

Figurative Slot Sculptures

These sculptures can be done several times with different subject matter. They are easy to store as works in progress but yield a truly three-dimensional work of art. They require students to work with the same issues confronted by professional sculptors, working in the round, understandable to the viewer, and structural stability.

Prior lessons in drawing and color are especially helpful. The **elements of art** - line, shape, value, color, space and texture - can be taught as part of the project or taught prior to it.

Grade Levels 5-8

Note: instructions and materials based on a class of 25. Adjust as needed.

Process

1. Have students create drawings of people or animals. These should be 6" to 10" tall and should be complete figures. They may put several on a page. Students may model for each other.

Help students evaluate their figures for potential as slot sculptures. Look for balance points (feet, fins, tails, etc.) and interesting shapes in both the positive and negative space.

2. Trace transfer the best figure to poster board to try out the balance and slotting:
 - Trace the figure on tracing paper.
 - Turn paper over and go over the back of the lines with an Ebony pencil.
 - Turn paper back over again and place on posterboard, then go over original drawing with a sharp HB pencil. The drawing will transfer to the cover stock.Cut the figure out and use it as a template to trace around, making a second figure.
3. Plan the placement of the slot. It must come from the top halfway on one figure and from the bottom halfway on the other.



Materials

Blick All-Purpose Newsprint, 9" x 12" sheets (10204-1003), need one sheet per student

Fiskars® Student Scissors, (57016-1065) one per student

Blick Economy White Both Sides Posterboard (13109-1106), size 28" x 44", cut down to 9" x 11" pieces for 12 per board. Need one piece per student

Sanford® Design® Ebony Pencil, package of two (20411-2022), need one pencil per student

Sanford® Design® Drawing Pencil, HB (20409-2039), need one pencil per student

Strathmore® 400 Series Bristol Board, 3-ply vellum surface sheets (13301-1042), 22" x 30", cut down to 9" x 11" pieces for 6 per board. Need one piece per student.

Reeves® Colored Pencils, 12-color set (20585-1129), need one set per student

Blick Tracing Paper, 50-sheet pad (10609-2013), 9" x 12" sheets, need one per student

Process, continued

4. Put the figure together. Stand it up and evaluate it for visual interest and structural stability. Make any necessary changes.
5. When the figure is successful, repeat step two and trace transfer two figures to the 3-ply bristol board.
6. In working with the figures, two of the elements of art - shape and space - have already been created by the figure. Now students use pencils and colored pencils to add the other four elements (value, texture, line and color).

Side one is completed in contour line with the HB pencil. All linear aspects of the subject and gray values should be explored.

Side two is completed with the colored pencils, adding texture with repetitive patterns.

National Standards

Content Standard #1 – Understanding and applying media, techniques, and processes

5-8 Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices

Content Standard #2 – Using knowledge of structures and functions

5-8 Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work

Content Standard #3 – Choosing and evaluating a range of subject matter, symbols, and ideas

5-8 Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks

**Lesson Plan and Artwork submitted by
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