Niki de Saint Phalle: Papier Mache Nanas
Elementary School: Grade 2 and 3

TIME AND DURATION: 8 classes suggested
• One class for Teaching Artist Presentation
• One hour+ for student museum field trip

MEASURABLE OBJECTIVES:
• Students will create a three-dimensional sculpture based on the works of Niki de St. Phalle.
• Students will learn about the process of working with papier mache.
• Students will learn various visual arts vocabulary words and how to use them to discuss art work.

CONNECTION TO THE BECHTLER COLLECTION:
Niki de Saint Phalle is a key artist in the Bechtler collection. Andreas Bechtler personally selected the Firebird to stand in front of the museum and the sculpture has become a local landmark. Students will view works on display paying attention to sculpture and specific work by Niki de St. Phalle. They will focus on figurative three dimensional sculptures in the museum for example: Niki de St. Phalle’s Firebird and Nana, Germaine Richier’s Grasshopper Woman, and Marino Marini’s Pferd (horse).

LESSON OVERVIEW:
Through this lesson plan students will learn about female modern artist Niki de Saint Phalle. Students will use reading and writing skills to discuss the importance of the female role models in their lives. Students will articulate their ideas by writing artist statements. This lesson promotes critical thinking through in depth discussion of works of art while visiting the museum, and develops problem solving skills through the use of new materials and processes.
MATERIALS:
- Sketch materials: paper, pencils
- Newspaper
- Masking tape
- Art paste/water mixed with glue or flour
- Acrylic paint
- Brushes
- Paint markers/Sharpies
- 8”x8” piece of cardboard for base (1 for each student)

VOCABULARY:
- **Nana** - whimsical, colorful, robust sculptural figure created by Niki de Saint Phalle.
- **Sculpture** - three dimensional work of art, may be figurative or abstract, carved, modeled, welded; may be wood, metal, found object, etc.
- **Three dimensional** - multiple sides of an object are seen, one is able to walk around object and view it in the round.
- **Organic** - resembling or suggesting the forms of living organisms; free-form or irregular.
- **Form** - three dimensional interpretation of a two dimensional shape, such as square to cube, triangle to pyramid; interpretation of a shape resulting in depth.
- **Shape** - element of design dealing with an identified area in/on a two dimensional surface.
- **Texture** - real or illusionary, having to do with the surface treatment of an object.
- **Figurative** - representing forms that are recognizably derived from life.
- **Abstract/nonobjective** - not intended to present an accurate depiction of the physical appearance of people or things.
PROCEDURES:

PRIOR KNOWLEDGE:
• Students should have a basic knowledge of color.
• Students should have a basic knowledge of proper use of paint and brushes.
• Students should be able to write several sentences on a given topic.

PROCESS:
• Introduce the Bechtler Museum of Modern Art and its collection before attending a tour of the museum with the class.
• After an introduction to the museum and its collection, present an introduction to the project: Niki de Saint Phalle Papier Mache Nanas. The teaching artist will review the vocabulary and processes of papier mache and painting, and discuss exemplary artwork (modern work and past student work).
• As a pre-writing/pre-assessment activity ask student’s to write one to two sentences about a female role model in their life using descriptive adjectives. Lead a discussion about female role models and assess the student’s understanding of the subject matter.
• Students should sketch multiple ideas for the shape and movement of their nana.
• Demonstrate how to properly create a papier mache form using newspaper, masking tape, and art paste. Once students fully understand the process they can begin creating their own nanas inspired by their pre-writing activity.
• Once the papier mache is dry, discuss primary and secondary colors and how to mix paint, distribute primary colors of paint to each table of students. Students should paint their nana and base one solid color. While waiting to paint to dry or during the next class, students will sketch 2-4 possible patterns to add to the nana with sharpie.
• After paint is dry the students will add patterns and designs to the base and form of their nana using sharpie. To complete their nanas students should be assisted in hot gluing their nanas to their base.
• Assist students in writing a one sentence prompted artist statement, and discuss giving artwork a title.
• Conduct a “popcorn” critique at the end of the project where students will discuss what is successful in their classmate’s Nana.
DIFFERENTIATION / MODIFICATIONS:
- Personalization of work
- Multiple learning styles - Large group/small group, Visual, Auditory, Tactile, Verbal, Kinesthetic
- Hands-on/project-based learning
- Individualized per student level and interest
- Scaffolding of knowledge
- Learning beyond classroom

HOW TO MAKE A PAPIER MACHE SCULPTURE:

1. Using newspaper, ball up individual sheets, maintaining volume but keeping weight low. Mold the newspaper into the specific desired shapes, masking tape can aid in creating form and shape.
2. Use masking tape to bind the newspaper and refine shape and form of the sculpture.
3. Mix papier mache paste: For glue and water use 2 parts white glue to 1 part water, for flour use 1 part flour to 1 part water.
4. Cover the entire form with 2-4 layers of pre-torn 1 inch thick newspaper strips dipped in paste.
5. Once sculpture is completely dry it is ready to be painted.
6. While the paint is drying on the sculpture, paint the base as desired.
7. Use hot glue to attach the sculpture to the base once all paint is dry.
STUDENT EVALUATION AND LESSON ASSESSMENT:
• Pre-assessment of student knowledge prior to instruction.
• Prewriting assignment.
• Sketches for sculpture and design.
• On-going formative assessment and feedback with process and design of sculpture.
• Student critique of finished works incorporating project specific vocabulary.
• Student ability to write an artist statement and title for artwork.

N.C. ESSENTIAL STANDARDS AND COMMON CORE OBJECTIVES:
2.V.1 Use the language of visual arts to communicate effectively.
  • 2.V.1.1 Use appropriate art vocabulary when discussing media, processes, or images in art.
2.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.
  • 2.V.3.1 Use a variety of tools safely and appropriately to create art.
2.CR.1 Use critical analysis to generate responses to a variety of prompts.
  • 2.CR.1.1 Use art terminology to describe art in terms of subject and physical characteristics.
3.V.1 Use the language of visual arts to communicate effectively.
  • 3.V.1.2 Understand that artists use their art to express personal ideas.
  • 3.V.1.4 Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space, and value.

NATIONAL CORE ARTS STANDARDS:
Anchors Standard 1 Generate and conceptualize artistic ideas and work.
  • VA:Cr1.2.1a Make art or design with various materials and tools to explore personal interests, questions, and curiosity.
Anchors Standard 7 Perceive and analyze artistic work
  • VA:Re.7.1.3a Speculate about processes an artist uses to create a work of art.