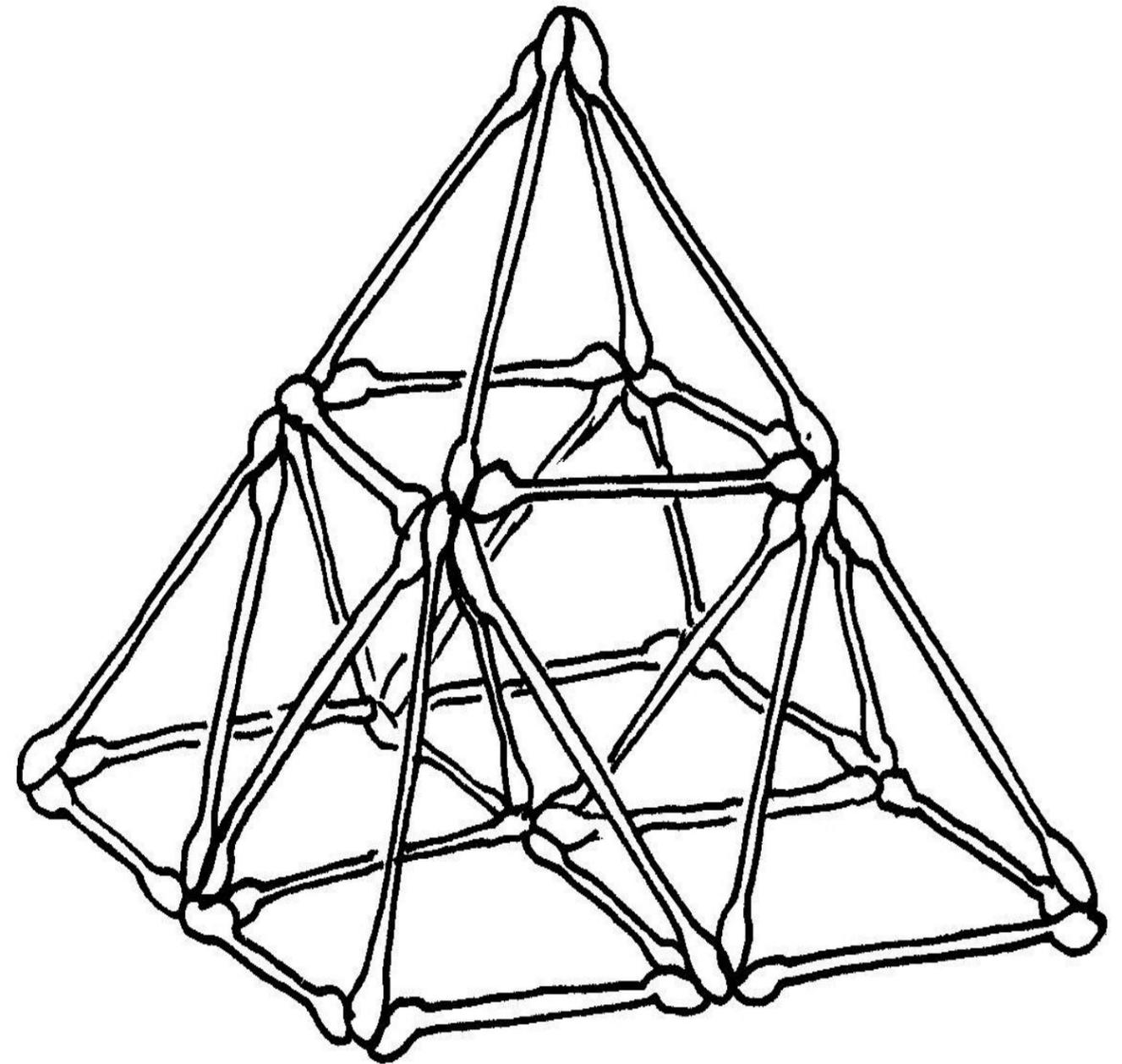


Notes/Comments:

Form/Structure/Organization • Sculpture • Construction •
Team-building • Interdependence



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Idea contributed by Darby Jones

Monumental Construction

Discover the possibilities of paper sculpture! Allow your imagination to soar as you explore this team-building process that celebrates an intuitive process of art making by generating non-objective sculpture on a large-scale.

Essential Question: How can art-making become a team building process?

Process

- Introduce this activity by looking at images of geometric sculptures from contemporary artist, George Hart.
- Next, divide students into groups of 2-4.
- Begin by demonstrating how to carefully create building sticks by rolling sheets of newsprint from corner to corner using a pencil as a guide. The sticks are fastened at the end with a small piece of masking tape.
- Each student must generate a minimum of 5 building sticks per person before beginning the construction.
- Students will be encouraged to make basic sketches and agree upon a design before constructing a triangular or square base and adding sticks to generate a unique geometric structure.
- Students will work intuitively attaching sticks with raffia until their construction is completed. Encourage students to be mindful of strong construction, balance, and counter balance.

Assessment

- Students will generate written expository essays delineating the strategies that were employed to create their collaborative constructions.
- Students will deliver oral presentations that use descriptive language to introduce their peers to their examples of sculpture in the round.
- Constructions must be three-dimensional and exhibit sound construction.
- Students will identify geometric figures within constructions according to physical attributes and perform simple mathematical computations such as estimating and calculating the perimeter, area, and volume of given figures.
- All materials must be fully incorporated into the group constructions.
- Constructions must be able to be transported easily to the display tables provided.

Materials

- newspaper or newsprint sheets (24" x 36")
- masking tape
- raffia
- pencils and sketching paper

Vocabulary

Construction

A type of sculpture in which materials are physically joined together to make a whole

Sculpture in the Round

A three-dimensional structure that is meant to be viewed from all sides

Balance

Possessing equilibrium or equal distribution of weight

Counter balance

A weight balancing another weight

Intuitive

Perceiving by intuition

Classroom Tips

Have ample space in the room so student groups can move far enough apart during the creating process to enable maximum space for the construction process.

Resources

<http://www.georgehart.com/sculpture/sculpture.html>

Common Core Georgia Performance Standards

MATHEMATICS

GRADE 3

MCC3.MD.5: Recognize area as an attribute of plane figures and understand concepts of area measurement.
MCC3.MD.8: Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

MCC3.G.1: Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

GRADE 4

MCC4.MD.3: Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

MCC4.MD.5: Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.

MCC4.G.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

GRADE 5

MCC5.MD.3: Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

MCC5.MD.5: Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

Georgia Performance Standards

VISUAL ARTS

GRADE 3

VA3MC.1: Engages in the creative process to generate and visualize ideas.

VA3PR.3: Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

VA3AR.1: Discusses his or her artwork and the artwork of others.

VA3C.1: Applies information from other disciplines to enhance the understanding and production of artworks.

GRADE 4

VA4MC.1: Engages in the creative process to generate and visualize ideas.

VA4PR.3: Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

VA4AR.1: Discusses his or her artwork and the artwork of others.

VA4C.1: Applies information from other disciplines to enhance the understanding and production of artworks.

GRADE 5

VA5MC.1: Engages in the creative process to generate and visualize ideas.

VA5PR.3: Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

VA5AR.1: Discusses his or her artwork and the artwork of others.

VA5C.1: Applies information from other disciplines to enhance the understanding and production of artworks.

National Standards

VISUAL ARTS

Standard 1: Understanding and applying media, techniques, and processes

Standard 2: Using knowledge of structures and functions

Standard 6: Making connections between visual arts and other disciplines