

Zany Wire Sculpture

Students create a freestanding 3-dimensional sculpture using wire and modeled "clay" pieces. An exciting introductory lesson in balance, spatial relationships, color, shape and form. Model Magic is a perfect beginning material because it's clean, easy to work with, lightweight and it air-dries quickly.

Grade Levels K-6

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

Objectives

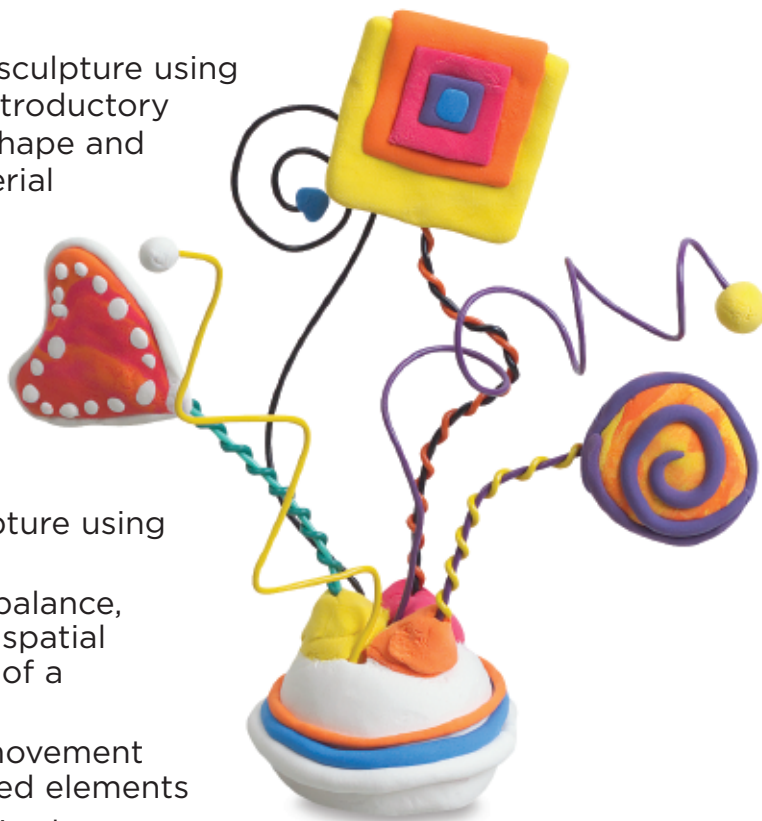
- Students will create a 3-dimensional sculpture using materials that are easy to manipulate
- Students will use the design elements of balance, shape, color and form as they consider the spatial relationships between various components of a sculpture
- Students will learn the principles of line movement and repetition by creating vertically designed elements
- Students will learn to form basic geometric shapes and patterns with colored modeling material
- Students will employ problem-solving skills to achieve the balance and stability of a free-standing structure

Preparation

1. Sort colors, rolling into 1" spheres and placing in plastic bags. If you have four students in a workgroup, have four spheres of each color in a zip bag per table. Model Magic will stay fresh for days in a zip lock bag. Don't combine colors in bag - they will stick together. Make a 2" sphere of white or black for the base, keep it separate so it doesn't get used up before it's needed.
2. Cut Twisteez wires in half, divide out so that there's about eight half-lengths per student.
3. Have a sample sculpture to look at, or show example photo on this page.

Process

1. Begin by making the modeled shapes to put on the ends of the wires. Have students use the 1" spheres of color. See "Helpful Hints" section, below.
2. Distribute the material for the base of the sculpture and the Twisteez wires. The base should go on the paper plate, so that the sculpture is movable. Allow them to form the base into a shape or leave it as a sphere. Show students how to stick one end of the wire in the base and one end in their modeled shape.



Materials

Twisteez Art Wire (33407-1050), package of 50 wires, need four wires per student

Crayola® Model Magic® Classpack, (33214-1759) 75-package set of assorted colors, need approximately one package per student

Student Clay Modeling Tools (30361-1009), 7-tool set, share three sets across classroom

Crayola® Scissors (57039-0002), need one per student

Pencils for wrapping wire and creating coils

Zip-style sandwich bags

Small paper or foam plates (to easily move sculptures)

Process, continued

Show how wires can be bent to help balance the weight of the object and to add interesting lines and curves. If one Twisteez wire doesn't provide enough support, they can support the object with two wires or twist two together to make a thicker wire. Allow them to cut the wires in order to place their objects at varying heights.

3. Have students use any leftover Model Magic or Twisteez wire to decorate the base of their sculpture.
4. Allow Model Magic sculptures to air dry overnight in a location where they won't be disturbed. Placing on a window ledge in the sunlight will speed up dry time.

Hints

- Have students keep their shapes small, so that they aren't too heavy for the wires. This is a good reason to sort colors ahead of time. They won't need much, and you can always hand out a little more if needed.
- Experiment with mixing the colors together. If students mix colors partially, they'll get a marbled look. If they continue, mixing colors thoroughly, they'll create new colors.
- Encourage students to create 3-dimensional shapes such as spheres, cubes, pyramids. Students will be used to working flat, so they'll be drawn toward making flat, cut-out shapes at first.

Options

- Design the sculpture based on a theme, i.e. facial parts, fish, planets, etc.
- Incorporate beads, paint, texture tools or other materials
- Eliminate the base and have students create a hanging mobile (it would require longer lengths of Twisteez)

National Standards

Content Standard #1 —

Understanding and applying media, techniques and processes

- **K-4** Students describe how different materials, techniques and processes cause different results
- **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

- **K-4** Students use visual structures and function of art to communicate ideas
- **5-8** Students select and use the qualities of structures and functions of art to improve communication of their ideas