

## LESSON 1

### Title: *Design +Story + Rudy Autio + Pablo Picasso =One Fabulous Monoprint* Instructional Strategies

#### 1. Introduction

- a. Show the students images of Pablo Picasso's artwork and Rudy Autio's artwork. Since Autio was influenced by Picasso, talk about the similarities and differences in their work.
- b. Give background information on the two men. Include ideas such as the following:
  - i. Artistic style
  - ii. Media in which they worked
  - iii. Their influences in other artists and other cultures
  - iv. Also talk about Autio's print he did during his career

#### 2. Demonstration

- a. Show the students ahead of time how to produce a monoprint

#### 3. Completing the Print – (NOTE: Time involved is about ten minutes for set-up and ten minutes for clean up – 30 minutes for printing)

- a. **Have the Students work in pairs** – move two desks together so they have a bigger working area
- b. **Set Up for the Entire Class**– make sure to have all materials set up and ready to go before printing. You may want to have a single **supply table** in the room with all the materials, so that kids can pick them up and put them back with ease. Cover this table with a full sheet of craft paper to protect its surface. Also, have a empty bulletin board covered with craft paper only and some push pins stuck into it (this will be where the students will hang their pieces to dry)
- c. **Set Up for the Pairs** – each pair of kids will pick up the following materials from the large supply table:
  - i. Newspaper to protect table top
  - ii. Two sheets of Plexiglas
  - iii. One 12x18 sheet of Plexiglas
  - iv. One brayer
  - v. One tube of printmaking ink – kids can exchange colors as they work through the class period
  - vi. Ballpoint pen
  - vii. Four sheets of various kinds of printmaking paper (they need to keep these clean somewhere by their desk)
  - viii. Photos of horse and a person
- d. **Process**
  - i. **Ink** - Squeeze out a small amount of colored ink about the size of a quarter onto the large sheet of Plexiglas
  - ii. **Brayer** - Using the brayer, roll the ink out in two directions (horizontally and vertically) until it makes a tacky sound.
  - iii. **Inking the plate** – Take the freshly loaded inked brayer and rolling in the same two directions, cover one of the small Plexiglas plates. The surface should have a fair amount of ink, so re-ink if you must. Listen for the tacky sound again.

- iv. **Printing the plate** – using your partner’s clean hands, drop one sheet of the printmaking paper onto the inked plate. Apply a light amount of pressure to it with your hands to make sure the sheet of paper is laying flat (**NOTE: Do NOT press too hard or scratch it because ALL marks will show**)
- v. **Drawing on the surface of the paper which will be the back of the print** – using your ballpoint pen and looking at one of your photos of a horse and a person, begin drawing your images on the paper. Try not to rest your hand on the paper since this could print up on the printed surface. (**NOTE: Depending on the temperature in the room, you have a short period of opportunity to get the drawing finished since the ink is water based and will dry quickly – ten minutes**)
- e. **Pulling the Print** – once you are finished with the drawing, slowly remove the print by peeling it off of one corner and pulling toward yourself. The printed image will be *backwards and mirror like*. Consequently, letters and words are not a good idea at this stage of printmaking since they would have to be designed *backwards and mirror like* in the first place.
- f. **Drying the Print** – Using a push pin, hang the wet print by one corner on the surface of the bulletin board to dry. Make sure not to let it touch anyone else’s print, otherwise they will stick together and ruin each others design.
- g. **Reprinting** – If you want to print another print, it is necessary to rinse off your small Plexiglas plate in the sink with water and a sponge. Dry it off with a scrape towel or paper towel. Print again.
- h. **Clean Up** – If you have a parent volunteer aid or another helper of some sort, have them gather all
- i. **Signing Your Piece**
  - i. Come up with a good name for your print (Autio always named his after he made the piece)
  - ii. Sign your print with your name and the title after it is completely dry
  - iii. Mount the individual prints on colorful tag or railroad board. Use double stick tape to hang the two upper corners. Leave the bottom of the print free hanging.
- j. **Displaying the Prints** – here are some possible suggestions:
  - i. You could display the prints along with the short stories. These two components could be attached to the same sheet of tag or railroad board.
  - ii. You could possibly display them at a number of venues. These could include:
    - 1. local coffee shops
    - 2. book stores
    - 3. public library
  - iii. You could copy the student’s prints and the short stories and publish a small literary magazine. Check with your local high schools or even your state. Some of them publish literary magazines.

## Assessment

## 1. Story

- a. Have the students write a short story about their print
- b. Give the characters names.
- c. Answer the following questions: Who, what, where, when, and how.
- d. Have the students bring up aspects about music or Spain in their writing.
- e. Title the piece when finished. Is it the same as the print title?
- f. Check to see if area high school students would help the students edit their writings.

## 2. Grading

- a. Prints
  - i. If you grade the prints, it is important to set up expectations ahead of time. Below is a sample of a rubric you may want to use of adjust.

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### Sample Grade Sheet Rudy Autio Monoprint

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<u>Requirements</u>	<u>Possible Points</u>	<u>Your Points</u>
Design		
Creative_____	10	
Drew at least one horse_____	5	
Drew at least one person_____	5	
Titled the piece_____	5	
Team Work		
Worked well with your partner_____	5	
Set up and clean up_____	5	
Story		
Creative plot_____	5	
Well written_____	5	
Total	45 points	

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### Vocabulary

Studio  
Abstract Expressionism  
Cubism  
Pablo Picasso  
Collage  
Monoprint  
Printmaking  
Brayer  
Backwards and mirror like  
Printing plate  
Muse

### Musical Resources for Teachers

(These were the types of music Autio enjoyed listening to when working in his studio)

Andres Segovia  
Almeida Peter Meloy  
Spanish guitarists  
Flamenco guitarists  
Teddy Norman  
Gypsy music from Spain  
Jazz music  
Classical  
Choral & percussion (African)

**Interdisciplinary Unit on Spain** - bringing in other components such as the following topics and ideas:

1. Foreign language – Spanish
2. Geography Unit about Spain
3. Possibly a luncheon with all Spanish foods
4. Have a guest speaker that talks to the students about Spain or a guitarist that will play for the kids (someone could even play guitar for them as they are printing)
5. Study the evolution of the horse

**Helpful Suggestions to Do Ahead of Time**

1. This is a big unit, so you want to:
  - a. Research Picasso and Auto
  - b. practice printing
  - c. Order your Plexiglas, brayers, and ink
  - d. Cut your printmaking papers to the correct size
  - e. Find and copy your horse and people pictures
  - f. Line up at least one or several parent volunteer to help you during the days the students print

**Catalogs**

Dick Blick  
1-800-447-8192  
DickBlick.com

**Web-sites Specifically on Pablo Picasso**

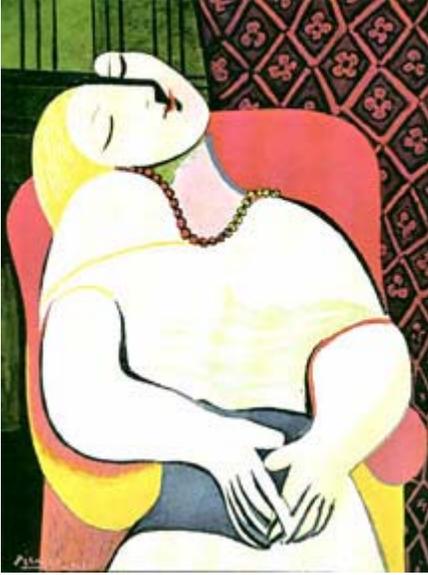
**(NOTE: These are excellent sites to find information on Picasso's artwork that is appropriate for 4<sup>th</sup> and 5<sup>th</sup> graders)**

Garfield School Grade 4 Miss Somoles & Mrs. Bunsey  
<http://www.lkwdpl.org/schools/elempath/picasso/>

Artchive

[http://www.artchive.com/artchive/P/picasso\\_protocubism.html](http://www.artchive.com/artchive/P/picasso_protocubism.html)

**Photos**



<http://www.eyeconart.net/history/cubism.htm>



*Avalon*

Stoneware 1994

<http://www.rudyautio.com/Avalon.html>

## **LESSON 2**

### **Title: One Day in the Life of Me: Painted Glass Brick Bookend with Time Capsule**

#### **Description**

Each student will be making a hand painted glass brick time capsule that will be donated and used as a bookend in their classroom.

#### **Lesson Objectives**

1. The goals of this lesson include:
  - a. Having the students become aware of Rudy Autio's murals and other artworks
  - b. Learning the concept of a time capsule, what it is used for, and how to document history
  - c. Visual and verbal articulation of one's self
  - d. Allowing the students to gift their time capsules as permanent works of the school
  - e. Having the students reflect and prove their interpretations of the entire unit

#### **Duration of lesson**

(1 day = 50 minutes of instructional time)

Introduction – 1 day

Brainstorming ideas for your time capsule – 1 day

Making items for your time capsule – 1 day

Painting the glass brick – 2-3 days

Gluing on the bottom of the glass brick to seal it off – 1 day

Quiz over Rudy Autio lesson – 20 minutes

#### **Materials**

1. **Glass paint** (this can vary depending on what source you go to. *Michaels Arts, Crafts & More* carry many different types of paints. Also, they can be purchased as a set or as individual colors in jars. Delta has kits for \$3.99 per kit. You should be able to order one kit per student. Also, *Blick Art Materials* has a full range of glass paints to choose from. Make sure your paint is NON-TOXIC)
2. **One 8x8x3 glass block** (brick) that is open ended on one side (1 per student)
3. **Variety of old paintbrushes** (depending on what kit you purchase)
4. **Old newspapers**
5. **Small cups of water** to clean paintbrushes
6. **Old adult button down shirt** to wear as an artist smock (1 per student)
7. **Paper towels**
8. **One sheet of notebook paper**
9. **Pencil or pen**
10. **Pre-cut pieces of 8x3 felt squares** to glue over the open hole of the brick as to enclose the brick with its contents (**NOTE: They should be cut to the same size as the hole of the brick. It all depends on what size your purchase. You could**

even reinforce the felt with a piece of 8x3 tag, cardboard or cardstock to stiffen up the enclosure)

11. Elmer's glue

## **Instructional Strategies**

### **1. Introduction**

- a. **Rudy Autio** – show the students the image of the *Saint Anthony of Padua* and *Missoula Fire Station Panel*. You may want to have this printed off as hardcopy or show them as a computer projection. Talk about some of the following aspects concerning Autio's work:
  - i. Use of materials
    1. Bright colors, ceramic, glaze, mortar
  - ii. Subject Matter
    1. Horses (why he liked them), People
  - iii. Works Created
    1. Vessels, plates, mural, prints, drawings, tapestries
  - iv. Style
    1. Abstract Expressionism
  - v. Where his works are displayed (commissions and donations)
    1. Private collections
    2. Public art

### **b. Time Capsule**

- i. His works and their time capsules
  1. Concerning the *Missoula Fire Station Panel*
    - a. "a time capsule was placed inside the date tile containing a roster of firemen then serving, along with photos of the mayor, the artist and his helpers, and a copy of the local Missoulian to add ceremony to the installation."  
<http://www.rudyautio.com/autio2.htm>
- ii. What is a time capsule? Finally

**2. Brainstorming for Time Capsule Ideas**– Have a class discussion concerning some of the following and have the students write down some of their ideas as you carry on the discussion. You may want to have the local paper handy to help generate the discussion:

- a. Who am I?
- b. What is going on today in my life? School? Home? Local? State? National? World?
- c. My teachers name?
- d. My family member's names?
- e. What is my favorite animal?
- f. What are the titles of some of my favorite books?
- g. What items might I want to include in my time capsule? (Examples might be poems, photos, items, goals, wishes, etc.)
- h. If someone found this time capsule 100 years from now, what would you want them to know about you?

### **3. Explanation of project**

- a. **Time capsule items**

- i. Take one class period to make items to go into your time capsule
    - ii. Every student should bring in items to be placed in their time capsule. Also include the items you made in school.
  - b. **Painting the brick**
    - i. Every student will paint their glass brick with images of themselves, what they like to do, and their favorite animal. They will need the following to do this:
      - 1. Old adult shirt to use as an artist smock to protect their clothing
      - 2. Old newspapers on their desk to protect their desk
      - 3. Place two student desks together so students can share materials as they paint (remind them they are acting like a “pair of bookends” even as they are working. They both have a job to hold up their end of the process.
      - 4. Old paintbrushes – a few different sizes to work with
      - 5. Cup of water to rinse brush
      - 6. Glass paint
      - 7. Glass brick
  - c. **Installing the time capsule**
    - i. Once the painting is finished, have the students place all their items into their time capsule.
    - ii. Next, have them glue their 8x3 felt square over the opening using glue (Elmer’s would work fine, but you may want to do this yourself with hot glue)
4. **Installing the brick**
- a. Contact the school library and possibly other areas of the school to see if they would like to be gifted a set of book ends to be used in their area.
  - b. Advertise where each brick is located:
    - i. Announce this to your students

### **Possible Follow Up Projects**

- 1. Place a list of the students and location of their bricks in the following venues:
  - a. in the school bulletin or hang a list outside the main office
  - b. put this info (and maybe even photos of the works) on the school web-site for parents to see

### **Vocabulary**

Other words for Time capsule: Pod, container, casing, & shell

Glass paint

Mural

Ceramic

Glaze

Mortar

Abstract Expressionism

Expressive colors

Self-expression

Commission

Documentation (or documentation of history)

## Assessment

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### Quiz Artist Rudy Autio

Teachers Name \_\_\_\_\_ Schools Name \_\_\_\_\_ Date: \_\_\_\_\_  
Your Name: \_\_\_\_\_

**Directions:** Answer each of the questions to the best of your ability. The more detailed your answer, the more points you will receive. This is worth ? points. Good luck.

1. Who is Rudy Autio?
2. Why is he famous?
3. What does ceramic mean?
4. What is Abstract Expressionism?
5. What is a time capsule?
6. What is another word for time capsule?
7. What did you place in your own time capsule?
8. What is a commission?

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### Resources for teachers

Michaels Arts, Crafts & More

<http://www.michaels.com/art/online/home>

Blick Art Materials

1-800-447-8192

DickBlick.com

<http://www.dickblick.com/>

### Web-sites

Visual example of glass brick used in building construction

Michigan State Capital Glass Block Floor

[http://en.wikipedia.org/wiki/Image:Michigan\\_State\\_Capitol\\_Glass\\_Bock\\_Floor.jpg](http://en.wikipedia.org/wiki/Image:Michigan_State_Capitol_Glass_Bock_Floor.jpg)

Missoula Fire Station Panel (which houses one of Autio's time capsules and a brief description of the capsule)

<http://www.rudyaudio.com/autio2.htm>

Saint Anthony Parish (shows 2 images of Autio's murals)

<http://www.saintanthonyparish.com/index.php?page=history>

## Images



Saint Anthony of Padua

Located at Saint Anthony Church

Missoula, Montana

The time capsule is located behind the yellow, white or red half arch on the left side of the fish.



*Missoula Fire Station Panel*  
<http://www.rudyautio.com/>

## **LESSONS 3 & 4**

### **GR:4-5**

#### **Title: Animal Pots**

Students will use animal themes for pull-out and slab constructed vessels: As one of Missoula's finest ceramists, Rudy Autio often used animal forms as part of his large vessel slab constructions. Whether as an added head or as a drawn series of moving forms, animals played an important part in his work.

#### **Objectives**

- a. Students will advance their knowledge of the use of a "vessel" as well as their ability to construct one.
- b. Students will test the viability of their construction!
- c. Materials: low-fire clay (06 cone) white or brown clay tools brushes for glazes small buckets for "slip", clay and water mixture

#### **Procedure**

##### **a. 4<sup>th</sup> Grade**

1. Using animal themes, construct a clay vessel, incorporating the pull-out and pinch techniques experienced in the previous grade. Reference vessels used particularly in both North and South American native groups. Discuss the use of vessels throughout history, particularly for domestic and everyday purposes. (Archive the ArtsEDnet and Arts and

Activities websites listed at the end of these lessons for excellent examples. Also your school or public library often has the “Big Book” (Ceramics) series as well as the magazine Clay Times.) If a previous vessel was made, does the student still have it and what has he/she used it for?

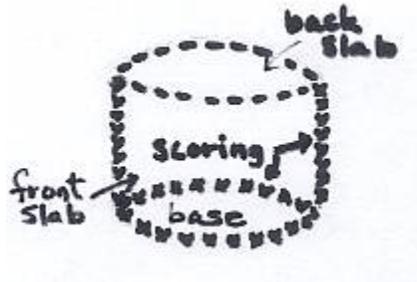
2. Plan what animal form, real or imaginary, student is going to use. Make a preliminary drawing first, so idea is more visual.
3. Prepare clay by wedging and releasing any probable air bubbles, keeping clay moist with slip.
4. Begin to form a pull out animal form with a center that can be used for the vessel.
5. Smooth the outsides or incise texture where needed on the animal and smooth the inside of the vessel with slip.
6. Dry and bisque fire. Glaze and refire, or paint with acrylic paints.



**b. 5<sup>th</sup> Grade**

1. Again using animal themes and the large slab constructions referenced in Rudy Autio's work (<http://www.rudyautio/work>), construct a slab pot with two sides and a base. (This assignment is dependent on previous clay experience)

2. Emphasize terms and techniques of “pinch” ,pull-out, and slab methods of construction, wedging, slip-use, as well as, vessel forms, decorations, and bisque firing.
3. Wedge clay and form into smooth ball.
4. Roll out clay onto flat surface, preferably a non-sticking surface (or use paper) to approximately 1/2inch thickness, using either hands or rolling pin.
5. Cut out one side and place on top of other clay slab to cut second in exactly the same size. 2-3” in height is all that is needed for easy construction.
6. Cut out oval shaped base to support both sides. “Score” two standing sides of slabs as well as outside edges of bottom. Base slab can be as wide as 6” for good support. Also score bottoms of two sides.
7. Add “slip” to all scoring and put two sides together and place on bottom slab. Inside of vessel container can be supported with wadded paper towels until completely dry.
8. Draw on outside of container while still damp or wait for a day to “leather” dry.
9. Bisque fire, glaze and refire/ or paint with acrylic paints.



### Time

45-60 minutes including preparation and cleanup.

### Montana Content Standards for Visual Art

**Standard 2** Students create and respond in art.

**Standard 3** Students develop and refine art skills and techniques to express ideas, pose and solve problems, and discover meaning.