

# Nasco ARTWORKS

## Designs with an organic Twist

Grade 5 through High School

Developed by Noelle Burns



LYRA

### objectives

Students will...

- Learn the elements of line, shape, and space.
- Decide if their design will be organic or geometric.
- Apply an organic source that they found in nature to their finished design.

### National Standards

- A.4.2 – Learn basic vocabulary related to their study of art.
- C.4.1 – Explore the elements and principles of design.
- C.4.5 – Look at nature and works of art as visual resources.
- C.4.8 – Explore the natural characteristics of materials and their possibilities and limitations.
- D.4.6 – Use problem-solving strategies that promote fluency, flexibility, elaboration, and originality.
- E.4.5 – Use the visual arts to express ideas that cannot be expressed by words alone.
- G.4.2 – Know that artwork has meanings.
- I.4.6 – Realize that creating or looking at art can bring out different feelings.
- J.4.2 – Understand that the choice of materials and techniques influences the expressive quality of art.
- K.4.3 – Use what they are learning about life, nature, the physical world, and people to create art.

### vocabulary

- Line – straight, diagonal, zigzag, broken, angular, horizontal, vertical, dotted, spiral, curved, thick, thin
- Shape – geometric shapes, which are made by man (circles, squares, rectangles, etc.); organic shapes, which are found in nature and have no straight edges
- Space – positive or negative area

### Assessment

Effort      Craftsmanship      Understanding      Design Ideas

# Directions

**1** Begin by reviewing the different lines and shapes.

**2** Give students a 12" x 18" piece of black construction paper. Have them cut it into a geometric or organic shape, leaving on as much paper as possible.

**3** Have students fill the entire page with lines and shapes using metallic pencils. Demonstrate for students how to start their design in one area and move on from there, not skipping around, which would make it harder to connect parts later. It is not necessary to go across the entire page with a design, but rather, make chunks of the same design and then move on to another. The quality of work should remain the same throughout the lesson. They may repeat a design more than once.

**4** Have students mount their designs to a mat board and add their organic pieces to complete the finished product. Organic pieces could be bark from a tree, feathers, flattened leaves, twigs, birch bark, willow branches, pine needles, snake skin, etc. Hot glue works the best to keep the heavy pieces on the board. The designs could be hole punched or slit and then objects could be woven through.





## TIPS

- Keep line and shape designs close together.
- Fill some shapes in solid with the metallic pencils to create a more dramatic design.
- Stress using a ruler and templates to help with craftsmanship.
- Students should color in some shapes solid so none of the black paper shows through.
- Balance the design by leaving some of the negative areas black.
- Have students bring in their organic pieces as soon as possible to help with colors and design features.

# Materials List



- Construction paper, 12" x 18", black (Cat. No. 9727122 A)
- Lyra® metallic pencils (Cat. No. 9728279, 9728266)
- Students' organic materials
- Templates of ovals, circles, squares, variegated lines, etc. (Cat. No. 9728798, 9728290, 9702931)
- Rulers (Cat. No. 1100573)
- Scissors (Cat. No. 9712473)
- Glue gun (Cat. No. 9717788 A)
- Glue sticks (Cat. No. 9706603)



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