

**Lesson Title:** Kusama Inspired Pumpkin



**Grade Level:** 4th and 5th

**Timeframe:** 2 class periods

<b>Standards</b>	<b>Learning Objectives</b>
<p>-VA:Cr2.2.4a: Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.</p>	<p>Students will experiment with oil pastels, paint, paint brushes, paper, and Q-tips to create an artwork inspired by the artist Kusama, while demonstrating quality craftsmanship.</p>
<p>Va:Cn10.1.5a: Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art making.</p>	<p>In group discussion, students will examine artworks by Kusama and other artists to identify how artists use pattern, contrast, scale, and color in their work. Students will watch a video of Kusama's infinity room and obliteration room. Students will be able to describe how her use of color, pattern, contrast, and scale transforms a space.</p>
<p>Va:Pr6.1.5a: Cite evidence about how an exhibition in a museum or other venues presents ideas and provides information about a specific concept or topic.</p>	<p>Students will observe two of Kusama's museum exhibitions, infinity rooms and obliteration room, through videos and images. Students will be able to cite ways both rooms create and present concepts/ideas that convey a feeling of infinity.</p>

**Resource(s):**

- 2 Picture Books: “Yahoo Kusama, From Here to Infinity” and “Dot”
- 2 Videos: Video of Kusama's Infinity Room, and video of her Obliteration Room
- Photos: Kusama’s work (infinity nets, polka dot work, pumpkin on pier), images of patterns and scale in other artist’s work

**Materials:**

- Colored construction paper, scissors, markers, white printer paper, oil pastels, paint, paint brushes, Q-tips, tape, pencil, and fruits/veggies [still life reference]

**DAY 1****Introduction:**

- \*Students enter classroom and sit on carpet in front of TV monitor*
- Show students short video of Kusama’s infinity room
- Introduce the artist, Yayoi Kusama by reading the book “Yayoi Kusama, From here to Infinity”
- As the book is read, prompt students with questions to identify elements in the illustration, such as pattern and contrast
  - Ask questions that prompt observation: [some questions may be covered during ppt. slideshow]
    - “What do you notice about the flowers on this page?” [flowers are covered in polka dots]
    - “What **pattern** does Kusama incorporate into all of her artwork?” [polka dots]
    - “What did Kusama do to the polka dots to make them different?” [she creates different color dots. Changing the color creates **contrast**]
- Begin powerpoint:
  - Show students photographs of the “real life version” of Kusama’s work that were illustrated in the picture book
  - Show students photographs of artists work who also use **scale** and **contrast** in their work
- Using the teacher sample of the project, show students what they will be making
  - Explain what parts they will be making on the first day
- \*Ask students to sit down at their table*

**Direct instruction of new information:**

- \*Demonstration is shown at the demo table, have students gather at the demo table*
- Show students what their goal for the day is using teacher sample
- Begin demo:
  1. Take a piece of white printer paper and sketch out 3 different pattern ideas in 3 small squares
  2. On a full piece of construction paper, show students how to use oil pastels to create a **pattern**. [Students will have choice to pick from a few dark colored paper options.]

-Students have the freedom to create any pattern with any color on their background

-Emphasize how picking certain colors to be layered on top of the paper can create **contrast** [**complementary colors**, or light vs. dark colors]

3. On a half piece of construction paper (any color besides the background), show students how to create a different pattern from the background [this will become the middleground in the composition]

-Student have the freedom to create any **pattern** with any color on their middleground [explain how they can choose colors/patterns that contrast the background]

4. Using a Q-tip dipped in paint, or a paintbrush show students how to incorporate paint into their background and middleground if they wish

*\*Students return to seats and begin working, materials are provided on each table*

## **DAY 2**

### **Introduction:**

*\*Students enter classroom and sit on carpet in front of TV monitor*

-Read the book "Dot"

-Show students a few images of Kusama's art, review/identify with students the elements in her artwork: **pattern**, and **contrast**. Point out any complementary color pairs..

-Show students more images of Kusama and other artist art on the TV

-Explain that they will finish the project during this class, and show what parts they will add to complete their artwork [cutting out middleground, creating the fruit/vegetables, and assembling all the pieces]

-Show students the worksheet and ask them to complete it before they leave class [to line up at the door at the end up class, worksheet must be filled out]

*\*Ask students to sit down at their table*

### **Direct instruction of new information:**

*\*Demonstration is shown at the demo table*

-Show students the complete sample project. The goal is to finish the project during this class period and take it home

-Begin Demo

1. Using the fruits/veggies on the table as a reference, draw a 3-4 fruits/veggies on a piece of construction paper with pencil [the color paper should vary from the background and middleground]

-Students can use markers to color in parts of the pumpkin if they wish

2. Using different color oil pastels, show students how to create a new pattern on the different fruits/veggies

-Emphasize how picking certain colors creates contrast

3. Cut out the fruits/veggies
4. Take the middleground and cut it to create a more natural ground shape
5. Create a loop out of a thin strip of paper, use tape to hold the loop together.
6. Glue the middleground on top of the background.
7. Glue all but one of the fruits/veggies down. Show students how to overlap objects on the composition.
8. Choose one of the objects to make the most forward in the composition. Glue the loop to the back of that object. Then, glue the object (placing the glue on the loop) on top of the composition.

*\*Students return to seats and begin working, materials are provided on each table*

**Assessment:**

-Pre-assessment:

-Students will brainstorm 3 different pattern ideas on a piece of paper

-Students will examine artworks by the artist, Kusama, in group discussion at the beginning of class. As a class we will identify the terms pattern, contrast, and complementary colors in several artworks.

-Formative: At the end of class on day 2, students will display their understanding of the terms talked about in class on a worksheet: pattern, scale, contrast, background, middleground, foreground, and complementary colors

**Modifications:**

-For students with learning disabilities:

-For students with autism, one on one assistance will be given either through teacher or Aide