



PAPIER-MÂCHÉ KANDINSKY BOWL – Form, Colour, Contrast

Students create a small papier-mâché bowl and use acrylic paint to finish it in a design inspired by Kandinsky's concentric circles.

Required Time

120 Minutes

Grade Level

Grade 1 to Grade 6

Subject

Language Arts
Mathematics
Visual Arts

Vocabulary

concentric
half
measure
mold
papier mâché
smooth
strips

Materials

Crayola Washable No-Run School Glue

Crayola Acrylic Paint - 6 Count

Crayola Paint Brush Set - 5 Count

Recycled Newspapers

White Newsprint

Plastic Wrap

Small Bowl

Paper Plates - 1 per student

Water Containers

Paper Towels

Shop Crayola
Products

Steps



Step One

1. Tear newspaper into strips about 1.5 cm (1/2") wide.



Step Two

1. Mix 1/2 cup of glue and 1/4 cup of water.
2. Stir the mixture together until it is smooth.



Step Three

1. Place a small bowl on a plastic plate or tray. The glue might run off your bowl and this will keep your table dry.
2. Cover the small bowl with plastic wrap.
3. Make sure that it is smooth.
4. Tuck the edges inside the bowl.



Step Four

1. Glue one newspaper strip at a time on top of the bowl until it is completely covered.



Step Five

1. Tear plain newsprint paper into strips about 1.5 cm (1/2") wide.
 2. Cover all the newspaper strips with the plain newsprint paper strips.
 3. Repeat gluing layers until you have 6 altogether. This will make your bowl strong.
 4. End with a plain layer. This will make your paint bright.
 5. Allow the papier-mâché bowl to dry for several days. Then remove it from the plastic bowl.
 6. Glue small strips of paper over the edges to finish the bowl.
 7. Set it aside to dry.
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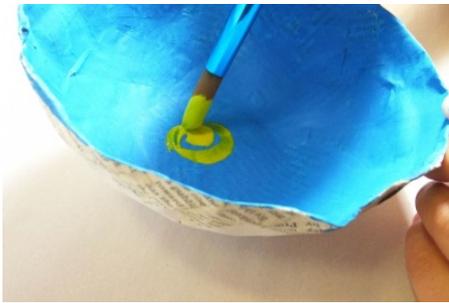
Step Six

1. Before beginning to paint your Kandinsky bowl practise painting concentric circles on a pie plate.
2. This will help you decide what colours you want to paint your finished papier-mâché bowl.



Step Seven

1. Paint the inside of your papier-mâché bowl using Kandinsky inspired colours.



Step Eight

1. Let each layer of colour dry before adding another colour of paint.



Step Nine

1. Paint the outside of your papier-mâché bowl.



Step Ten

1. Allow the paint to dry, then place the bowl facing up to enjoy your Kandinsky inspired design.

Learning Goals

Students will be able to:

- create a papier-mâché bowl;
- paint the bowl with a Kandinsky inspired design;
- demonstrate technical accomplishment and creativity;
- support their ideas with evidence found in the painted bowl.

Extensions

Have students:

- work in groups of 4;
- use their bowls to act out the story of *Goldilocks and the Three Bears*;
- have Goldilocks use her bowl to create a **new** version of this fairy tale inspired by Kandinsky's love of colour and sound;
- share their stories with the rest of their class.

Prepare

1. Prior to this lesson you may want to have students do the lesson **Inspired by Kandinsky** available at this website,
2. Download images of Wassily Kandinsky's art from the Internet.
Colour Study - Kandinsky
Kandinsky2
Kandinsky3
Kandinsky4
3. Gather and make available books about shape, for example, *Icky Bug Shapes*, by Jerry Pallotta; *Shape by Shape*, by Suse Macdonald; *Captain Invincible and the Space Shapes*, by Stuart Murphy (math start); *A Circle Here, A Square There*, by David Diehl.
4. Gather and make available books related to Kandinsky, for example, *The Girl Who Heard Colors*, by Marie Harris; *The Noisy Paint Box: The Colors and Sounds of Kandinsky's Abstract Art*, by Barb Rosenstock; *Wassily Kandinsky, 1866-1944: The Journey to Abstraction*, by Ulrike Becks-Malorny
5. Download the Shape, Form and Colour **posters** available on this website.
6. Download images of papier-mâché projects from the Internet.
Head Project
7. Ask students to bring in a small, plastic bowl to use as a mold for their papier-mâché bowl.

Introduction

1. Introduce Wassily Kandinsky. Read the *The Noisy Paint Box*, or share a few points about the artist.
 - born in 1866
 - Russian artist
 - had a special gift called **synaesthesia cognate** - a condition that meant when he heard a sound he also saw a particular colour
 - he used colours and shapes in his abstract paintings to express feelings and music
 - he painted the first non-objective painting called the *First Abstract Watercolour*, 1910
 - he thought each shape created specific feelings - square caused calm feelings; triangle caused aggressive feelings; circle caused heavenly feelings.
2. View and discuss the painting, *Colour Study, Squares with Concentric Circles* focussing on the shapes and colours Kandinsky used, and how the painting makes students feel, and why.
3. View the pictures of papier-mâché projects and discuss the technique. Explain the process.
 - layers of paper dipped in glue are placed over a mold and allowed to dry
 - glue makes the paper dry hard and strong
 - the more layers you have, the stronger the finished product will be
4. Introduce the challenge.

Activities

The Challenge

1. Create a papier-mâché bowl.
2. Paint the bowl with a Kandinsky inspired design.
3. Demonstrate technical accomplishment and creativity.
4. Support your ideas with evidence found in your bowl.

The Process

1. Ensure that everyone understands the process.
2. Establish success criteria with your students, for example, I know I am successful when I have:
 - created a bowl that is hard and strong

- *created a bowl with a smooth surface*
- *used colours that are bright and varied*
- *painted lines that are different widths*
- *painted concentric circles*

3. Guide students through the steps outlined in the lesson plan.
4. Demonstrate how to use a variety of widths when painting the circles.
5. Observe students as they work.
6. Provide individual assistance and encouragement.

Sharing

1. Once all the bowls are dry arrange them on a table,
2. Ask each student to think of a use for their bowl. This will be an opportunity to discuss what can and cannot be put inside a papier-mâché bowl.
3. Encourage students to think of how the design and shape of the bowl influences how it might be used.
4. Use a children's book, such as *Strega Nona*, by Tomie dePaola to demonstrate how an object can be used as the main focus of a story. *Strega Nona* uses a magic pot.
5. Have students write a short story that uses their bowl as the main focus.
6. Have students share their stories in small groups, using their bowl to animate the tale.

Assessment

1. Observe students as they work – thoughtful focus, discriminating, seeking more information, elaborating, experimenting.
2. Observe students as they discuss their bowls – speaks with a clear voice, looks at audience while speaking, points to areas in the bowl, provides accurate information, answers questions from the audience effectively.
3. Observe students as they listen – looks at presenter, asks effective questions, supports ideas with evidence found in the artwork.
4. Use a checklist to track progress. (Downloads – Bowl_tracking.pdf)
5. Have students use the self-assessment form to evaluate their work. (Downloads – Bowl_self-assessment.pdf)