Lesson Name: Creating Mass and Void
Grade Levels: K-3

Guiding Inquiry: How do art objects, such as Donald Judd’s Untitled: 15 Works in Concrete, evoke the power of space? Why do artists consider space when composing an artwork? How does the manipulation of space create relationships between the object and the viewer, the object and other objects around it, or the object and the landscape? How and why do

Materials: Concrete, mortar mix, cardboard boxes, duct tape, Styrofoam cups, steel re-bar, and various items for texture.

Lesson Objectives:
• To learn to see void as an entity, as something that has value and exists, and that artists consider space as an integral part of artmaking.
• To observe how artists compose space through a consideration of form and placement. To recognize that form and placement influence one’s perception and experience of an artwork.
• To demonstrate the wide variety of media available to artists, thereby challenging preconceived notions that artists’ materials are limited to traditional media.
• To experiment with conceiving of and designing a mold for their concrete object.

Procedures:
1. Beginning with a trek to view Donald Judd’s Untitled: 15 Works in Concrete, students engage in an inquiry-based discussion about Students consider Judd’s pursuit of permanent art installation, his manipulation of space, his experimentation with industrial materials, and his interest in the interaction between art and landscape. Students are introduced to the concept of space through dialogue and manipulative tools, like Playdoh. Utilizing such tools, students are asked to think about spaces they create with their own bodies daily.
2. Post viewing Judd’s objects, students return to the Chinati Art Lab, where they reflect on Judd’s process of creating the concrete works, the creation of a mold and the mold’s effect on the surface texture of the object. Before embarking on their concrete exploration, students are encouraged to think about how their object will stand and, in doing so, what form the support/s with take. Furthermore, students are asked to devise what the space between their supports is going to look like and to predict, through drawing, what their final, unwrapped form will be.
3. Using cardboard, Styrofoam cups, steel re-bar, duct tape, and other various materials, students will create molds for their concrete furniture. Students, with the assistance of Chinati educators, will pour wet concrete into their molds, learning techniques such as vibrating the concrete, adding supports, and developing exterior texture.
4. The concrete furniture will dry for two days, whereupon Chinati educators will bring the final pieces to

Learning Outcomes:
• Artists consider and play with space when creating art objects.
• Artists consider placement and viewing context when creating and/or installing work.
• Artists use a variety of techniques to manipulate materials. Artists select materials to evoke a particular idea or feeling.
• Artists can utilize skills from math, science, design, and other disciplines to develop an artwork.
• Artists are problem-solvers and experimenters. Artists think through design problems, such as functionality, aesthetics, and form, throughout the process of creating an artwork.
TEKS Fine Arts Alignment:
§117.102. Grade K (b)- 1 (A) gather information from subjects in the environment using the senses.
§117.102. Grade K (b)- 1 (B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including repetition/pattern and balance, in the environment.
§117.102. Grade K (b)- 2 (C) use a variety of materials to develop manipulative skills while engaging in opportunities for exploration through drawing, painting, printmaking, constructing artworks, and sculpting, including modeled forms.
§117.102. Grade K (b)- 4 (B) express ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers.
§117.105. Grade 1 (b)- 1 (A-B) identify similarities, differences, and variations among subjects in the environment using the senses; and identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments.
§117.105. Grade 1 (b)- 2 (C) increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms.
§117.105. Grade 1 (b)- 3 (D) relate visual art concepts to other disciplines.
§117.108. Grade 2 (b)- 1 (A-B) compare and contrast variations in objects and subjects from the environment using the senses; and identify the elements of art, including line, shape, color, texture, form, and space, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, and balance.
§117.108. Grade 2 (b)- 2 (C) identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculpture, including modeled forms, using a variety of materials.
§117.108. Grade 2 (b)- 3 (C-D) analyze how art affects everyday life and is connected to jobs in art and design; and relate visual art concepts to other disciplines.
§117.111. Grade 3 (b)- 1 (B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity.
§117.111. Grade 3 (b)- 2 (C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials.
§117.111. Grade 3 (b)- 3 (C-D) connect art to career opportunities for positions such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers; and investigate the connections of visual art concepts to other disciplines.
§117.111. Grade 3 (b)- 4(B) use methods such as oral response or artist statements to identify main ideas found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums.