TIME REQUIRED: Two sessions @ 50 minutes

SONIA DELAUNAY

DELAUNAY INSPIRED ABSTRACT ART
ABOUT DELAUNAY AND ORPHISM

Sonia Delaunay and her husband, Robert Delaunay, co-founded an art movement called Orphism.

Strong colors and geometric shapes (Cubism) defined the Orphism art movement. In fact, it was working on a quilt for her son that inspired Sonia to create this style of art.

Working with colors and shapes is fun for children. While not quite a free-flowing collage, this lesson encourages thought by considering the exact placement of colors, circles and lines.

What You’ll Need:

- 8” x 11” colored paper (I used a pack of multi-colored card stock)
- Scrap colored paper (about 4” x 4”)
- Pencil
- Plastic cups of various sizes or various circle templates
- Scissors
- Glue stick
After talking about artist Delaunay and looking at her art, I offered pencils, plastic cups, scissors and colored paper and allowed the kids to proceed at their own pace. Many kids delved deep into creating concentric circles and layered paper on paper. Some cut one circle and deemed done with the project. I feel strongly that in order to bring out the best work in some kids, you need to create boundaries. Often children will stop or quit working on a piece because it feels uncomfortable. They may not like where it's going. They may not completely understand what they are supposed to do. They may not understand how to proceed when there is no set path.

Even though this project looks easy, it requires a lot of cutting. Try to remember that kids in grade 6 are still only eleven years old and are still learning how to cut well. It's not that easy for many kids. I find it helpful to have a collection of adult scissors on hand as many eleven year old boys have large hands.

**THE BACKGROUND**
A simple way to start this project is the break up the background. Adding a few rectangles or triangles of color will be a good base for adding circles in the next step.
LAYERING WITH CIRCLES

THE CIRCLES
1. Cut various sized circles using plastic container lids.
   It never hurts to collect various sized plastic and metal lids. Anything from baby food jars to yogurt containers make great templates to use in projects like this one. Because precision is key to understanding Delaunay's art, using pencils to trace lids allows a child to create a sharp circle.

2. Sketch or Free Form a background
   While some children approached their composition in an organic way, others preferred to sketch out their ideas. Use colored pieces of paper to lay down strips or blocks of color.

3. Select a couple of circles to cut in half or into quarters.
   When two or more of the same sized circles are cut in half or into quarters, the arrangement made on paper can become far more interesting. Mixing and matching colors to form a circle becomes a way for children to understand the basic structure of a circle.
Delaunay Circles Handout
SONIA DELAUNAY ART
CREATING
- **Generate and conceptualize artistic ideas and work** — Combine concepts collaboratively to generate innovative ideas for creating art — Formulate an artistic investigation of personally relevant content for creating art
- **Organize and develop artistic ideas and work** — Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design — Explain environmental implications of care/clean up of art materials
- **Refine and complete artistic work** — Reflect on whether personal artwork conveys the intended meaning and revise accordingly

PRESENTING/PRODUCING
- **Analyze, interpret and select artistic work for presentation** — Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork.
- **Develop and refine artistic work for presentation** — Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.
- **Convey meaning through the presentation of artistic work** — Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.

RESPONDING
- **Perceive and analyze artistic work** — Identify and interpret works of art or design that reveal how people live around the world and what they value — Analyze ways that images influence ideas, emotions & actions
- **Interpret intent and meaning in artistic work** — Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.
- **Apply criteria to evaluate artistic work** — Develop and apply relevant criteria to evaluate a work of art

CONNECTING
- **Synthesize and relate knowledge and personal experiences to make art** — Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.
- **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding** — Analyze how art reflects changing times, traditions, resources, and cultural uses.
I CAN STATEMENTS FOR DELAUNAY ABSTRACT ART

• Today I will learn about ARTIST SONIA DELAUNAY so that I CAN IDENTIFY her works of art and explain the art movement ORPHISM.

• Today I will learn about LINE and SHAPE, so that I CAN draw and carefully cut GEOMETRIC shapes from colored paper.

• Today I will learn about COLOR and COMPOSITION, so that I CAN ARRANGE and OVERLAP my shapes and colors to create an ABSTRACT work of art.

COMMON CORE STANDARDS FOR DELAUNAY ABSTRACT ART

CCSS.ELA-Literacy.Rl.6.7
Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
You can assess students’ understanding of the information presented on the life and work of Sonia Delaunay through verbal questions and answers. Students are presented the information via PowerPoint, posters, etc. and can be asked to summarize the main ideas from the presentation before starting the artwork.

CCSS.ELA-Literacy.SL.6.5
Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
After students have completed their artwork, they may use their work to present to the class how learning about Delaunay’s style influenced and inspired the decisions made in creating their compositions. This further clarifies their understanding of the main ideas of geometric abstractions.

CCSS.ELA-Literacy.W.6.1
Write arguments to support claims with clear reasons and relevant evidence.
As students complete an artist statement (located in Teacher Aids), they are supporting claims about what their artwork means. This requires them to build their answer based on how they created the work as evidence pointing toward the composition’s meaning.
STUDENT NAME: ______________________

☐ Can the student identify works of art by Sonia Delaunay?

☐ Did the student use geometric shapes to create an abstract composition?

☐ Did the student overlap shapes and arrange them in a way similar to the art of Delaunay?