

# THREE-PART ART PRE-VISIT POSTER

## Edges Frayed

### ARTFUL THINKING ROUTINES: SEE / THINK / WONDER

This widely used routine helps students make careful observations and develop their own ideas and interpretations based on what they see.

### PRE-VISIT TIP

Encourage curiosity! Have students discuss what differences they expect to see between looking at copies of artworks in their classroom and seeing original works of art at the Cannon Art Gallery.

### VOCABULARY

**Abstract Art** – describes a variety of art made in various media which does not represent images of our everyday world. It has color, lines and shapes (form), but they are not intended to represent objects or living things. Often, abstract artists are influenced by ideas and philosophies.

**Composition** – the arrangement of elements within a work of art

**Craft** – an activity involving skill in making things by hand

**Expression** – the process of making known one's thoughts or feelings

**Line** – a mark with greater length than width. Lines can be horizontal, vertical, diagonal, straight, curved, thick or thin.

**Movement** – the path the viewer's eye takes through the work of art, often to focal areas. Such movement can be directed along lines, edges, shape and color within the work of art.

**Palette** – the range of colors used by a particular artist or in a particular picture

**Pattern** – the repeating of an object or symbol throughout the work of art

**Repetition** – this element works with pattern to make the work of art seem active. The repetition of elements of design creates unity within the work of art.

**Rhythm** – created when one or more elements of design are used repeatedly to create a feeling of organized movement



*What?*, 2016  
Paper, Embroidery  
Bhavna Mehta

### Who made this?

- Bhavna Mehta was born in India into a large extended family.
- She was influenced by the women around her who were constantly embroidering, knitting, sewing and creating for the home.
- She describes her work as sewing and cutting, becoming intertwined with figures, text and botanical motifs that all form connections.

### What inspired this artwork?

Bhavna's work is based on the idea that everything is connected. Starting with a single sheet of paper, she cuts out shapes to contour the story around a central character or intention. Sewing and cutting become intertwined with figures, text and botanical motifs forming connections within and beyond the image.

# THREE-PART ART PRE-VISIT LESSON

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Intended Age Group: Elementary (grades K-5 with teacher modifications)

Length of Lesson: Approximately one hour and 15 minutes; longer if including the written artist statement at the end

### THE PRACTICE: STUDIO HABITS OF MIND

What does artistic thinking look like and how does studio art benefit students in art and in other content areas? Teachers using this lesson will help foster the following thinking dispositions:

1. **Express:** Making artworks that convey personal meaning and interpreting meaning in the works of others

Sample questions that foster this type of thinking include: How is this artwork important to you as the artist? What do you hope other people will think about when they look at your work?

2. **Reflect:** Question and Explain: Talking about what works well, what does not work well and why (in their own artwork and the artwork of others)

Ways to talk about this type of thinking include: Describe the choices you made in creating this work of art. What's your artwork about and point to the elements in your artwork that reflect your ideas?

Students will clearly communicate thoughts and feelings using an important experience in their lives as inspiration for an abstract work of art. They will be able to reflect and explain how their use of color and lines creates a personally meaningful work of art.

### MATERIALS:

- Image: *What?*, 2016, Bhavna Mehta
- Pencils
- White construction paper or watercolor paper
- Watercolors
- Brushes
- Water Containers

### INSTRUCTIONS:

1. Begin this lesson with a discussion of the art element: LINE. It is helpful to ask the students to name different types of lines before having them try to give a definition of the term: LINE.
2. Next, work on a drawing warm-up activity connecting different types of lines and color to different emotions. Direct students to fold a piece of paper in half lengthwise and then to fold it in half again twice lengthwise. They should end up with a piece of paper with eight rectangles. Now they should write each of the following words in a different rectangle at the top: tired, hungry, stressed, sleepy, frustrated, happy, energetic and bored. The students should then draw different types of lines and write out a color in each rectangle that reflect the different feeling listed at the top in that rectangle. Remind them that they can use more than one line and color to illustrate each feeling.
3. Conduct a class discussion of *What?* by Bhavna Mehta using the Artful Thinking Routine: See/Think/Wonder. During the course of the discussion be sure students understand that the medium for this artwork is embroidery (NOTE: depending on the type of projection device and screen not all students will instantly recognize this).
4. Next, students will create a quick write-up about a personal, life changing event, such as a mistake they learned from, learning to ride a two-wheel bike, a trip to Disney land or the arrival of a new sibling. As they write, ask them to consider what they felt before and what they felt like after the event and include these details in their writing.
5. Students can now begin the visual art process, imagining the event they choose to write about linked to a selection of colors and lines. Referring back to their warm-up sheet is helpful as they create an artwork with the watercolor paper and the watercolor paint that reflects the feelings and thoughts they had about the event. Remind them that they are visual storytellers and should be able to explain why they choose the certain colors and lines that they did. Students can even draw an image of their lips like those in Ms. Mehta's artwork. Remind them they are creating an abstract version of their story. This is a place to be very creative!
6. Reflection time! As a quick wrap-up ask students to share a title for their artwork and to describe how the decisions they made for color and line helps to tell their story.

If time allows, students can fill out an Artist Statement including the following details:

### Artist Statement

- Artwork title:
- What's this work of art about?
- Describe how the lines and colors you choose express your ideas and feelings.
- What do you want viewers to notice about your artwork?