

# ART NOUVEAU MEETS CONTEMPORARY

INSPIRED SCULPTURES, VESSELS & PLAQUES  
ART AND GEOMETRY  
GRADES: 9-12

BASED ON



Alfons Mucha (1860–1939)  
*Study Medallion for the Façade of the Fouquet Jewelry Shop*, circa 1900  
pencil, wash and watercolor  
Musée Carnavalet, Paris  
© Musée Carnavalet/Roger-Viollet



Eugène-Samuel Grasset (1841–1917), designer and Vever Frères, jeweler  
*"Assyrian" Comb*, 1900  
horn, repoussé gold, cloisonné enamel, and cabochon sapphires  
Petit Palais, Paris  
© Patrick Pierrain/Petit Palais/Roger-Viollet



William Samuel Horton (1865–1936)  
*Nighttime Festivities Held by President Loubet at the Elysée Palace in Honor of Alfonso XIII*, 1905  
oil on cardboard  
Musée Carnavalet, Paris  
© Musée Carnavalet/Roger-Viollet

## OBJECTIVES

- Students will learn about the difference between Art Nouveau and Contemporary Design as they participate in art analysis and discussion.
- Students will practice choice based art as they solve the art problem choosing from: a vessel, sculpture or plaque.
- Students will plan, design and then construct a vessel, sculpture or plaque that is clearly inspired by one of the artworks presented.
- Students will embellish their vessel, sculpture or plaque with drawing or sculpting techniques.
- Students will glaze their final choice based vessel, sculpture or plaque.

## CONCEPT

This lesson is centered around the elements of art: color, lines, shapes, pattern, and texture. Students will participate in an art analysis discussion while looking at the three works of art (see above) in the exhibition. During the discussion, students will engage in conversation using the VTS method, while the teacher facilitates. Students will engage in a choice based art experience allowing them to take their creativity to a higher level while also using basic clay techniques. This experience will allow students to expand on prior knowledge while also gaining new skills by exploring their creativity and thinking outside of the box.

## MATERIALS

- Clay- Funky 40 (Queen City Clay)
- Clay modeling tools
- Rubber Kidney or old gift cards
- Rolling pins
- Slump molds (paper plates, etc.)
- Various Glazes (Dick Blick Gloss glaze colors: ivory, white, black, butterscotch, latte, sunflower, cardinal, candy apple, mandarin, granny smith, indigo, lilac, blush, lemon, milk chocolate, dark chocolate, and more)
- Glaze brushes

## VOCABULARY

Art Nouveau – decorative works of art.

Contemporary Design – art made now and in the future.

Vessel – object that holds liquid or matter e.g. vase, cup, bowl, etc.

Form- 3D object.

Shape- 2D object or drawing.

Line- a point moving in space.

Color- light, strikes a surface and is reflected back to the eye.

Tint- white + color.

Shade- black + color.

Monochromatic- a color that has many tints and shades.

Texture- visual, spatial or actual.

## PROCEDURE

DAY 1- Introduction to Art Nouveau via PowerPoint.

Discussion:

Compare & Contrast the images

Look for the elements of design:

Lines: curvy, wavy

- Color: neutral colors +1 (people); color schemes are 3 colors or less
- Texture: visual, actual
- Shape: oval, circle, (2D)
- Form: 3D

Visual Thinking Strategies

- What is going on in this picture?
- What makes you say that?
- What else can we find?

Students complete their artist write-up.

Time left? Start sketch.

Choice based

- Must be clearly inspired by one of the 3 artworks
- Be a vessel, plaque or sculpture
- Good craftsmanship
- Not be plain but full of texture, line, color, shape and form (if not a plaque)

DAY 2- Complete sketch and start project.

DAY 3-5- Students will continue to work on their project until its complete.

3-4 DAYS TO DRY; BISQUE FIRE

DAY 6-7- Students will glaze or apply a painterly effect to their bisque fired pieces.

## ASSESSMENT

Name:	(5) <u>EXCELLENT</u> Students went over & beyond the requirements for each category.	(4) <u>Above Average</u> Students met the requirements for each category.	(3) <u>Average</u> Students met some of the requirements in some of the categories.	(2) <u>Needs Improvement</u> Students met a few requirements in a few categories.
Project: Art Nouveau Vessel, Sculpture or Plaque				
<u>CONCEPT:</u> Design is unique and well drawn on the clay. There are cutouts that add to the design and enhance the overall appearance.				
<u>MEDIA:</u> Use of clay is efficient. The artist showed growth with clay techniques that show within their work. The vessel or plaque has a length or width of at least 5."	5"+	4"	3"	>3"
<u>CRAFTSMANSHIP:</u> The presentation of the work is: <ul style="list-style-type: none"> <li>• Tidy, without cracks</li> <li>• No rough edges or dried bits of clay, making a rough surface</li> <li>• Name on the bottom</li> </ul>				
<u>TIME &amp; EFFORT:</u> Exhibited responsibility & determination to create vessel that is visually appealing. Used class time efficiently.				
<u>CREATIVITY:</u> Exhibits inventive, personal ideas. Attention to detail allows the piece to stand out, showing the artists original thoughts and inspiration from the 3 works of art.				
Comments:				

## NATIONAL STANDARDS

HS Proficient VA:Cr1.1.1a

Use multiple approaches to begin creative endeavors.

HS Proficient VA:Re8.1.1a

Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

CCSS.MATH.CONTENT.HSG.MG.A.3

Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

CCSS.MATH.CONTENT.HSG.GMD.B.4

Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

## CURRICULUM CONNECTIONS

Students will create original works of art inspired by 3 different artists while implementing geometric methods to solve the design problem: creating a vessel, sculpture or plaque. Through geometric measurement, comparing and contrasting 2D and 3D objects, students will manipulate clay to solve the art problem.

## RESOURCES

*How to be inspired without copying- Video :* <https://youtu.be/JMYD6v7mujw>

**INSPIRATIONAL****Artist Write-Up**

Find 2 artists that you will use to inspire your artwork.

Not sure what other artist inspires you? Google, Instagram.

Name of artist:
What about their artwork do you like and why?
What would you like to use from their artwork to inspire your project?

Name of artist:
What about their artwork do you like and why?
What would you like to use from their artwork to inspire your project?

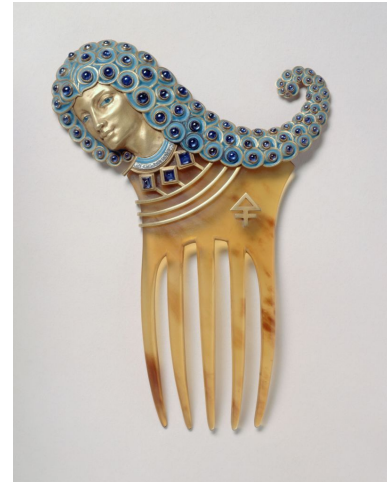


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## INSPIRATIONAL

Sketch Sheet

Name: \_\_\_\_\_

In the box below draw out your idea for you project. Label where your artwork is inspired by your chosen artists.





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EXAMPLES OF STUDENT WORK

