



SCULPTURE: Katia
ARTIST: Curt Brill
MEDIA: Bronze

This Arizona sculptor created "Katia" originally in clay and then had it cast into bronze. The artist tells us that he is interested in three particular elements in this sculpture. They are movement, humor and serenity. The artist, in addition to making the sculpture, has worked with physically and mentally challenged people. He searches in his work for the "hidden human spirit".

Lesson: Poetry writing exercise and drawing.

Grades: Grade 3-5

Website: <http://sculpturepark.org/>

Core Arts Standards:

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media and art-making approaches.

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world and **constructed environments**.
Visual imagery influences understanding of and responses to the world.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.

Objectives:

1. To engage students in active discussions of poetry and exaggerated form.
2. To guide students through the creative process of writing poetry to go with art.
3. To help students find movement, humor, and serenity in Brill's art.

Materials:

White 9" x 12" construction paper

Black ball point pens or small felt tip markers

A variety of Shel Silverstein poems for students to reference. Make xerox copies of the following poems

Introduction:

Present the slide of **Katia**. Ask students the following:

1. The artist showed movement in this sculpture-what part of the sculpture would move if it were a real person? Why did you choose that part?
(You could ask all students to sit on the floor next to their seat like Katia and see which parts of their bodies they feel inclined to move)
2. The artist also tried to convey humor. Is there a part of Katia you find amusing? What is Katia thinking about? Something funny?
3. Serenity is a feeling you have when life is calm and nothing upsets you. Katia is sitting alone-has she found serenity? What about her body language tells you she has or has not found serenity?

Next, read the following poem by Shel Silverstein. Tell students he is a well-known poet that writes funny poems for children and had books called [A Light in the Attic](#) and [Where the Sidewalk Ends](#).

www.shelsilverstein.com provides YouTube videos of Silverstein reading his poems. These would be great as an introductory tool.

Poetry Reading:

Sick

'I cannot go to school today,'
Said little Peggy Ann McKay.
'I have the measles and the mumps,
A gash, a rash and purple bumps.
My mouth is wet, my throat is dry,
I'm going blind in my right eye.
My tonsils are as big as rocks,
I've counted sixteen chicken pox
And there's one more-that's seventeen,
And don't you think my face looks green?
My leg is cut-my eyes are blue-
It might be instamatic flu.
I cough and sneeze and gasp and choke,
I'm sure that my left leg is broke-
My hip hurts when I move my chin,
My belly button's caving in,
My back is wrenched, my ankle's sprained,
My 'pendix pains each time it rains.
My nose is cold, my toes are numb.
I have a sliver in my thumb.
My neck is stiff, my voice is weak,
I hardly whisper when I speak.
My tongue is filling up my mouth,
I think my hair is falling out.
My elbow's bent, my spine ain't straight,
My temperature is one-o-eight.
My brain is shrunk, I cannot hear,
There is a hole inside my ear.
I have a hangnail, and my heart is-what?
What's that? What's that you say?
You say today is...Saturday?
G'bye, I'm going out to play!

Activity:

Give each student one Shel Silverstein poem and one piece of white construction paper to draw a sculpture to match the poem. Black pens will be used towards the end of this assignment if time allows.

***Begin by explaining that students will draw a sculpture based on a Shel Silverstein poem you are going to give them. They cannot trade their poems, but you can tell students that these poems were hand selected for their colorful wordy illustrations.**

1. Using the drawings and poems of Shel Silverstein as well as the sculpture, Katia as a reference, direct children to draw a humorous sculpture based upon the poem they were given. Challenge them to draw their sculpture in the style of Shel Silverstein's drawings!

2. When they have finished their drawings, students should outline their drawing in black pen. Encourage students to erase their pencil lines after the ink has dried on their drawings.

***Use the Supplemental Katia Worksheet to expand this lesson.**

3. Five minutes before the end of class, ask students to stop working. They should put down their supplies, stand up leaving their art on their desk, and walk around the classroom looking at the "gallery" of their class mates artwork. As they walk around, ask them if they're getting any ideas of how they might do this lesson differently at home. (Asking this not only encourages them to think beyond the classroom as to how they will share their experience at home with others when they're showing off their art, but encourages and challenges them to pursue art outside the classroom and run with the concept of the project. It also keeps them on-task and aware that the teacher is engaging them in instruction, thereby deterring unnecessary socializing.)