

Stuffed Sculpture



Target Group: Grade 7

Goal (Terminal Objective): Sculpture, Design, Painting

Objective: Students will demonstrate the ability to organize knowledge and ideas for the expression and production of art. Students will identify the sources for art expression and describe the processes artists use in developing their ideas.

National Standards:

Visual Arts Grades 6-8 Content Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Visual Arts Grades 6-8 Content Standard 4: Understanding the visual arts in relation to history and culture

Visual Arts Grades 6-8 Content Standard 6: Making connections between visual arts and other disciplines

Purpose: Students will become aware of variations of media, techniques, and processes to communicate ideas illustrating a transportation theme. The student will identify the characteristics of stuffed sculpture and perceive how technique, balance, and texture function in a work of art. Students will identify techniques utilized to create a variety of sculptural forms.

New Vocabulary: sculpture, additive sculpture, subtractive sculpture, form, texture, armature

Materials:



#22-1908 Washable Glitter Glue



#22-1206 Liquid Metal Acrylic Paint



#24-2499 Acrylic Paint Set



#22-2003 Sculpt-It! White Re-sealable Tub



#22-0914 12 ct. Pointed Tip Student Scissors Best-Pack

Cotton batting or polyfil, needles, thread, paper, variety of trims and yarns

Time: This lesson may be modified from one to five hours, depending upon the size and complexity of expectations.

Introduction and Motivation (Set):

View referenced websites to analyze exemplars of a variety of sculptural techniques. View the works of contemporary sculptors such as Red Grooms and Sandy Skoglund. Discuss how these artists have used their art form to convey contemporary themes.

Discuss the observed differences of a variety of additive and subtractive sculptural exemplars.

Analyze the artist's use of materials, and application of elements and principles in sculptural forms. Discuss the history of transportation. Brainstorm types of transportation devices. Show example. Discuss how students will design a transportation device or vehicle and place a stuffed sculpture figure.

Instruction:

Teacher demonstration on sketching transportation device. Teacher demonstration of painting techniques. Teacher leads in demonstration and/or presentation armature construction for the sculpture.

Activities:

(1) Guided Practice:

1. Students create sketches for their transportation device.
2. Students select sketch to be used as transportation device and enlarge to cover an area approximately 22"x28". In planning the drawing, area must be left to incorporate the stuffed sculpture figure.

(2) Independent Practice and Check for Understanding: Teacher circulates among working students visually recording students demonstrating understanding of objectives and provides reinforcement.

1. Students use Sargent Liquid Metal Acrylics, Sargent Acrylic Paint, to fill in larger background areas of their drawing of their transportation device.
2. Students use a variety of colors to create visual interest.
3. Students use a variety of patterns to create surface design.
4. Students create figure to be attached to the transportation device using old nylons or panty hose. Legs and arms made with the long portion of the pantyhose, faces are made by stuffing the feet or toe section with polyfil and stitching neck closed. Features are made following the directions below.

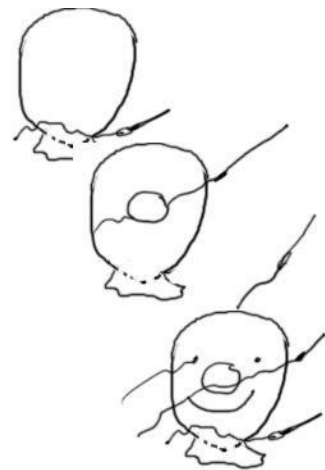
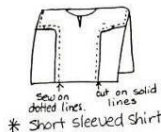
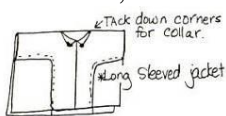
Stuff pantyhose foot section with polyfil pull to form a ball, stitch thru base to form base of face (neck).

Pull out nose. Bring thread to front. Wrap around nose two times. Put needle and thread through the back of head. Stitch twice to hold. Nose can be formed by inserting a side stitch near top.

To create eye sockets, bring needle from rear of head to front and then back to rear again. Pull and secure with knot.

To create a smile, bring needle to the outer edge of smile and make stitch width of mouth. Do several times. Secure to back of head.

Glue on yarn or fake hair, use thinned acrylic to paint face. Add det moustache, etc.



Arms and legs can be made of narrow parts of nylons sewn together. Shirts can be added and stuffed before attaching arms and legs.

5. Students use Sculpt-it to create details to their relief sculptures of the transportation device.

(3) Closure: Students record, either by checklist or writing prompt, the symbols used, the connection to the exemplar, and the innovations they provided to the piece.



Evaluation: Teacher/student critique and/or individual evaluation using a rubric.

Extension: This strategy may be extended to a written class project providing biography or narrative about the character in the transportation device.

Resources:

http://www.sculpture.org/documents/scmag07/may_07/may07.shtml

<http://en.wikipedia.org/wiki/Sculpture>

<http://sculpture.net/community/>

http://www.pbs.org/hanshofmann/red_grooms_works_001.html

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

http://en.wikipedia.org/wiki/Sandy_Skoglund

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www.sargentart.com 09/25/07