



**Fairbanks North Star Borough School District
Art Center Art Activity Kit©**



Creative Character Sculptures

GRADE: 6 and up TIME: 2 Sessions

Developed by Linda Pfisterer

<p>KIT INCLUDES:</p> <ul style="list-style-type: none"> • lesson plan • book: <u>Picasso</u> • 12 overhead transparencies • process step boards • vocabulary boards (2) • sculpture technique board • sculpture requirements 	<p>MATERIALS:</p> <ul style="list-style-type: none"> • newspapers • staplers • masking and scotch tape • scissors, glue • colored paper • wire or pipe cleaners • oil pastels or markers • crepe paper, flat fold • stiff matt board as base pieces • heavy duty tin foil, 2 boxes
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LESSON DESCRIPTION:

Students collaboratively think of a character, either animal, human or make believe, that they would like in a story. Working with a partner, they creatively solve problems to make their character from “found” materials. Construction and embellishment make the characters come alive.

<p>VOCABULARY:</p> <p>sculptor additive sculpture balance embellishment unobtrusive</p>	<p>ART ELEMENTS:</p> <p><input checked="" type="checkbox"/> Line <input checked="" type="checkbox"/> Shape/Form <input checked="" type="checkbox"/> Color <input type="checkbox"/> Value <input checked="" type="checkbox"/> Texture <input type="checkbox"/> Space/Perspective</p>	<p>ART PRINCIPLES:</p> <p><input type="checkbox"/> Pattern <input type="checkbox"/> Rhythm/movement <input type="checkbox"/> Proportion/Scale <input checked="" type="checkbox"/> Balance <input checked="" type="checkbox"/> Unity <input type="checkbox"/> Emphasis</p>	<p>CONTENT CONNECTIONS:</p> <p>Language arts Problem solving</p> <p>THEMES:</p> <p>Cooperation Creative Thinking</p>
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OBJECTIVES AND ASSESSMENT CRITERIA:

1. Students will look, observe and discuss the sculptures that Picasso made from found objects.
2. Students will create a collaborative sculpture character that will stand and have necessary body parts.
3. Students will solve building problems as the sculpture develops.
4. Students will decorate or embellish the character with pattern and texture using many materials.

PREPARE:

Teachers should review the lesson plan and try out the construction steps in advance to be of help to students. Gather materials with students’ help.

Gathering materials: In this project a variety of small “found or recycled” materials can be used. Let students be a part of the “materials hunt” by giving them a list a week in advance. What someone throws away can be another person’s treasure, so have students be on the “look-out” for parts for their sculptures. Discarded colored wire, extra buttons, broken jewelry, etc. are interesting and most homes have plenty.

ENGAGE AND EXPLORE:

Every story has a main character developed by the writer or storyteller. The character has a name, a personality--with good or bad traits--and a purpose in the story. Usually a writer creates the character with words and the artist draws or makes the character come alive from the writer's description. Today we will build a character, letting it slowly take shape as construction decisions are made and problems solved by the creators.

The Picasso found object sculptures should be used for discussion. Use the overhead transparencies to discuss each of the following points:

1. Picasso is an artist known for his abstract paintings that you can see along the side of this picture. However, he loved to work in all forms of art. He is a sculptor in this picture, making a goat from found objects. Can you see where he put an old basket? How did he use the large pieces of curved metal? After connecting all the found junk parts on his goat, he covered it with plaster for strength and shape. Later a bronze sculpture was cast from the plaster form. This way he could make more than one copy of the goat.
2. This baboon was made from found objects. Picasso's son had a toy car. Can you find it in the sculpture? What did Picasso use to give the tri-pod effect to make the sculpture stand better?
3. The following steps of construction are only to show you some techniques of construction. Show the overheads while demonstrating how to roll newspaper legs and staple to a heavy matt board base. When you decide what creature or human to make, you will have to solve many of your own problems as they arise. To form the legs, newspaper is folded or rolled. Your creature or person could have two or four legs. Bend the feet and staple securely to the board.
4. Crunch and wrap newspaper with tape to make a body form. There are many ways to attach the body to the legs so experiment and think and try different solutions. The body attaches best if goes around the top of the legs instead of just sitting on top of the legs.
5. Cut and bend paper shapes for a tail and head. Make the parts secure with tape as you go along.
6. Tin foil is optional to cover the body. It gives strength and allows you to manipulate the form. Wrap the body with foil, crepe paper, fabric or anything else you can find. Attach the wrapping under the body so the tape will not show. All tape should be unobtrusive.
7. Decorate or add embellishment to your sculpture with construction paper by folding, fringing, curling, scoring and wrapping as you add eyes, ears and other body parts. Use oil pastels to draw detail and texture. Crepe paper can be gently twisted for a lacy effect as you see on the tail.
Use oil pastels to draw detail and texture. Can you see how the spikes are attached to the back of this creature? Make the eyes important. Make the feet interesting. Give it a hat. Brainstorm with your partner all the possibilities to give personality to your sculpture.
8. This animal is put together with newspaper and tape. The newspaper is folded tightly so it can stand on its own without the board. The pipe cleaner tail was added next and the crepe paper was decorated with stripes before folding it around the body. Tape can be rolled and put on the inside of the crepe paper to keep it unobtrusive.

9. The head is also covered with crepe paper, but you still don't see the tape. Eyes can be drawn directly on the face, or could be cut out of construction paper.
10. Embellishment has been added. Whiskers, eyebrows, antennae, wings and feet have been given to the creature to create a personality. Little beads could be glued on for the eyes. Below you can see the wing design from above.
11. This little karate guy had a hard time standing, so an unobtrusive third leg was added in the back so it stands like a tripod. The leg was left undecorated because it wasn't important. The other little creature below is wrapped in some foil that has been cut and shaped so the pieces can fan out from the side. Pipe cleaners and dots make it very whimsical.
12. This bird is standing on two feet, which gives a balance challenge. Wings are added with construction paper. Notice that there is no visible tape. That might be your biggest challenge! Now let's begin.

CREATE:

1. Sit in groups of four to share materials, but collaboratively work with two people as partners. Consult with your partner whether the sculpture will be animal, human or make believe. Respect for your partner's ideas are very important. Do your share of the creating. Give students the list of requirements used to assess the sculpture.
2. The first problem is to decide with your partner what you want your character to be and how it should look. Then discuss how to construct the body form using newspaper, tape, a heavy base board and a stapler.
3. Adding a head, arms or legs are the next decisions to make. Consider using foil stuffed with newspaper, colored paper or more newspaper if you need it.
4. For embellishment, use paper techniques such as folding, twisting, bending, scoring, assembling, slotting, tabbing and curling.
5. Name your character. Give it some personality traits and a purpose in life.
6. When they are done ask students to evaluate their sculpture to see if they met the assessment requirements.

Assessment requirements to consider during the building process (5 points each):

- 5 points • Sculpture stands.
- 5 points • Sculpture has personality: eyes, body parts that could move in an animated setting.
- 5 points • Sculpture has unobtrusive tape.
- 5 points • Sculpture has embellishment for character description.

CLOSE:

Creative Creatures writing assignment suggestions:

1. Write a sequence of construction events.
2. List the problems and solutions encountered in the process.
3. Give the character a name, a setting, personality characteristics, and a goal in life.
4. Write a story including the newly created character.

Teacher administered assessment tool

DN	OK	UP	Lesson_____ Teacher_____																				
			Grade_____ Date_____ Number of Students_____																				
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement)																				
			1. Can you name some found objects that Picasso used in his sculpture? (K)																				
			2. Did you work collaboratively with a partner to make a sculpture? (A)																				
			3. Did your sculpture stand and have necessary body parts? (K,S,C,E)																				
			4. Did you and your partner solve building problems? (K,S,C,E)																				
			5. Did you try many materials to embellish your sculpture? (C,E)																				
			6. Did you use pattern and texture on your sculpture? (S,C)																				
			7. Did you actively listen and follow directions? (E)																				
			8. Did you do your best during this lesson? (E)																				
			<u>Teacher self-critique</u>																				
			8. My teaching of this lesson:																				
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			9. What would I do differently next time?																				

ALIGNMENT:

<p>Alignment of Standards: Art: A1,2,3,4,5; C1, 4 English: A,C,E Math: B Science: C</p>	<p>Alignment of GLE's: Reading: R2.5, R2.6, R2.10 Writing: W2.1, Math: M5.1.7 Science: SE2</p>
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CREDITS:

Project ARTiculate is supported by the Fairbanks North Star Borough School District, the Alaska Arts Education Consortium, and a U.S. Department of Education Development and Dissemination Grant



Creative Character Sculptures

Students worked in small groups or individually while building their Creative Character Sculptures.

A large assortment of art materials and *found objects* were available to students as they problem-solved their 'additive' sculptures. The students tried sculptural techniques such as folding, twisting, bending, scoring, assembling, slotting, and tabbing. Colorful embellishment was added to give unity and balance to each sculpture. Now it's time to write about the sculpture character in a story! You were great sculptors today!



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