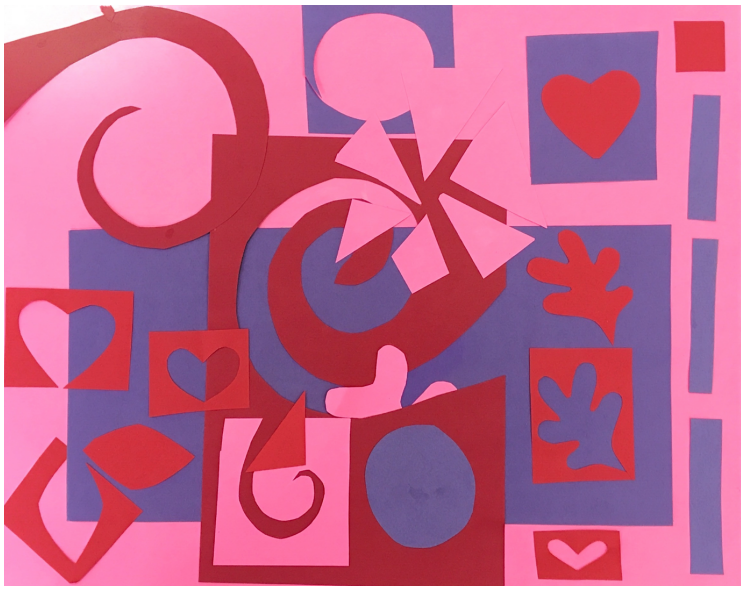
MoNA
Museum of Northwest Art

Age: K - First Grade
Lesson Duration: 45-60 Minutes
Subjects: Sculpture, cutting and gluing

Cutting Shapes Inspired by Arnie Garborg

A HANDS-ON ART ACTIVITY DESIGNED BY MONA EDUCATORS



Student Example
Image credit: MoNA Educator

Description

In this lesson students will learn to cut and arrange shapes, creating their own paper sculpture inspired by the works of Northwest artist Arnie Garborg. This lesson is a wonderful opportunity to help improve students' cutting and gluing skills, as well as introduce other paper art making activities.

Vocabulary

- Sculpt
- Positive Shape
- Negative Shape
- Paper collage
- Simplicity

Materials

- Artist info & images (included)
- 2-D paper cutting techniques chart (included)
- Kid-safe scissors
- Large paper for background
- Small scraps of colored paper
- Glue stick

Instructions

1) Give an overview of the day's activity and introduce the artist and example images. Arnie Garborg's biography is included at the end of this lesson. This is a great opportunity to practice using VTS (Visual Thinking Strategies) to guide students in a discussion of the artwork. Full-size images, VTS tips and resources are also included at the end of this lesson!

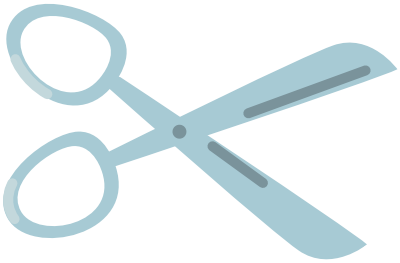
2) To begin the art making activity, have students watch a facilitator cut their paper and begin to form their sculpture. Note the different types of cuts, how to create negative space, and how to layer paper to create a 3D collage surface. A worksheet of different types of paper cuts is included at the end of this lesson.

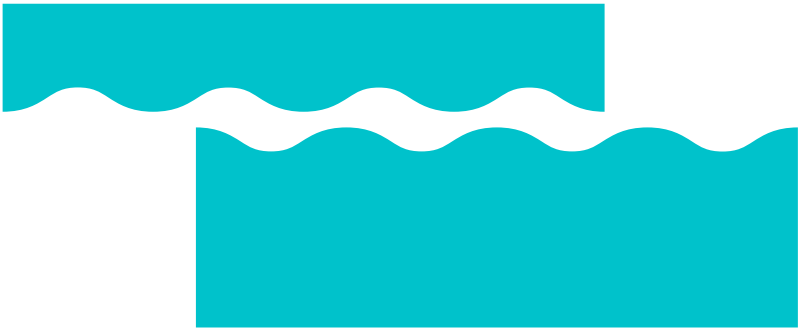
- Remind students of Garborg's artworks and ask what it would be like to imagine their construction paper were steel.

End the demonstration by showing students how to carefully glue their shapes to the background paper. Remember to cut larger pieces so they can be easily adhered!

3) Have students start working by layering the larger pieces down on the background with a small amount of glue first. Add smaller shapes and details to create a rich and interesting collage surface. Halfway through, a facilitator may ask students to reflect on the collage process.

- Do they have the elements discussed in the demonstration? Are they filling their paper completely?
- Problem-solve solution ideas to improve their art pieces if needed. For example: Is simplicity better than adding everything?





Cut straight strips.
Cut zig-zag strips.
Cut curves.

- Make triangles, squares and circles.
- Fold paper, then hold the fold to cut out a heart!

Challenge your students to use both the *negative* and *positive* shapes they make. An extra challenge is to have no waste and use every piece they cut!

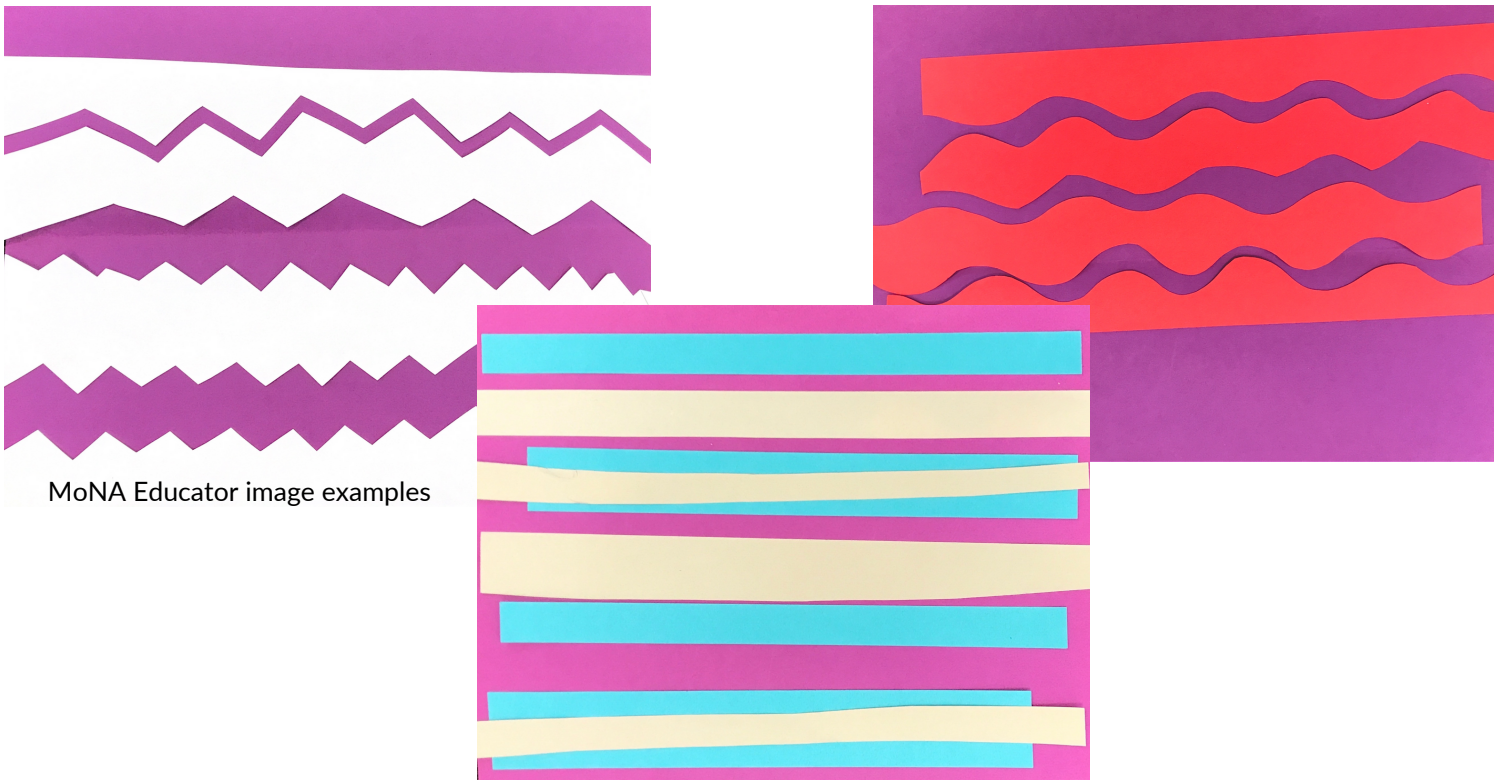
4) After the cut paper project is completed, students can have time to reflect on and create a response about the experience. Guiding questions may include:

- Did something surprise you? Were you able to appreciate Arnie Garborg's sculptures even more after trying to create your own paper artwork? What paper-cutting techniques did you use? How did you include negative space in your artwork?

A Note on Working with Construction Paper

Cut paper is the perfect experimental art medium. Construction paper is accessible, easy to work with, and inexpensive. Working with construction paper encourages experimentation. Every piece of paper can be re-cut, re-positioned, and replaced with a different piece or pieces. It is easy to see how changes affect the whole composition easily.

No paper shape we put on the page is "final" like a stroke of paint or marker. A cut paper picture only becomes final when we glue the pieces down, so remember not to apply glue to anything until you're satisfied with your entire artwork!



MoNA Educator image examples

Learning and State Standards

Fulfills Washington State Arts Learning Standards:

- **VA:Cr2.1.4** Explore and invent art-making techniques and approaches.
- **VA:Cr3.1.4** Revise artwork in progress on the basis of insights gained through peer discussion.
- **VA:R37.1.4** Compare responses to a work of art before and after working in a similar media.

Arnie Garborg and *Maelstrom*
Image credit: GoSkagit

Arnie Garborg (1930-2012) was a sculptor and woodcarver from the Pacific Northwest. As an artist, Arnie was interested in the relationship between his sculptures and the landscape. He would often create sculptures with cut-outs, or negative space. Not only would this allow the viewer to see the landscape through the artwork, but it would create fascinating shadows as natural light interacted with his steel artworks.

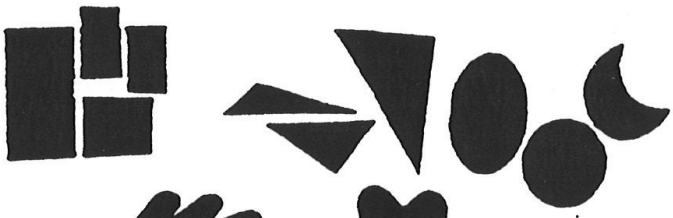
Double Column by Arnie Gargbor
Image credit: GoSkagit

Yin and Yang by Arnie Garborg
Image Credit: Museum of Northwest Art

**Can you find the negative spaces?
Or an unusual shadow?
How do you think the artist created these effects?**

2-DIMENSIONAL PAPER CUTTING TECHNIQUES

1. Simple Shapes



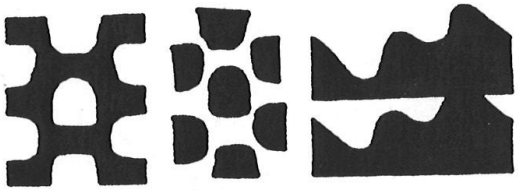
*Geometric

*Organic

2. Layers

3. Overlap

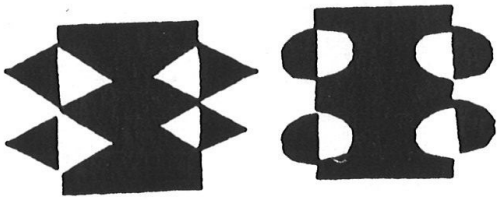
4. Positive/Negative



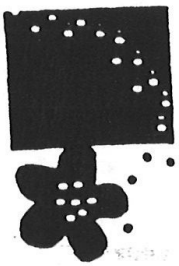
5. Explode

6. Cut to reveal lines

7. Counter-Change

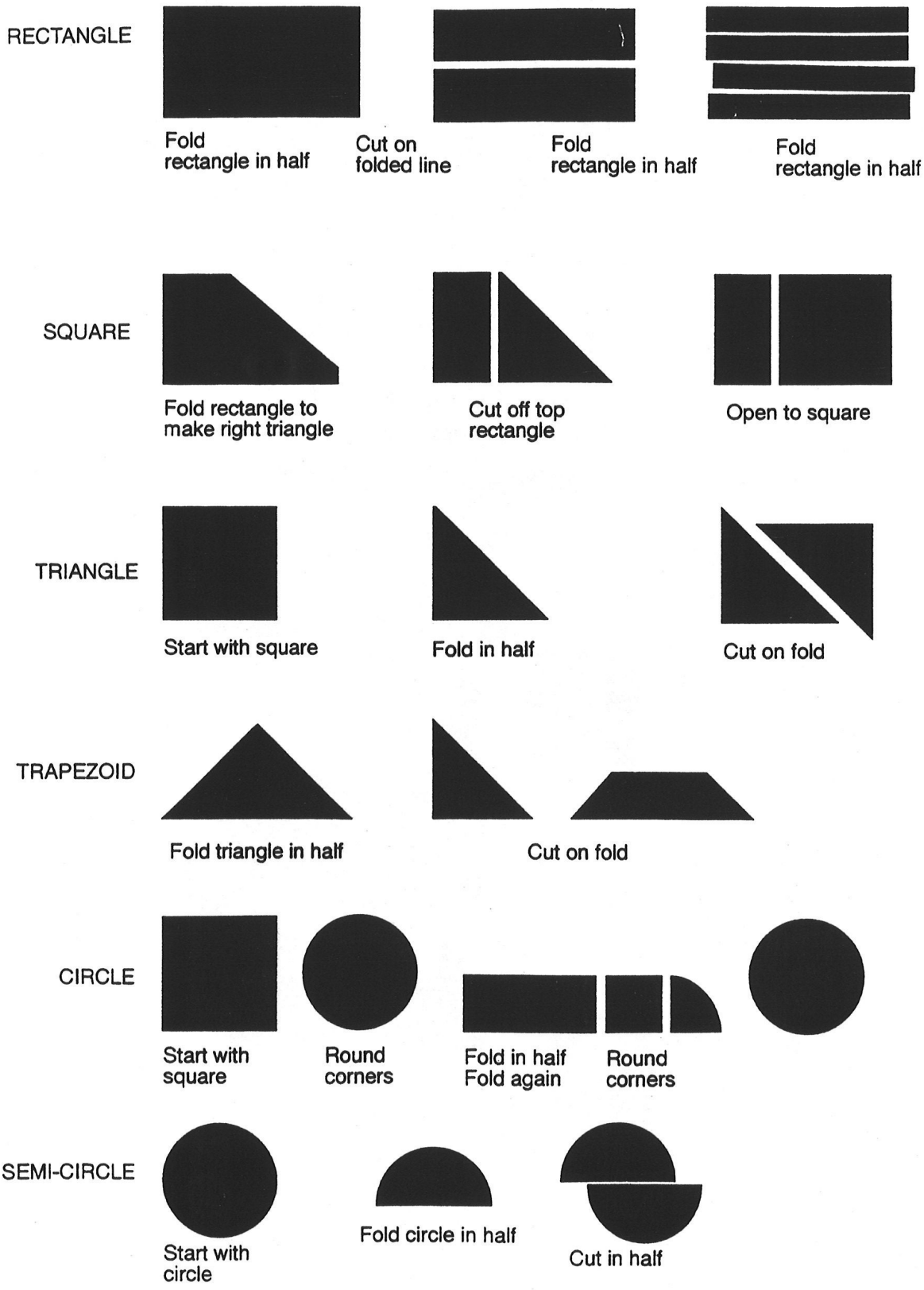


8. Punch



Teach your students how to cut these shapes to waste less paper!

CUTTING GEOMETRIC SHAPES



Yin and Yang by Arnie Garborg
Image Credit: Museum of Northwest Art

Double Column by Arnie Gargbor
Image credit: GoSkagit

Visual Thinking Strategies

MoNA's Education programs utilize Visual Thinking Strategies (VTS), which is a research-based teaching method that promotes aesthetic development including critical thinking and communication skills. Here in the MoNA, we use VTS to engage students and general visitors with art encouraging them to observe closely, think critically and discuss respectfully; however, VTS can be effectively used across curricula. This approach teaches its participants how to take the time to observe closely, describe what they see in detail and provide evidence for their observations. Students learn that their reflections and thoughts are valued and appreciated in this inclusive teaching method.

In order to facilitate a VTS discussion, you first encourage viewers to take a quiet moment to observe the work you are going to explore. Then you ask the following questions and paraphrase the responses without adding any of your own judgements. You can insert additional vocabulary and point to specific parts of the artwork.

What's going on in this picture?
What do you see that makes you say that...?
What more can you find?

Visual Thinking Strategy Links

If you are interested in learning more about VTS, here is their website. If you already know and love VTS, but want help finding great images to VTS in your classroom, here is a fantastic gallery. You can also visit this website for additional resources: https://www.monamuseum.org/resources-for-educators