

Stylized Cone Icons

(Art+ Literature, Art+ Social Studies)

Throughout history, icons have been used to represent a multitude of life forces. These icons provide sustaining images for the communication of beliefs and values in a society.

From a simple railroad board cone, students will design an icon representative of a person, character, animal or deity of personal importance. Additional poster board, acrylic modeling paste and embellishments create form and texture to illustrate the virtues of the subject that are significant to the student.

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

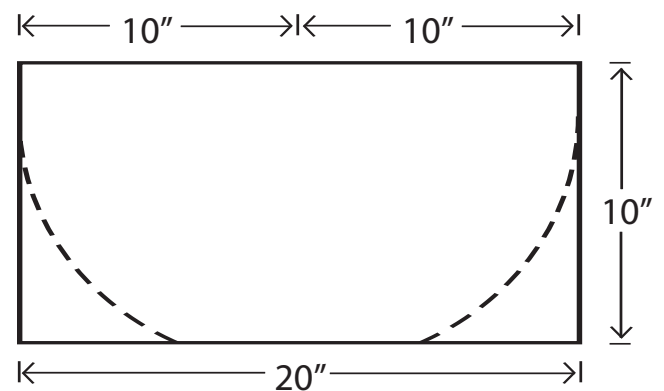
Grade Levels 5-12

Process

1. Stylized icons are developed on a cone-shaped base. The cones can vary in size but all have a balanced bottom base. Each cone is made from 1/2 of a circle on a piece of railroad board. Additional railroad board can be added to the base for added size. Arms, heads, wings and other parts may be added using Sculpt-It or more board. These additions can be glued on or inserted into slits in the railroad board.

To make a cone base 10" tall, cut a semicircle from a 10" x 20" piece of board. Gently bend the circle overlapping the two 10" sides at the center. The diameter of the cone can be adjusted by overlapping the edges. Mark the final placement of the sides with a pencil. Unwrap the cone, then place glue on the inside to reassemble the cone. Use paper clips or a rubber band to hold until the glue sets and dries.

2. Assemble appendages, molded faces, wings, feet with railroad board and other embellishments. These are the defining images of the icon. The board is strong and can hold extra material and is surprising flexible after decorating.



3. Modeling Paste is instant texture. It can be brushed on or applied with a modeling tool. Modeling tools can also create texture in large areas of the modeling paste. Depending on thickness, the modeling paste takes 1/2-4 hours to dry. When dry it accepts acrylic paint, watercolor, markers and pencil.

Materials

Peacock™ Railroad Board, 6-ply, (13105-0629) package of 25 sheets, 22" x 28", need 1/2 sheet per student

Crayola® Model Magic, White (33214-1002), 2-lb bucket, need one per class

Sargent Art Metallic Acrylic, Gold (00730-9015), 8-oz bottle, one per class

Yardstick Compass (55433-0000), one per class

Alvin® Compass Lead (55482-1012), one package

Wooden Yardstick (55422-0000), one per class

Blick Matte Acrylics, Basic set (00727-0079), Pastel set (00727-1079), Neutral set (00727-1179), one of each set per class

Sculpey® EZ Release Push Molds™, Doll Faces (33527-1002) one per class

Blick Artist's Acrylics Modeling Paste, quart, (00623-1067), one per class

Weldbond® Adhesive 8-oz bottle, (23819-1105), two per class

Snippy Scissors pointed (57040-2005), one per student

Fiskars® Bent Scissors, 3-3/4" cut (57012-1008) two per class

Dynasty® Ruby Synthetic Brushes Canister Set (05198-0729), set of 72, need one per class

Student Clay Modeling Tools, 7-tool set, (30361-1009), one per class

OPTIONAL EMBELLISHMENTS

Maribou Feathers 1/2-oz bag (61404-1010), need two per class

Assorted Metallized Beads 1-lb (60776-1001) one per class

Colour Shapers Kids, 5-tool set (04935-0601), two per class

Colorfoil Economy Roll, Brass (60506-8410) 20-ft L x 4-1/2" W roll, one per class

Ten Seconds Studio Metal Tools, Texturity Set of 6 (60516-1002) one per class

Process, continued

4. Adding painted surfaces with acrylic helps to seal the sculpture. The choice of the matte acrylic combined with other media, metal, etc. – increases the depth of the surface. Paint a base color; continue to add other paint lightly touching the high texture areas.

Hints:

- Leave extra board overlapped inside the cone to add support
- Trim off the pointed end of the cone if desired

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National Standards

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

5-8

Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

9-12

Students describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others

Content Standard #5 — Reflecting upon and assessing the characteristics and merits of their work and the work of others

5-8

Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry

9-12

Students correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions