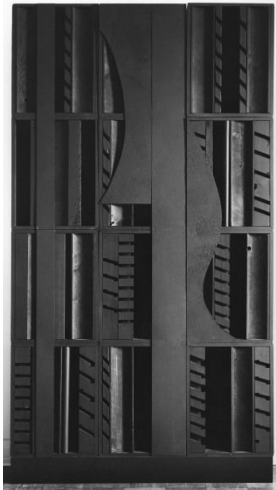


# LOUISE NEVELSON

WORKING WITH FORM AND SPACE  
ART, WRITING AND MATH

GRADES: 4-6

## BASED ON



Louise Nevelson (American, b.1899, d.1988), sculptor  
*Nightscape III*, 1974

Wood

Museum Purchase with the aid of funds from the Cincinnati Art Museum Women's Committee, Pogue's and the National Endowment for the Arts, © 2016 Estate of Louise Nevelson / Artists Rights Society (ARS), New York, 1975.264

## OBJECTIVES

- Students will discuss the works of Louise Nevelson.
- Students will create an individual Nevelson inspired work.
- Students will show their understanding of form and space through their work.

## CONCEPT

In celebration/recognition of Women in Art, students will observe not only *Nightscape III*, but other artworks of Louise Nevelson. Discussions will lead to the Elements of Art: Form and Space in Nevelson's works and the emotions they may evoke. Each student will then use wooden shapes and a 5" x 5" corrugated cardboard square to create their Nevelson inspired work. These works will then be spray painted a unifying color (one class gold, one class silver) and then be 'quilted' together to create two collaborative pieces. Students were also given a challenge project where they work in teams to create a Nevelson inspired work using found objects with a copier paper box lid as their 'canvas.' This challenge piece needs to have a specific passion behind the creation.

**MATERIALS**

5"x 5" corrugated cardboard (one per student)  
 Various wooden shapes both organic and geometric (other objects can be used)  
 Tacky glue  
 Spray paint

**VOCABULARY**

Form - a shape in three dimensions, and, like shapes, can be geometric or organic  
 Space - one of the classic seven Elements of Art, refers to distances or areas around, between, and within components of a piece. Space can be positive or negative, open or closed, shallow or deep, and two-dimensional or three-dimensional

**PROCEDURE**

1. View slide show regarding Louise Nevelson and discuss her artworks.
2. Distribute wooden shapes, glue and cardboard.
3. Create the work to show depth of space using the shapes keeping in mind the work will be one of many 'quilted' together to create a larger piece.
4. After the individual pieces have been completed and the glue is dried, the piece is spray painted with the class color. (I chose a color per class to keep class work together more easily).
5. Once individual pieces are dry, either mount on a board so the individual works make a whole OR display in an area where they can be installed as one piece.

**ASSESSMENT**

	Art History and Culture	Aesthetic Perception	Creative Expression	Art Criticism
3 pts	The student can demonstrate knowledge of the works of Louise Nevelson.	The student accurately identifies the use of shapes to create form which in turn create space in an identified parameter.	The student's artwork clearly illustrates the use of shapes and forms in creating their work.	The student thoughtfully and honestly evaluates own work using the four steps of art criticism.
2 pts	The student's knowledge of the work of Louise Nevelson is weak or incomplete.	The student shows emerging awareness of the use of shapes creating form in an identified parameter,	The student's sculpture shows some awareness of shapes creating form in an identified parameter.	The student attempts to evaluate own work, but shows an incomplete understanding of evaluation criteria.
1 pt.	The student cannot demonstrate knowledge of the work of Louise Nevelson.	The student cannot identify the use of shapes creating form in an identified parameter.	The student's sculpture shows no understanding of shapes creating form in an identified parameter.	The student makes no attempt to evaluate own artwork.

## NATIONAL STANDARDS

VA:Cr1.1.6a Collaboratively combine concepts to generate innovative ideas for creating art.

VA:Cr2.1.6a Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

VA:Re8.1.6a Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

VA:Re.7.1.5a Compare one's own interpretation of a work of art with the interpretation of others.

## CURRICULUM CONNECTIONS

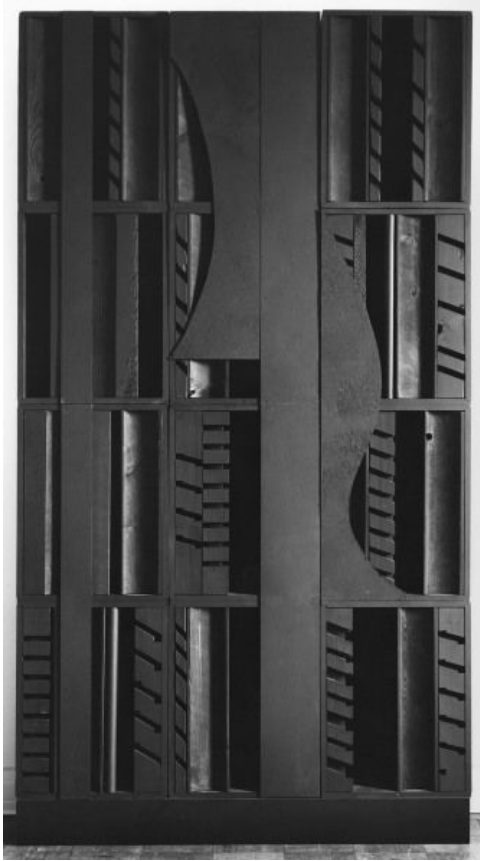
Writing - student compose a poem focusing on the emotions evoked by the artwork

Math - students can identify geometric shapes they have created using other geometric shapes.

## RESOURCES

<http://www.theartstory.org/artist-nevelson-louise.htm>

<https://www.biography.com/people/louise-nevelson-20854319>



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EXAMPLES OF STUDENT WORK

