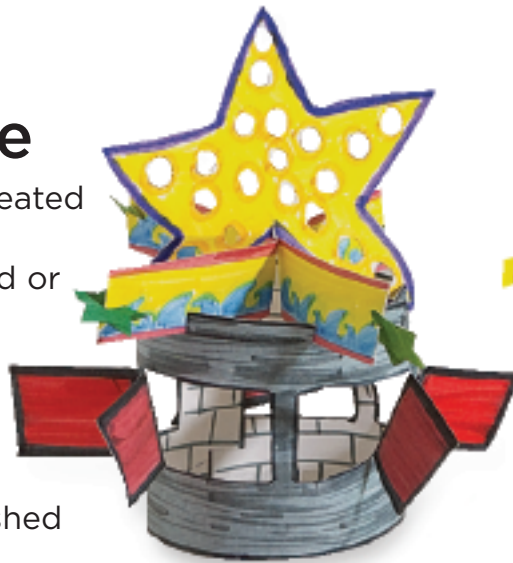


Abstract Planes in a Paper Sculpture

A *maquette* is a small model usually created from easily-worked materials such as matboard, illustration board, foamboard or cardboard. Professional sculptors create *maquettes* to visualize and test shapes and ideas without the cost and effort of making a full scale piece. Once the *maquette* is approved, the sculptor creates the finished piece from permanent materials.

This lesson plan requires students to create a *maquette* of an abstract sculpture, utilizing the **elements of art** (line, shape, value, color, space and texture) and the **principles of design** (balance, emphasis, contrast, rhythm and movement, pattern and unity).

The sculpture be viewable from all sides and have enough stability to be able stand on its own.



Grade Levels 9-12

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

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 7" x 11" pieces for 16 per board. Need one piece per student

Blick Economy Graphite Pencils, box of 12 (20302-2009), need one per student

Strathmore® 400 Series Bristol Board, 3-ply vellum surface sheets (13301-1042), 22" x 30", cut down to 7" x 11" pieces for 8 per board. Need one piece per student.

Crayola® Colored Pencils, 12-color set (20519-1009), share one set between two students

Blick Broadline Watercolor Markers, 8-color set (21224-0089), share one set between two students

Blick E-Z Grip Knife (57419-2980), share one between two students

Blick Aluminum Rulers, 12" (55430-1012), share one between two students

OPTIONAL:

Dahle Self-Healing Cutting Mats 9" x 12", (58983-2053), share five across classroom

Preparation

1. Have students research artists who create sculpture utilizing flat planes; for example, many of Roy Lichtenstein's sculptures.
2. Review the elements of art and principles of design with students.

Process

1. Demonstrate "slot" construction and "slit and tab" construction. With "slots," one plane has a line cut into the top and the second plane has a line cut from the bottom so the two can interlock and stand as one. With "slit and tab construction," one plane is designed with added tabs and the second plane is designed with a slit aligned to receive the tab. When the tab is inserted and folded back, the structure will be stable. No glue or fasteners are necessary.
2. Have students use scraps of posterboard or cover stock to practice these construction methods.
3. Students create four preliminary drawings of a sculpture with planes, as viewed from each side. They may indicate on the drawings how the shapes will be put together.

Ask students to consider both the positive and negative shapes in creating their sculptures. Both should be interesting to look at.

4. Students may use the posterboard or cover stock scraps to try out their sculptures' large planes and fastenings at full or partial scale. Use this step to make any necessary adjustments and plan where tabs and slits will be placed. Color may be planned with colored pencils or markers.
Students help each other evaluate the sculptures for the principles of design.
5. Students draw the shapes on 3-ply bristol board and cut them out using scissors or craft knives and cutting mats. Color and designs are added prior to assembling the final sculpture.

Lesson Plan and Artwork submitted by Sallye Mahan-Cox, Alexandria, VA

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National Standards

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

9-12 Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use

Content Standard #2 — Using knowledge of structures and functions

9-12 Students create artworks that use organizational principles and functions to solve specific visual arts problems

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

9-12 Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works