



Henry Moore Sculpture

GRADE: K TIME: 1 session

Developed by John Lentine, Art Specialist



KIT INCLUDES:

- lesson plan
- Henry Moore artist board (2)
- Book: The Life and Work of Henry Moore by Sean Connolly
- vocabulary board

MATERIALS:

construction paper:
black--
4" x 18"
3" x 3"
red, yellow, blue—4" x 6"
super dough self-hardening
clay (red, yellow, blue)
white glue

LESSON DESCRIPTION:

Students will study the artist Henry Moore who made sculptures of people. They create a simple figure out of paper and clay. These figures include "holes" or negative space in the style of Henry Moore's sculptures.

VOCABULARY:

- sculptor
- negative space
- 3-dimensional
- Henry Moore

ART ELEMENTS:

- ☐ Line
- ☒ Shape/Form
- ☐ Color
- ☐ Value
- ☐ Texture
- ☒ Space/Perspective

ART PRINCIPLES:

- ☐ Pattern
- ☐ Rhythm/movement
- ☐ Proportion/Scale
- ☐ Balance
- ☐ Unity
- ☐ Emphasis

CONTENT CONNECTIONS:

Math:
positive/negative
THEMES:
Art in the
environment

OBJECTIVES AND ASSESSMENT CRITERIA:

1. Students will learn about Henry Moore, the English sculptor and know why he was famous.
2. Students will cut out a figure and glue it onto their base.
3. Students will create a small sculpture that looks similar to their cut person.
4. Students will have at least one hole or negative space in their person.

PREPARE:

1. Cut black construction paper to pieces 4"x18" and then some pieces 6x4" in many other colors. Also cut some pieces of black about 3" square.



ENGAGE AND EXPLORE:

Henry Moore was an English sculptor who was very famous. He was famous because his work was much different than artists before him. He simplified forms, not showing any detail. He made many pictures of families.

His simple sculptures of the human form often contained “negative space”--the spaces created by “holes” in the sculpture.

Look at the 2 boards showing pictures of his work. Can you imagine sheep grazing nearby? His work is usually found outside in natural settings. It is made of bronze (metal) which is very strong.

While students are in meeting place, demonstrate the following. Then guide them through the process.

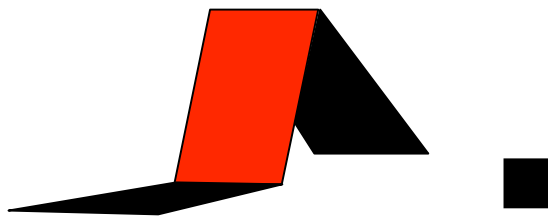
CREATE:

Each student gets 1 large and small black construction paper. They choose a 4 X 6" of the color they want.

Place the smaller paper in the middle of the larger one so it looks like a band-aid. Fold it along those lines.



After folding, it stands in this way. This is the base for the sculpture.



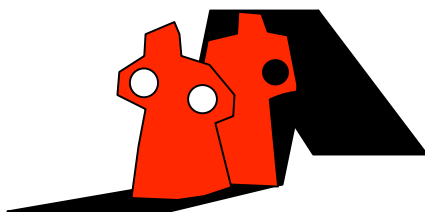
Trim the edges of the 4x6" paper so that it looks something like a human form. Discuss this as needed with your students. It could show a head, shoulders and maybe legs.



Using the small black pieces, cut some circles and then put them on the form where holes would be. These appear as negative space.



Using some super-dough, make a shape that is like the one you cut out. Add a thin layer of glue to the bottom of the sculpture before you add it to the base. The surface tension will allow it to adhere well.



Copy forms below. Give one to each student to place on the back side of their sculpture.

Today in art we learned about Henry Moore who was a sculptor. We made sculptures like his. We included negative space (holes) in our sculptures.

Artist _____

Today in art we learned about Henry Moore who was a sculptor. We made sculptures like his. We included negative space (holes) in our sculptures.

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CLOSE:

Teacher administered assessment tool

DN	OK	UP	Lesson_____ Teacher_____
			Grade_____Date_____Number of Students_____
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement)
			1. Do you know the name of the sculptor we studied today? (K)
			2. Did you add negative space to your cut paper figure? (K)
			3. Did your 3-D sculpture look like your cut figure? (S)
			4. Did you use scissors and glue carefully? (S)
			5. Did you do your best today? (A)
			6. Did you actively listen and follow directions?

Teacher self-critique

8. My teaching of this lesson:

1	2	3	4	5	6	7	8	9	10
needed improvement							was highly successful		

9. What would I do differently next time?

ALIGNMENT:

Alignment of Standards:

Art: A1,3,4; B 2,4,5,6; C1,1a,b; D6,7

History: B

Math: A

CREDITS:

Project ARTiculate is supported by the Fairbanks North Star Borough School District, the Alaska Arts Education Consortium, and a U.S. Department of Education Development and Dissemination Grant

