

Art Project: World Culture Chairs

Margaret Rose, Art Teacher
Wakarusa Elementary, Lawrence, KS
For 4th Grade Art Class
4/9/2009

Goals and Objectives:

The student will be able to draw symbols and designs from the art examples of a world culture chosen by the student. They will adapt motifs to decorate a chair constructed from tubes, paint and found materials.

State Standards:

- 4.3.3 Manipulate subjects to reflect art of other cultures, time and places
- 4.2.2 Discuss how art develops to serve different purposes
- 4.2.3. Recognize how art is used as a part of daily life

Time required: Four 40 minute art class periods, approx.

Primary Source bibliography:

Seminar: Art, Music and Revolution Workshop, KU, Feb. 28, 2009

“Explorations in Art”, Stewart and Katter, Level 2, Published by Davis, adapted from lesson on “Fun and Fantasy Furniture”

Art Education Journal, March 2009; “Aminah’s World” by Carole Genshaft

Website: By Columbus Museum of Art about the artist, Aminah Lynn Robinson
<http://www.aminahsworld.org/>

Website about the artist: El Anatsui, from National Museum of African Art
<http://africa.si.edu/exhibits/gawu/index.html>

New York Times Article and slide show: A Thousand Bottles. . . Meet El Anatsui by Alexi Worth

Other resources used:

Scholastic Art Magazines: Greek, 10/07; Klimt, 10/04; Latino Artists 5/00; American Tribal 11/93; Islamic Art 1/06, African Textiles 2/05; Ice Age Cave Art 11/05; Pre-Columbian Ceramics 1/09.

Materials and Supplies:

TP tubes, 4 per student, paper towel tubes, 2 per student, cardboard rectangles for chair seat and back, approx. 8 x 10 inches, tempera paint and brushes, markers and/or oil pastels, Elmer’s glue, cool glue and glue guns, assorted ribbon, beads, buttons and found objects, scrap construction paper.

Vocabulary:

- Found object
- mixed media
- Designer
- Functional
- Decorative
- Pattern
- Repetition



Variation
Symbol
Motif

Procedure:

Students will spend half of an art period looking at Scholastic Art Magazines and choosing one world culture to focus on. They will sketch ideas from the magazine, using symbols and motifs from that culture. The teacher briefly reviews each of the choices, highlighting key ideas from each culture. They will see a website about Aminah Lynn Robinson, an artist who uses mixed media to express ideas about her cultural heritage. Students may choose to work in pairs. They should begin collecting their found objects: beads, bottle caps, yarn, ribbon, fabric, small toys, etc.

On day two students will see a slide show about the West African artist, El Anatsui. They will construct a basic chair seat from four TP tubes and a cardboard square or rectangle that they will cut into a shape that enhances their ideas. The shape needs to be about 7 x 10 inches. Then they will trace around the shape onto a colorful or white piece of paper that will be glued to the cardboard with Elmer's glue. This will be decorated later. They will take turns hot (cool) gluing four TP tubes onto the bottom of the cardboard to be the chair legs.

On day three the students will get a 7 x 10 inch piece of cardboard for the back of the chair. They will cut it into a shape and cut a paper to fit it as above. They will take turns hot gluing paper towel tubes onto the back and the back onto the seat. If the students are working with a partner, they will keep the back and seat separate so that both can be working.

On day four students will draw designs with oil pastels and paint with tempera blocks. They will take turns hot gluing found objects if dry.

On day five, we will leave some time for some finishing up and for a critique. We may revisit the website about Aminah and create some virtual art mixed media collages.

Assessment and Evaluation:

On day five, we will have a class discussion about what the symbols and shape represent in their project.