

Elementary Substitute Lesson Plan

Lesson: Exploring Imagination – Art Collection Focused Activity Pack

Subject: Art and/or Humanities

Grades: K – 6

Date:

Objectives:

Students will learn about specific art works in the Permanent Collection at the Nasher Sculpture Center. They will make observations and connections with the artwork(s).

Students will demonstrate their understanding of art concepts while using their imagination and personal ideas and experiences as inspiration for original drawings.

Materials/Preparation:

The teacher should review the instructions, videos, and printable resources provided with each activity. Gather materials and make copies of the provided resources or share them digitally with students if possible or necessary. The resources can be viewed together as a class or individually.

Students will need access to the following supplies:

- Paper
- Pencil
- Eraser
- Various dry mediums such as: colored pencils, crayons, and/or markers
- Various scrap/craft materials (optional - activity 1 extension)
- Various everyday objects (optional - activity 2 extension)
- Access to Technology/Student Device (optional)

Instruction Outline:

- Warm-Up/Hook: Discuss (in pairs, small groups, and/or whole class) - What is imagination? How might artists use their imagination? Share a time you used your imagination to create something.
- Activity: Each activity takes at least 15-20 minutes. Choose one or more of the activities provided.
- The activities can be done in any order.
 1. **Overcoming Obstacles** – *Eviva Amore* by Mark di Suvero
 2. **Think BIG** – *Clothespin* by Claes Oldenburg
 3. **Be an Inventor** – *Typewriter Eraser* by Claes Oldenburg
- Closure: Have students clean-up and put away materials. If time allows, ask students: How did you use your imagination today? What did you learn about the artwork, the artist, or even yourself? Have students share in pairs, small groups, or with the whole class.

TEKS: Art K-5 & 6; 1A, 1B, 2A, 2B, 2C, 3D, 4B

Activity 1: Overcoming Obstacles

1. **Intro:** Click to view a still photo and description of *Eviva Amore* by Mark di Suvero on the Nasher website:
<https://tinyurl.com/3uahs7pf>

Show students *Eviva Amore* by Mark di Suvero. Ask students to describe the sculpture using the elements of art (line, color, shape, texture, form, value, space). Ask what they think and wonder about the artwork.



2. **Watch this video:** <https://youtu.be/eGddAC8j4hQ> (3 minutes long)
“Eviva Amore by Mark di Suvero: Build Your Own Tour (Nasher Sculpture Center)”

Discuss the prompt: What obstacles or setbacks have you experienced in your life? Give an example and call on volunteers to share.

3. **Drawing activity:** Instruct students to create a drawing of a sculpture inspired by a challenge they have faced using a full sheet of paper. Students should think about where their sculpture would be located and include a background in their drawing. Students may create small preliminary sketches on an additional piece of paper or on the printable provided if needed. On their final drawing, remind students to fill the page and draw lightly first so that they can erase easily. Instruct students to add color and use various mark-making techniques to complete their drawing.

Print this Activity Sheet:

<https://tinyurl.com/3dy968mk> (English Printable)

<https://tinyurl.com/4uti6hwd> (Spanish Printable)

Notes for Adjustment or Extension: Omit the building part of the activity described in the video at 2:20-2:26. This additional prompt can be offered as an extension of the activity for older grades, smaller groups, or early finishers. If you decide to provide this extension opportunity, place a variety of materials like what you may find in maker space or craft room in a central location. Students may use these materials to create a prototype of their sculpture. Students can disassemble their prototype and return the reusable materials before leaving class so that other students may use these supplies if needed.

Activity 2: Think BIG

1. **Intro:** Click to view a still photo and description of *Clothespin* by Claes Oldenburg on the Nasher website: <https://tinyurl.com/2p9harzb>

Show students *Clothespin* by Claes Oldenburg. Ask students to describe the sculpture using the elements of art (line, color, shape, texture, form, value, space). Ask what they think and wonder about the artwork.



2. **Discussion:** Teach students about the artwork by reading the description provided by the Nasher (linked above) as well as the questions and answers on the printable activity sheet. Show and tell students about the monumental version of this sculpture in Philadelphia, Pennsylvania: <https://tinyurl.com/muveyh8>

Print this Activity Sheet:

<https://tinyurl.com/yckrut2a> (English Printable)

<https://tinyurl.com/26vy9s6s> (Spanish Printable)

3. **Drawing activity:** Students will create two drawings following the prompts described on the printable. For the second prompt, have students use a full sheet of paper. Students may create small preliminary sketches on an additional piece of paper or on the printable provided if needed. Instruct students to think about where their sculpture would be located and to include a background. On their final drawing, remind students to fill the page and draw lightly first so that they can erase easily. Instruct students to add color and use various mark-making techniques to complete their drawing.

Extension #1 for Early Finishers (all ages - optional): Observational Drawing Practice - Provide a collection of everyday objects in a central location in the room. Students should select one object at a time. Instruct them to look for shapes and textures. Have students practice drawing these objects with a variety of dry mediums on an additional piece of paper.

Extension #2 for Early Finishers (older students with technology - optional): Public Sculpture Vacation - Have students research Claes Oldenburg and discover another large public sculpture that he created. Where is this sculpture located? Instruct students to research the city where the sculpture is located and make a list of at least three other art museums or educational institutions they could visit while in the city. Students can draw what these places look like and/or write why they chose these additional locations.

Activity 3: Be an Inventor

1. **Intro:** Click to view a still photo and description of *Typewriter Eraser* by Claes Oldenburg on the Nasher website: <https://tinyurl.com/45kyzns6>

Show students *Typewriter Eraser* by Claes Oldenburg. Ask students to describe the sculpture using the elements of art (line, color, shape, texture, form, value, space). Ask what they think and wonder about the artwork.



2. **Discussion:** Learn about the artwork by summarizing the description of the artwork provided by the Nasher (linked above). Discuss ideas and brainstorm together by asking students the bolded questions on the printable activity sheet.

Print this Activity Sheet:

<https://tinyurl.com/mps2558y> (English Printable)

<https://tinyurl.com/46bmd2y8> (Spanish Printable)

3. **Drawing activity:** Instruct students to design a futuristic invention that could replace an object we commonly use now or an invention that could solve a problem that exists now. Students should think about what materials the invention will be made of as well as where and how the invention will be used. Students may create small preliminary sketches on an additional piece of paper or the printable provided if needed. Students should use a full sheet of paper for their drawing and include a background that shows where and why or how it would be used. Remind students to fill the page and draw lightly first so that they can erase easily. Instruct students to add color and use various mark-making techniques to complete their drawing.

Notes for adjustment and extension: For younger students or for students who struggle with open-ended work, define a specific function for their invention or tell them specific object(s) they should reinvent. For older students or early finishers, have them design an additional futuristic invention and/or write an artist statement consisting of 3-5 sentences explaining what their invention will be used for, what material(s) it is made from, how to use it, and why they came up with this idea. You can provide sentence stems for younger students or for students who need additional assistance with writing.