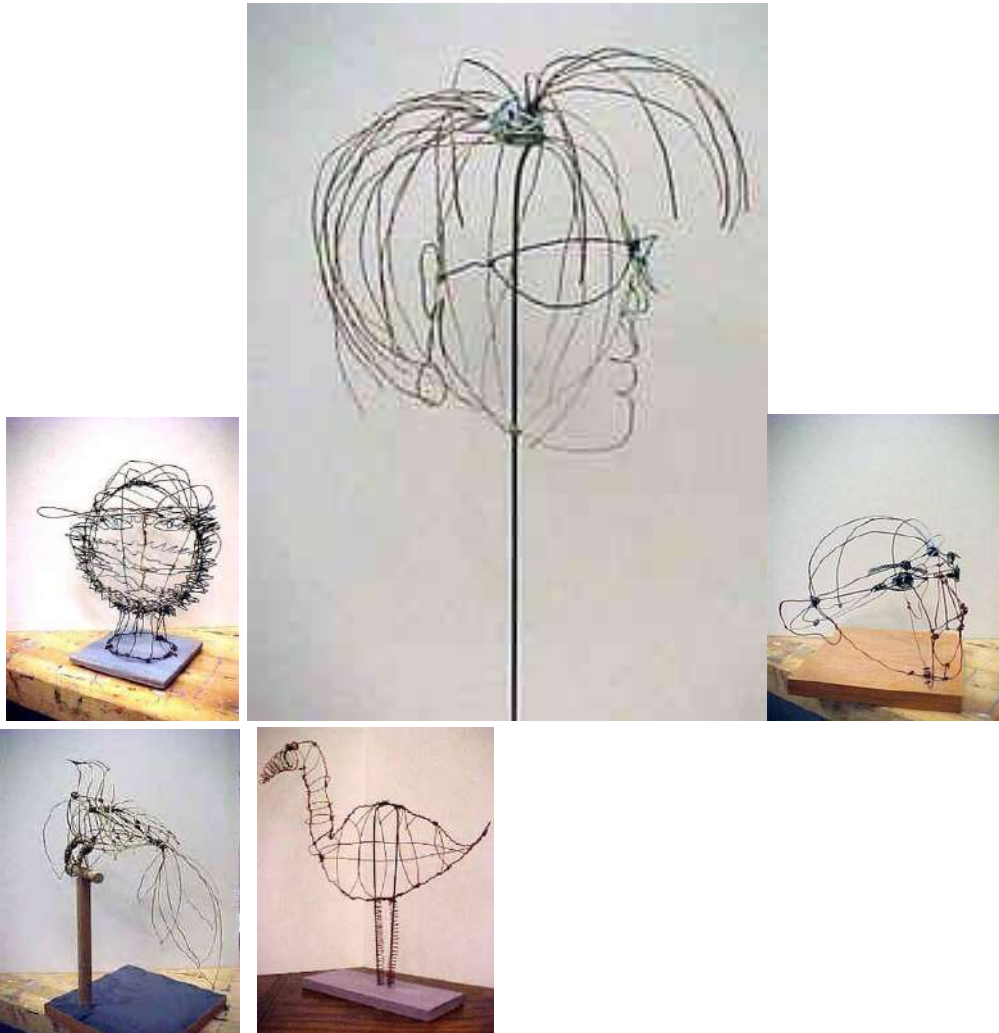


From Kevan: Here is an introductory lesson that I use with my sculpture students to start them off for the term. It has proven to be very helpful in moving from 2D work to 3D work. Many of the works from this lesson have repeatedly received recognition in the Scholastic Awards Competition.



Portrait "busts" - see site for figures (click image for larger view) **Whimsical - magical animals**

I Expressive Linear Sculptures

A - Description: Creation of a series of wire sculptures that illustrate a variety of different subject matter focuses and motion:

- 1- Figure(s) at rest
- 2- Figure(s) in motion
- 3- Bust

B - Materials: 18 gauge wire + telephone or other colored wire for emphasis (optional)

1 - raw wire may be painted using metallic acrylic paint and / or gesso

C - Student Objectives:

1 - Students will develop skill in utilizing line in a 3 dimensional context, experimenting with:

- a - outline
- b - contour line
- c - gesture line

2 - Students will gain experience utilizing simple wire attachment techniques of twisting

and crimping

3 - Students will explore a variety of techniques for mounting sculpture to the base

D - Related Learning Components:

1 - [View works by Alexander Calder](#), Pablo Picasso, others - See Contemporary African

Wire Sculptures - particularly South Africa and Kenya - also see [Sokari David Camp](#)

Nigerian artist

2 - Examine previous student work

3 - Discuss use of line in works viewed

a - alteration of "form" as works are viewed from different angles, causing the relationship of the lines being used to change

b - visual movement in sculptures

c - suggestion of expressive nature of subject through line use

E - Motivation / Anticipatory Set:

1 - Watch video of Alexander Calder - creation of mobile for National Gallery's East

Building in Washington D.C.

a - includes early wire constructions made by Calder including his "Circus" figures

2 - Power Point of wire sculptures of various artists works

3 - Actual previous student exemplars

4 - Demonstrations by instructor (at various points in the progression of the

assignment)

F - Activity:

1 - Discussion of differences / similarities between creation / processes / materials involved in 2D and 3D artwork

2 - Have students work with pen and ink / ball point pen, to create line drawings using outline, contour and gesture techniques to represent full and partial

figurative subjects - emphasis to be placed on illustration of form and emotion using line

3 - Show students exemplars of linear sculptures (Anticipatory Set)

4 - Have students work on series of sculptures - drawings to be used as practice for visualization of sculpture subjects /utilization of wire

a - students may work on the 3 sculpture assignments in any order that they choose, but

discussion of essential differences between expectations involved in assignments

(Description), needs to take place before, during and after completion of works

G - Tools / Materials for Sculptures:

1 - wire (Description)

2 - paint (Description)

3 - wood for bases (should be finished by sanding and then staining / sealing or painting)

4 - assorted pliers: needle nose, railroad, slip joint, cutting

5- drill and drill bits

6- glue

H - Vocabulary:

1 - linear

2 - contour

3 - gesture

4 - outline

5 - gauge

6 - crimping

7 - form

8 - shape

9 - visual movement

10 - bust

11 - figure

12 - expressive line