcement Activity



Materials provided:
White Paper with Optical Illusion Square

Students provide: pencils and crayons/color pencils/
markers

Instructions:

Each student should be supplied a single sheet of white paper with the optical illusion of the square. With a pencil they are to add squares, circles and triangles along the edges of the piece (note the shapes that exist along the border of the piece - there is a section for squares, one for triangles and one for circles).

Next the students are to add textures within the squares throughout the piece (dots, dashes, squiggles, scribbles, rough, smooth). Instruct them to skip over a few boxes and not to utilize every single square. The last and final step is to add color through the entire piece where ever they would like to.