



LIFE-SIZE SOFT SCULPTURE LESSON	
Lesson Summary	Teacher Notes
<p>Standard: Visual Arts <i>Standard 1: Creating, performing and participating in the arts</i> <i>Standard 2: Knowing and using arts materials and resources</i> <i>Standard 3: Responding to and analyzing works of art</i> English Language Arts <i>Standard 1: Students will read, write, listen, and speak for information and understanding.</i> Mathematics, Science, and Technology <i>Standard 3: Mathematics</i></p>	<p>Topic: Life-Size Soft Sculpture</p>
<p>Instructional Objectives: After exploring artist/sculpture Red Grooms and looking carefully at the "characters" and their gestures in <i>The Bookstore</i>, students will create their own life-size soft sculptures in the style of the artist.</p>	<p>Extension Area: Art Explore different types of portraits from various time periods and geographic locations STANDARD 4: Understanding the Cultural Dimensions and Contributions of the Arts. Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.</p>
	<p>Extension Area: Social Studies Explore how portraits are reflective of the time and place they are from Concept/Theme: Cultural/Intellectual Life</p>
<p>Motivation: Working with a partner, the students will create a life size portrait of themselves so that they have ownership in the project they are creating.</p>	<p>Time Period: 1-2 class periods</p>
<p>Delivery of Instruction: Step 1:</p> <ul style="list-style-type: none"> Review the artwork of Red Grooms including the details of the individuals in <i>The Bookstore</i> and the colorful patterns on their clothing and in their surroundings. Observe and imitate the gestures of the characters. 	<p>Materials: Large sheets of butcher paper, pencils, markers, scissors, staplers, collage elements, glue, and newspaper or other recycled paper to stuff the figures.</p>

toolkit



The Project Place



<ul style="list-style-type: none"> • Review the process Red Grooms went through to create his sculpto-pictoramas. • Observe patterning of colors, lines, shapes, figures, etc., on students' clothing <p>Step 2:</p> <ul style="list-style-type: none"> • Have the students choose a partner(s). The paper used for tracing should be folded in half by each individual. They should make sure to lie on the paper so their body is in a specific pose or gesture. • Each partner should trace the body outline. • Have each student cut out the figure, taking care to cut the top and bottom halves of the folded paper together. <p>Step 3:</p> <ul style="list-style-type: none"> • Allow the students to decorate their life size portraits. Remind them that the details do not need to be exact but, like Red Grooms' characters, students should get a sense of who the individual is, just by looking at it. They can create a "personal pattern" for their clothing out of colors, lines, shapes, figures, etc. <p>Step 4:</p> <ul style="list-style-type: none"> • Students should then staple the two pieces together at the bottom to make a little pocket. • To make the object three-dimensional, students should stuff the interior with leftover paper/newspaper. As a section is filled, students should continue to move up the sculpture alternating stapling and stuffing <p>Step 5:</p> <ul style="list-style-type: none"> • To hang, (as an installation/environmental element), make hole(s) in the tops of the sculptures and reinforce with tape. Use thread or wire to knot and hang. Sculptures may also be placed throughout a school to create a living museum (e.g. in an auditorium, lunch room, library, etc.) • If time permits, students may want to write a short paragraph about their figure and why they chose to portray themselves with a particular gesture. 	<p>Vocabulary Words: Red Grooms portrait character sculpture gesture pose characteristic</p>
<p>Closure: Have the students look at the artworks and try to guess who made each sculpture. What are the cues and clues to learning the identity of the artist? Discuss the process of making this type of artwork.</p>	