

# Found Object Sculpture

## A Collaborative Project

Author: Shea Brook

Grade Level: 2nd Grade

Time Span: 3 Classes

**Essential Question:** “How do we use materials to make artistic statements as individuals and through collaboration?”

### Provoking Questions:

1. How will you work together to create and convey your found object sculpture?
2. How will you connect your materials together?
3. How will you design your final piece, and display it in the classroom? Will your sculpture hang from the ceiling, be attached to the wall, or be placed upon a piece of furniture?

### Learning Objectives:

1. Students will work together in teams to collaborate their ideas, and build one found object sculpture for each group.
2. Students will use found objects provided with guidelines of what material they’re allowed to connect the found objects together with.
3. Students will decide upon a layout design of how to display their final sculptures within the art classroom.

### Maine Learning Results:



**A1 Artist’s Purpose**

**A2 Elements of Art and Principles of Design**

**A3 Media, Tools, Techniques, and Processes**

**B1 Media Skills**

**B2 Composition Skills**

**B3 Making Meaning**

**B4 Exhibition**

**C1 Application of Creative Process**

**D1 Aesthetics and Criticism**

**E1 The Arts and History and World Cultures**

**E3 Goal-Setting**

**E4 Impact of the Arts on Lifestyle and Career**

**E5 Interpersonal Skills**

## Vocabulary & Visual Provocation:

### Day 1:

**Vocabulary:** Tara Donovan, contemporary artists, found objects, sculpture, 3-dimensional, installation, build/construct, connect, theme, collaboration, form, lines, abstract.

### Visual Provocation:

Tara Donovan Sculptures:



Cut No.2 Pencil Sculpture:



Closeup:

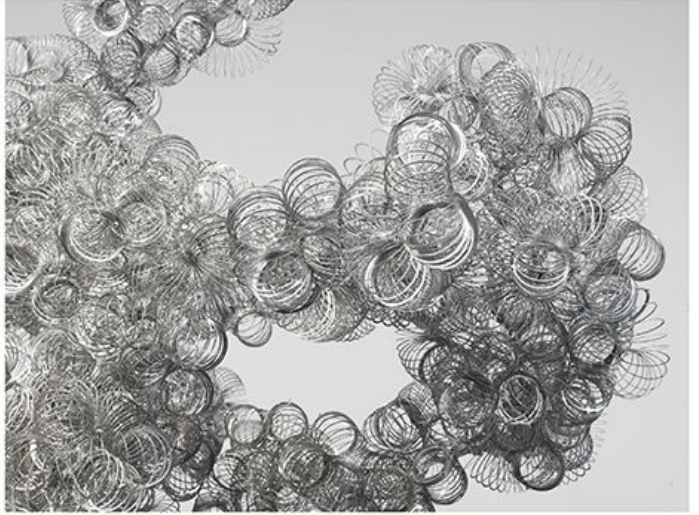




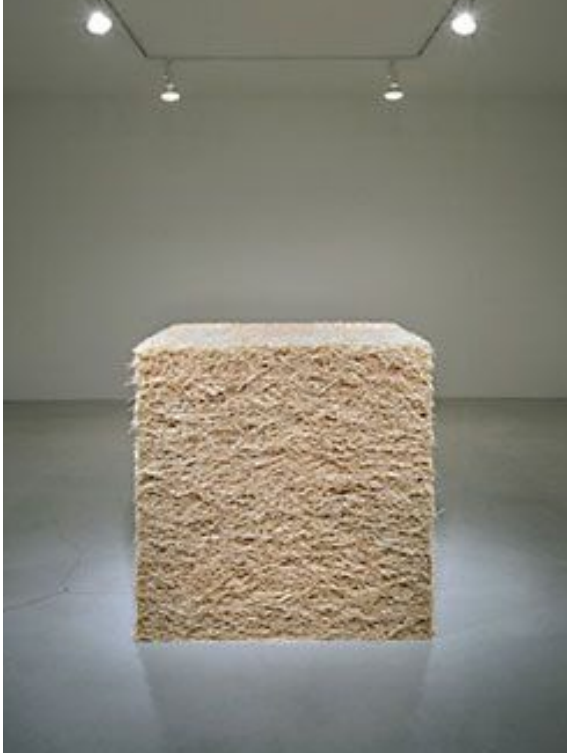
Stacked Paper Sculpture:



Slinky Sculpture:



Toothpick Sculpture:



Closeup of Button Sculpture:

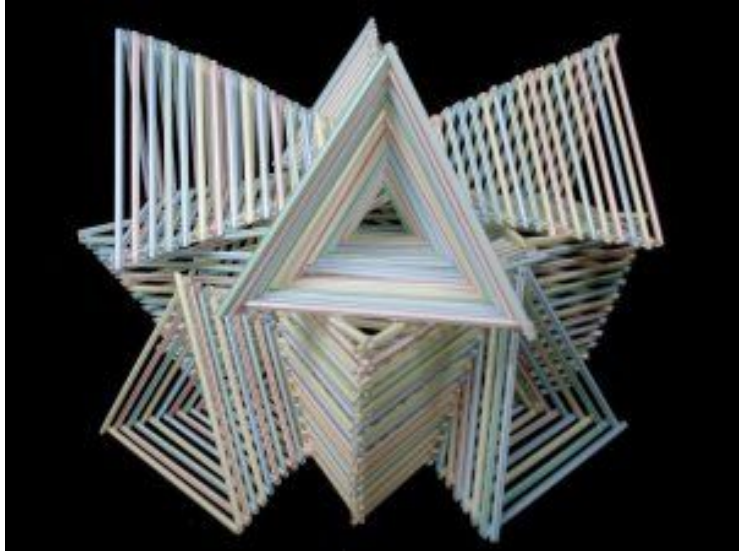




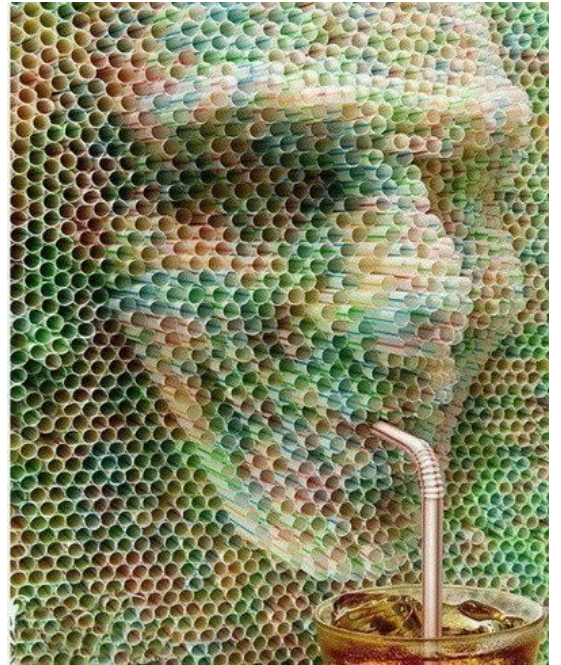
Yarn Sculpture:



Straw Sculpture:



Straw Sculptures:



Colored Pencil Sculpture:



**Day 2:**

**Vocabulary:** Found objects, sculpture, 3-dimensional, installation, build/construct, connect, theme, collaboration.

**Visual Provocation:** A few images will be printed out from the slide presentation for reference.

**Day 3:**

**Vocabulary:** Assemble, display, found objects, installation, critique, exhibit.

**Visual Provocation:** Students final work will be the visual provocation during the final critique.

**Materials:**

**Day 1:** White coffee filters, various sizes of white paper, staples, staplers, glue, straws, wooden ice cream sticks, cardboard boxes.

**Day 2:** White coffee filters, various sizes of white paper, staples, staplers, glue, straws, wooden ice cream sticks, cardboard boxes.

**Day 3:** White coffee filters, various sizes of white paper, staples, staplers, glue, straws, wooden ice cream sticks, cardboard boxes, colored markers, 11"x14" piece of white paper.

**Direct Instruction:****Day 1:**

- Students will arrive to class and will be instructed to find a seat. The teacher will begin by asking as a formative assessment what students know about sculpture, 3-dimensional vs. 2-dimensional art, and if they know what the term *found objects* means. For each term the teacher will allow for a few guesses, and will only call to those who raise their hands before giving understandable, age appropriate answers.
- The teacher will then turn off the lights and will have ready a slide presentation with a title page stating, *Found Objects, What are they?* The teacher will ask one more time what a found object is for reiteration. Repetition is key for understanding at every age level.
- For each slide the teacher will ask students what the material of the sculpture might be, and will allow for some answers before revealing the material. The objective is to relate and have recognizable materials within each image for students of this age group. Sparking imagination, as well as what everyday objects can offer is key to what comes next.
- Once the slide presentation is over the teacher will turn the lights back on and will announce that they will work in four teams to create their own found object sculptures. Before introducing materials the teacher will make sure the tables/teams are split as evenly as possible.
- The first box will be introduced, which is filled with scrap pieces of white paper, along with two staplers to share. The teacher will place the box at one of the tables saying aloud that they will only be able to connect the paper together using the stapler as the material, and will give a quick demonstration of different ways to do this. The second box will be filled with straws, they may be bent and cut. The teacher will give out a few pairs of scissors demonstrating how to connect a straw into itself without any kind of glue, tape, or stapler. This will be the only group to not have a connective material. The next group will get a box of white large coffee filters with two staplers to share, and finally the last group will receive a box of wooden ice cream utensils. This team will have the responsibility of using a hot glue gun that the teacher will stress to use caution while using. The teacher will pay special attention to this group for safety reasons, and will say that if any inappropriate behavior is demonstrated that the whole team will lose their right to participate. (Observing students given the opportunity to use an "adult" material, they

were careful and respectful, and asked questions when in need of assistance).

- Before the teacher allows everyone to begin a few suggestions will be given before tackling this process. They may build small pieces individually getting inspiration from each other's work then in the end assemble into one large abstract piece, or they could think up a theme and build parts of the sculpture to connect together in the end. Either way they must work together, and know that their goal is one sculpture per table.
- Students will begin working, and the teacher will walk around answering questions as they arise.

### Day 2:

- Students will arrive to class and will be asked to sit at the same tables as before with their groups. The teacher will go around with the boxes of materials and give each table their designated found objects along with staplers or glue guns.
- Students will use class time wisely working on their sculptures, because the teacher will announce that they will only have 15 minutes of the next class to finish their projects.

### Day 3:

- Students will arrive to class and will be asked to sit at the same tables as before with their groups. The teacher will hand all the materials out announcing that they will have 15 minutes to finish assembling their sculpture because they will be displaying their work. The teacher will ask if students know what an exhibit or a critique is. The teacher will explain that critiques are when artists look at each other's work and make positive comments.
- During the 15 minute time span the teacher will walk around to each group and spend a few minutes asking the group what the name of their sculpture is along with where they would like to exhibit their work. They will be given a few options to hang from the ceiling (which will be done by the teacher with instructions from the students), they may display their sculpture on the wall, or may place on top of a piece of furniture or even around a window.
- Groups that finish before the 15 minutes the teacher will help begin hanging their work, those who are finished and can't hang their work yet will be given markers and a piece of paper to design a poster for their piece that should have the name of their sculpture along with their own names. This is another collaborative aspect of the project, but also a way to keep students working while the teacher is helping groups to display their work.
- Once all the sculptures are displayed the class will have the last bit of class time to go around to each piece and allow for the group to present their work, tell their sculptures title, and then get comments from their peers. The teacher will make sure that their posters are displayed with their work and will keep their sculptures up for display for a few weeks for other classes to see.



## Clean Up:

<p><b>Day 1:</b> Students will be given the last five minutes to clean up their tables. Each group will place all unused materials back into the boxes, and then will place in process work on top of the materials in the box. Staplers will be left on the table for the teacher to collect, and the glue guns will be unplugged by the teacher and removed by the teacher to cool.</p>	<p><b>Day 2:</b> Students will be given the last five minutes to clean up their tables. Each group will place all unused materials back into the boxes, and then will place in process work on top of the materials in the box. Staplers will be left on the table for the teacher to collect, and the glue guns will be unplugged by the teacher and removed by the teacher to cool.</p>	<p><b>Day 3:</b> Each group will place all unused materials back into the boxes. Staplers will be left on the table for the teacher to collect, and the glue guns will be unplugged by the teacher and removed by the teacher to cool.</p>
---	---	--

## Modifications for Students with Exceptionalities:

1. Students have preferential seating.
2. Students may sit or stand while working on their artwork.
3. Students may freely walk around the room to gather materials.

## Instructional Resources: Slideshow Presentation.

### Tara Donovan Sculptures:

<http://api.ning.com/files/kV4MbYiv7oSOESoiYfJI-aa16aA12jU0GquH0ECuEU7Tw3vG4Be7BomoODgZr9UXQ2TalcMspW8Yi8ogc7j-rUrMQ8hrAqr/1082098828.jpeg>

[http://designobserver.com/images/features/tara\\_donovan\\_9.jpg](http://designobserver.com/images/features/tara_donovan_9.jpg)

[http://designobserver.com/images/features/tara\\_donovan\\_5.jpg](http://designobserver.com/images/features/tara_donovan_5.jpg)

[http://cdnstatic.visualizeus.com/thumbs/c3/34/3d.architecturalinterior.concept.form.junksculpture.landscape-c334ea5959790746dfd5a204f26f5707\\_h.jpg](http://cdnstatic.visualizeus.com/thumbs/c3/34/3d.architecturalinterior.concept.form.junksculpture.landscape-c334ea5959790746dfd5a204f26f5707_h.jpg)

[http://outofthebluedesign.weebly.com/uploads/1/6/4/0/16405830/7134029\\_orig.jpeg](http://outofthebluedesign.weebly.com/uploads/1/6/4/0/16405830/7134029_orig.jpeg)

[http://3.design-milk.com/images/2014/06/tara\\_donovan\\_pace\\_4-600x452.jpg](http://3.design-milk.com/images/2014/06/tara_donovan_pace_4-600x452.jpg)

[http://www.dataisnature.com/images/Aurora\\_Jennifer\\_Maestre.jpg](http://www.dataisnature.com/images/Aurora_Jennifer_Maestre.jpg)

<http://museum-and-gallery.com/wp-content/uploads/2015/07/Tara-Donovan-American-born-1969-Untitled-detail-2015-Slinky@-Overall-dimensions-variable.-Photograph-by-Kerry-Ryan-McFate-courtesy-Pace-Gallery-©-Tara-Donovan-480x270.jpg>

### Other Found Object Sculptures:

<http://beautifuldecay.com/wp-content/uploads/2013/04/Francesca-Pasquali-sculpture6.jpg>

<https://s-media-cache-ak0.pinimg.com/736x/25/c0/1f/25c01f0b8afa4891a4bf8cd045bc5e34.jpg>

<http://peewee.com/wp-content/uploads/2015/01/drinking-straw-hanging-lamp.jpg>

<http://www.arch2o.com/wp-content/uploads/2014/07/Arch2o-3D-Straw-Sculptures-Francesca-Pasqual-010.jpg>

<http://cdn5.feeldesain.com/feel/wp-content/uploads/2013/01/Gabriel-Dawe-String-Sculptures.jpg>

## Images of Students Working:

