

Sculpture: Sculpture - Intro video

Summary: We watch a video about public art, and questions to ask about it.

Time Slot: 0 Warmup

(1) How To Look at Public Art: A Six-Year-Old Explains - YouTube

<https://www.youtube.com/watch?v=MNO14EzuPM4>

Alternative

Sesame Street: Sculpture with Jon Hamm (Word on the Street Podcast)

https://www.youtube.com/watch?v=cTslqS_H7Jg

Sculpture: Sculpture - Questions to ask about art

Summary: A list of questions (from Intro Video) to use during a slideshow about Public art, and/or write/talk about our reactions.

Time Slot: 1 Morning A

QUESTIONS TO ASK YOURSELF WHEN LOOKING AT ART

1. What does it make you wonder?
2. When was the piece created?
3. What was in the news when it was created?
4. Where is it located?
5. How is the location important?
6. What is it about? What topic?
7. Who is the artist?
8. What was this artist famous for?
9. What colors does it use?
10. Where can you see movement in it?
11. How is it balanced or unbalanced?
12. Where is there high or low contrast?
13. Which shapes do you see in it?
14. What material was used to make it?
15. What tools would need to make it?
16. How long do you think it took to make it?
17. What challenges does this type of art pose?
18. Why do you think this material was chosen?
19. How would you represent it as a painting?
20. Is the style realistic, abstract, or otherwise?
21. How would it change in another style?
22. What kind of energy does it have?

23. Is it smooth or rough? How is this important?
24. Is it actual size? What difference does it make?
25. Would it be different bigger or smaller?
26. What story, feeling, event, idea does it have?
27. What do you think the artist was feeling?
28. How does it make you feel?
29. What emotions are captured in the piece?
30. What expressions do people have it it?
31. What parts of it make you feel the way you do?
32. Does it bring up any events or memories?
33. Has your opinion changed since you saw it?
34. What kind of public art would you make?

Sculpture: Sculpture - Slideshow

Summary: We watch a slideshow of examples of Public Art throughout the world

Time Slot: 1 Morning A

Slideshow

We go through the slideshow and students can react based on the questions in the prompt

<https://ksdavidc.github.io/2024Camp/SculptureIntroduction.html#/>

Sculpture: Sculpture - Video Stop and Go

Summary: We do an active warmup song as a prelude to the statues game

Time Slot: 2 Morning B

Lisa Loeb and Elizabeth Mitchell - Stop and Go

<https://www.youtube.com/watch?v=m37oqM9qkGk>

Sculpture: Sculptors and Statues Game

Summary: "Sculptors" create "Statues" with their partner as the "Statue".

Time Slot: 2 Morning B

How to Play Sculpture for Imaginative Kids

<https://www.youtube.com/watch?v=1bSZayjdN44&t=96s>

First Part: Creating the Sculptures

Divide the class into pairs. In each pair, one student is the "sculptor" and one the "clay."

The sculptor "sculpts" his or her partner's body into a statue of his or her choosing. The sculptor may do this by physically moving the partner's body into position, or by showing the "clay" how to stand. The sculptor pays close attention to even small details like facial expression or the position of a finger. When the "sculpture" is finished, she or he freezes. (If the position is difficult or impossible to hold, the "sculpture" may memorized it and then relax until her or his turn in the "tour" arrives.

Second Part: Gallery Tour

Once all of the artists have finished their masterpieces, I call them together in the center of the room. The "sculptures" remain in place around the room. In role as a museum guide, I conduct a tour of the "gallery." When we reach each work, the artist who made it steps forward and explains his or her work to the group. In this way we make a complete tour, giving each artist a chance to show off and describe his or her work. (Once a "sculpture" has been viewed, she or he may relax and join the group on the rest of the tour.

Once the "tour" is finished, the partners switch roles and the process is repeated.

In our discussions afterwards I always ask the students, "How many artists created each statue?" At first they usually answer, "one," but I coach them to see that the "clay" is an artist too, since each one is different, and no matter how carefully he tried, an artist could not make exactly the same statue with a different partner. Being human and not clay, the "sculpture" makes real contribution to the work of art. This is a good introduction to the relationship between playwright, director, and actor-the actor makes a real contribution even if she does exactly what the director says every time, just as even the most slavishly literal director makes a contribution in addition to that of the playwright.

- Princesses and knights
- Rock Stars
- Cheerleaders
- Aliens
- Ghosts
- Dogs
- Fairy tale characters
- Monsters

Sculpture: Sculptures Presentations

Summary: The Sculpture Artists (sculptors and the statues) talk about their art

Time Slot: 2 Morning B

Sculpture: Sculpture - Art Project

Summary: We make (clay) statues or (paper) art based on our experience of public art.

Time Slot: 7 Afternoon A

Clay

Simple clay modeling of a possible form of public art

- Where would it go?
- What is the theme?
- How large would it be?
- etc.

Alternatives

Growing Kids- Making a Stuffed Paper Sculpture - YouTube

3D Paper sculpture

<https://www.youtube.com/watch?v=79gXI7C4zyY>

3D Line Sculptures

3D Sculpture using paper strips

<https://www.artwithmrsfilmore.com/1st-grade-3d-line-sculptures/>

Sculpture: Sculpture - Identify the item game

Summary: Rehash of the textures game where we feel hidden object in a bag, and try to guess what they were. Then we can use similar fabrics/textures to decorate our sculptures.

Time Slot: 90 Extra

1. Review words for describing textures
2. Play the game