

# Integrated ART Lesson

Art and Culture Center of Hollywood - Distance Learning Program



**Lesson title:**

## ABSTRACT ART

**Description & Overall Focus:**

*The Distance Learning Art Program, Classic Art: ABSTRACT ART* will focus on abstract art and artists. Artists often try to depict persons and objects unrealistically. Instead of imitating a subject's natural appearance, many artists deliberately change it. Artists change forms, alter shapes, and give subjects unlikely shape and colors. Artists do this to communicate a message they may not be able to convey through realistic art.

“Works of art that reframe nature for expressive effect are called abstract. Art that derives from, but does not represent, a recognizable subject is called nonrepresentational or nonobjective abstraction.” National Gallery of Art (2006)

Abstract visual expression in this art movement coincided with changes in science and technology; changes in cities; new lighting, automotive vehicles, and skyscraper buildings; along with Sigmund Freud's psychoanalytic theory; and Albert Einstein's theory of relativity.

Artists associated with the abstract movement include: Alexander Calder; Marsden Hartley; Max Weber; John Marin; Georgia O'Keefe ; Arthur Dove ; Jackson Pollock; Barnett Newman; Roy Lichtenstein; Jim Dine; Frank Stella; and

Robert Rauschenberg. The abstract art movement gave birth to other art movements including: Surrealist art; art of the unconscious mind; cubism, and abstract expressionism.

(Note: Reference  
Source: National Gallery of  
Art, Washington, DC 2006)

**Length of lesson:** 45 minutes-1 hour.

**Grade range:** Elementary & Middle. This lesson may be adapted for specific grade levels.

**Integrated subject areas:**

- Visual Arts
- Language Arts (Reading, Writing, Listening & Speaking)
- Social Studies

**Objective(s):**

The student(s) will:

- View works of art considered land or seascapes and examples of fine art by artists who create landscape art works.
- Discuss the symbolism in art and the messages within this art form.
- Examine how art is all around us- in the views we see daily.
- Brainstorm ideas for creating their own land or seascape art.
- Students will create their own painting of a landscape from their area.

**Sunshine State Standards:**

The Arts:

- Skills and Techniques: The student understands and applies media, techniques, and processes. (VA.A1.2.1; VA.A.1.2.2; VA.A.1.2.3; VA.A.1.2.4)
- Creation and Communication: The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts. (VA.B.1.2.1; VA.B.1.2.2; VA.B.1.2.3; VA.B.1.2.4)
- Cultural and Historical Connections: The student understands the visual arts in relation to history and culture. (VA.C.1.2.1;VA.C.1.2.2)

- Aesthetic and Critical Analysis: The student assesses, evaluates, and responds to characteristics of works of art. (VA.D.1.2.1;VA.D.1.2.2; VA.D.1.2.3)
- Applications to Life: The student makes connections between the visual arts, other disciplines, and the real world. (VA.E.1.2.1; VA.E.1.2.2; VA.E.12.3)

#### Language Arts:

- The student uses viewing strategies effectively. (LA.C. 2.2.1; LA.C.2.2.2)
- The Student uses the reading process effectively. (LA.C.1.2.1; LA.C.1.2.2)
- The student constructs meaning from a wide range of texts. (LA.A.2.2)
- The student uses the writing process effectively. (LA.B.1.2)
- The student writes to communicate ideas and information effectively. (LA.B.2.2)
- The student uses listening strategies effectively. (LA.C.1.2)
- The student uses speaking strategies effectively. (LA.C.3.2.1; LA.C.3.2.2; :LA.C.3.2.3)
- The student understands the nature of language
- The student understands the power of language. (LA.D.2.2.2)
- The student understands the common features of a variety of literary forms. (LA.E.1.2.1)

#### Social Studies:

- The student understands the world in spatial terms: people, places, and environments [Geography]
- The student uses maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns. (SS.B.1.2.1)
- The student knows how regions are constructed according to physical criteria and human criteria. (SS.B.1.2.2)

**Materials: *\*PLEASE NOTE: Some of the materials must be compiled prior to this lesson.***

- Large paper white – preferably 8 X 12 (or larger)
- Colored construction papers
- crayons
- Tissue paper
- Glue

**Optional Materials:**

- Brushes
- Scissors
- Watercolor paints (variety of colors)
- Watercolor paint brushes
- H2O and water cups, paper towels, etc.
- Magazine pictures for collage elements
- Sponges, masking tape, masking liquid

**Introductory activity:**

- Begin by showing students works by varied abstract artists (Get children's perspectives of what they see in each example)
- What do they like and why?
- Discuss how some artists try to convey messages and they use this inspiration in their art work.

**Core activity:**

- (Show Examples)
- Point out color, line, form, shapes, and other elements within their work.
- Students utilize art materials to create their own ABSTRACT ART.
- Students describe their art work and why they created it.

**Closure activity:**

Students share their art work.

**Assessment:**

- Explores and views art work associated with ABSTRACT art. (observation)
- Describes what the "abstraction" is and what "prompted this movement".
- Creates an original art work (product)
- Shares a verbal description regarding their work.

**Teacher Follow Up idea:**

- Display the student art creations within the classroom to be shared at school.

**Follow Up/ Independent Activities:**

- Students may research other art forms.
- Look at other abstract art work.

**References and Web sites:**

Art and Culture Center of Hollywood: [www.artandculturecenter.org](http://www.artandculturecenter.org)

National Gallery of Art Teaching Resources:  
[www.nga.gov/education/american/.htm](http://www.nga.gov/education/american/.htm)

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