

LESSON PLAN

Chihuly Free Form Sculptures

FORM

MEDIUM	ARTIST	SKILLS	VOCABULARY	STORY BOOK
Window Cling Paint	Dale Chihuly	Form Free Flow Art	Form 3D vs 2D	Artist Studio Tour on YouTube
CREATING	PRESENTING	RESPONDING	CONNECTING	
National Core Arts Standards	National Core Arts Standards	National Core Arts Standards	National Core Arts Standards	
VA:Cr.1.2	VA:Pr.5.1	VA:Re.7.2	VA:Cn.10.1	
OBJECTIVE / I CAN		ASSESSMENT		
<p>I can understand how to use form and shape to create a sculpture. I can use inspiration from objects in nature abstractly.</p> <p>I can identify a local artist.</p>		This will be left up to the teacher		
		EARLY FINISHERS		
		Early finishers can color in the Shape/FORM paper		
PROCEDURES		DIFFERENTIATION		
<p>1-Arrive early to set up materials: Each student will get a sheet of cardstock, a sheet protector, ONE color of squeezable paint, one wire, and one toothpick. Remind students of cleanup rules and explain that they will get a chance with other colors, this one is just to start with. Maybe write students' names on each piece of cardstock ahead of time and place them into the sheet protectors for them.</p> <p>2- Welcome students, explain that sometimes artists are influenced by the world around them. Start the slideshow. Ask "What do you think these sculptures were made to look like?" Explain that some artists use 'abstraction' to show what something looks like, rather than making it look exactly like it.</p> <p>3- Answer any questions students may have (hopefully you were able to look at the resources page at the end of the slideshow ahead of time). Help students shape their wire into a closed circle. Explain that they will be twisting it into a new shape once the spacial paint has dried.</p> <p>4-If you haven't done this ahead of time, have students place a non-glare sheet protector on a piece of cardstock. Place the wire shapes on the sheet protectors, making sure they lay as flat as possible. Turn on some fun music.</p> <p>5- Make sharing the paint a game, say you get this color for 30 seconds and then you pass it to your left, time them.</p> <p>SEE BACK.....</p>		Some students will need assistance squeezing the bottles.		
		MATERIALS		
		<p>Baby Wipes Computer to show video Smocks (if needed) Hand sanitizer Toothpicks Window cling paint (1 per student, they will trade colors) Cardstock (1 per student) Sheet Protector (1 per student) Wire (precut in groups of 20)</p> <p>Students should have pencils</p>		
		NOTES		
		<p>https://youtu.be/Gv3eObQTJn4 video link for Dale Chihuly Artist short</p> <p>https://blog.cmog.org/2014/11/23/celebrate-pictu-re-book-month-with-books-about-glass/</p>		

PROCEDURES CONTINUED...

6- Paint the pieces by filling the center with Arti' Stik Paint. Squeeze approximately 2 tablespoons of the color directly from the bottle onto the sheet protector, then use a brush to move it to the edges. HINTS: - **It is important to cover the wire with the paint.** Excess can be removed with scissors after drying. - Colors may be swirled together or dripped across one another to add excitement. - The colors will appear opaque while wet, but will dry transparent.

7- Allow students to use toothpicks to swirl, marble or pull paints into each other (see demo video on the website)

8- Move the pieces to a location where they can dry undisturbed. Allow to dry for at least 24 hours in normal conditions; humidity or thick applications may slow drying time. The paint is dry when it appears transparent and pulls easily away from the sheet protector.

IF YOU RUN OUT OF PAINT SQUIRT MORE OUT BUT PLEASE CONSERVE IT AS MUCH AS POSSIBLE. YOUR DONATIONS \$\$\$ ARE PAYING FOR OUR SUPPLIES.

9- During cleanup make sure that the lids are clean and are firmly on the paint. Send kids to wash hands if needed.

9- Once hands are clean, and smocks are returned students may return to their desks.

10- Ask the teacher if there is a place for the project to dry. Ask the teacher if there is a place for the project to be displayed in the hallway. Once the pieces are dry, they can be bent, curled and shaped to create a free-standing, 3- dimensional sculpture. Excess paint can be trimmed away from the wire or left as part of the sculpture. You may wish to come back in a few days to help the teacher with this, or it can be done by the teacher. Please share the demo video with them ahead of time so that they know what to expect.

11- Finish up by answering any questions students may have about fauvism, color, mood or Henri Matisse. It is ok to not know all of the answers. If a student asks a question that you don't know the answer to I usually respond with "That is a great question. I don't know the answer to it, but I can look it up." Then look it up :)

12- The finished sculpture can be displayed as a free-standing piece or hung upside down, chandelier-style. Position near a light source to enhance the transparency of the piece — place on a window sill, hang from a light fixture, arrange in a lighted display cabinet. NOTE: do not place too close to a light bulb or near a flame or sculpture may soften and become tacky

A few things to remember...

- 1- Please turn your cell on silent... even vibrating cell phones can be distracting.
- 2- Always leave the classroom cleaner than you found it.
- 3- It is ok to modify the lesson as needed based on the classroom environment.
- 4- Please make sure that all of the materials are back in the tub (better than you found them, (replace any missing items) and in the Art Discovery closet ready for the next class.
- 5- THANK YOU for donating your time. We KNOW it is difficult for you to schedule volunteering in your child's school. We CANNOT run an art program without you!