

Lesson Plan

Slit-Slot Workshop: Abstract Sculptural Forms

Summary

- 1. Subject(s)/Exhibition: Hot & Ready to Serve: Celebrating Functional Ceramics
- 2. Guiding Question: How do you translate a flat, two-dimensional (2-D) shapes into a three-dimensional (3-D) work of art?
- 3. Grade/Level: All Ages/Beginner
- 4. Objective: Students will be able to describe the relationship between 2D and 3D work in relation to the pieces of Peter Shire and Rimas Visgirda

Tip: Think about how you will INSPIRE your students and consider what you want them to take away from today's lesson plan.

5. Art Concepts: Function, sculpture, shape, form, abstract, drawing, balance (symmetric vs asymmetric), sculptural tension

Artwork(s) in focus: Peter Shire, *Teapot*; Rimas Visgirda, *Teapot*; Porntip Sangovitch, *Teafor Two*

Implementation

Warmup/Vocab (30 min)

- 1. Intro + Concepts (5 minutes)
 - a. Functional object (serve a practical purpose in daily life) vs a sculptural object (artistic expression outside the barriers of utility)
 - b. Why is functional art and sculptural art important?
 - combined: while serving a utilitarian purpose, also challenge traditional notions of form and design. Functional sculpture brings an element of surprise and innovation to everyday objects.
 - ii. Define: shape, form, abstract, balance (symmetric vs asymmetric)

2. Tour Focus:

- a. Begin with normal tour flow: collectables, production, studio (10 minutes)
- b. Focus on forms of 3 abstract functional works and discuss the following questions
 - What kind of shapes do you see? Does the artist use geometric or organic shapes?
 - Describe the artist's use of color. What colors have been used?
 - Is the composition balanced?
 - What words would you use to describe the artwork?
- c. Artists and works (15 minutes; object info below):
 - i. Porntip Sangvanich, Tea for Two
 - ii. Rimas Visgirda, Teapot
 - iii. Peter Shire, Teapot

Tip: Have your students learned everything they need to know in order to complete this lesson? This might be a good time to review some previous lessons so that they feel prepared to learn something exciting and new!

Activity (1 hour 30 min)

For this activity, you are going to make a slotted paper functional sculptures inspired by work from our Hot&Ready show. Before you begin to sculpt with your paper, consider what the form will look like and what color/s you will use to shape it.

Part 1: Students will be creating a slotted vase sculpture. (30 minutes)

- 1. Select at least 2 pieces of cardstock
- 2. Place both pages atop of each other and draw the shape of your vase on top paper. Holding both together, cut the shape of your vase out. NOTE: make sure the bottom is flat to stand up
- 3. Use markers to decorate your shapes with more color and patterns.
- 4. Cut a thin, vertical slot halfway at the bottom of one vase and the top of the other.
- 5. Fit both slots together. Adjust vertical cuts to make sure they align and stand up properly.

Part 2: Build another sculpture channeling what you learned from your first experience

1. Select at least 3 pieces of cardstock

- 2. Cut them to make a mix of geometric and organic shapes.
- 3. Use markers to decorate your shapes with color and pattern.
- 4. Cut thin, perpendicular slots around the edges of your shapes.
- 5. Build a sculpture by fitting the slots together onto your original vase or try your hand at creating a whole new form. Add more shapes if time allows and/or explore different ways to balance your sculpture.

Materials & Resources

Reading Rainbow Tip: When choosing supplementary materials and resources for your lesson plan (books, videos, etc.), try to put yourself in the shoes of your students. Find resources that ENHANCE your lesson and make your instruction an inviting learning experience for your class!

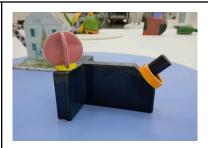
- a. Instructional Materials: Scissors, glue, white paper, cardboard (base), construction paper in various colors
- b. Resources:



Porntip Sangvanich, *Tea for Two*, 2005.



Rimas Visgirda, *Teapot*, 1987.



Peter Shire, Teapot, 1984.



Sample Slotted Vases



Sample Slotted Teapot (advanced)

Assessment

Check In. Reflect. Discuss.

- 1. What does your sculpture look like? How did you decide on the form you wanted?
- 2. How many different configurations, or compositions, can you make?
- 3. Can you make your sculpture balance? Does it demonstrate symmetry? Asymmetry?
- 4. How are the Elements of Art represented in your sculpture?
- 5. Where would you display your final piece?

Curriculum Connection

California Arts Standards for Public Schools—Visual Arts

- PK.VA:Cr2.1 Use a variety of art-making tools
- K.VA:Cr2.1 Through experimentation, build skills in various media and approaches to artmaking
- 1.VA:Cr2.1 Explore uses of materials and tools to create works of art or design
- 2.VA:Cr2.1 Experiment with various materials and tools to explore personal interests in a work of art or design
- 3.Va:Cr1.1: Elaborate on an imaginative idea.
- 3.Va:Cr1.2: Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
- 3.VA:Cr2.1 Create personally satisfying artwork using a variety of artistic processes and materials
- 4.VA:Cr2.1 Explore and invent art-making techniques and approaches
- 5.VA:Cr2.1 Experiment and develop skills in multiple art-making techniques and approaches through practice
- Creating—Anchor Standard 3: Refine and Complete Artistic Work

California Arts Standards for Public Schools—Math

- K.G.2 Correctly name shapes regardless of their orientations or overall size
- K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
- 2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces

California Arts Standards for Public Schools—Science

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Kinder-2nd grade: Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K–2-ETS1-3)