

Hands-On Project #1

COLORFUL GLUE SCULPTURES



GRADE LEVEL: 4-6

STANDARDS: VA1, VA9

OBJECTIVES:

Students demonstrate an understanding of shape, form, and color in Dale Chihuly's sculptures. Students synthesize the elements and principles they learned to make an abstract sculpture.

TIME: 6 class sessions

MATERIALS:

1. sketch paper
2. pencils and erasers
3. glue (white, clear, or glitter)
4. water-based markers
5. heavy-duty tinfoil or transparency sheets
6. 6" chenille sticks
7. 5x5" foam or cardboard squares
8. scissors

VOCABULARY:

abstract, color, form, geometric, organic, pattern, representational, sculpture, shape

MODIFY FOR K-3:

Show students examples of Chihuly's sculptures in this issue of *Scholastic Art*. Discuss the sculptures' shapes and patterns. Have students work in teams to create sculptures using markers, foil, glue, and chenille sticks.

PREPARATION

Discuss the artwork on pages 4-11 in this issue of *Scholastic Art*. Review how Chihuly works with **shape**, **form**, and **color** in his **sculptures**. Guide students in understanding **abstract** and **representational** forms. Define **organic** and **geometric** shapes. Have the class compare the works on these pages, pointing out their similarities and differences. Tell students they will create sculptures inspired by Chihuly's work.

SESSIONS 1-2

1. Invite each student to sketch 5-7 shapes, experimenting with a variety of **patterns**.
2. Give each student a 12x18" sheet of tinfoil or a transparency sheet. They should use markers to draw and fill in several shapes on the foil. Encourage them to play with patterns and color in their designs. Advise students to leave some space between shapes.
3. Help students cover shapes with a thick layer of glue. Explain that as their shapes dry, the glue will absorb the markers' pigments.
4. Allow the shapes to dry on a flat surface for 24-48 hours.

SESSIONS 3-5

1. Demonstrate how to carefully peel the dried glue shapes from the tinfoil. If they won't separate from the foil, students can use scissors to cut them out.
2. Distribute chenille sticks. Invite students to explore different colors. Students should glue one 6" chenille stick in the center of each shape.
3. While the chenille sticks dry to the shapes, distribute a foam or cardboard square to each student. These will be their works' bases. Each student should wrap a tinfoil sheet around his or her base.
4. Students should each use a pencil to gently push holes through their base. Assist them in attaching the shapes to the bases by gluing the bottom tips of the chenille sticks in the holes. Suggest that they twist chenille sticks together to join them.
5. Students can decorate the base with marker or remaining glue pieces.

SESSION 6

1. When the sculptures are complete, students should participate in a class critique.



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ASSESSMENT QUESTIONS

1. Did the student demonstrate an understanding of how Chihuly works with shape, form, and color?
2. Did the student use what he or she learned to develop an abstract sculpture?