



SCULPTURE: Dry Run
ARTIST: William Wareham
MEDIA: Painted Steel

This sculpture, made of cut and welded steel, is a pure and formal composition. Using shapes and the spaces between them, it creates a visual form and environment to engage our interest. The yellow painted surface adds a strong color element to this composition. This sculpture is part of the Permanent Collection of the Skokie Northshore Sculpture Park.

Lesson: Line, Shape, and Space.

Grades: Kindergarten through Grade 2

Website: <http://sculpturepark.org/>

Core Arts Standards:

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.

Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media and art-making approaches.

People create and interact with objects, places and design that define, shape, enhance and empower their lives.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding: People evaluate art based on various criteria.

Objectives:

1. To engage students in active discussions of lines, shapes, and space found in Wareham's piece.
2. To demonstrate how lines and shapes can be found all around us.
3. To motivate students to incorporate non-traditional (for their skill level and experience) lines and shapes into a composition.

Materials:

Pencil and eraser

Crayons, markers, or colored pencils.

9" x 12" white construction paper

Line Design Worksheet (PDF download from Sculpture Park site)

Pre-instruction:

Copy the ***Line Design Worksheet*** (one copy per student).

Introduction:

Present the slide of **Dry Run**. Ask students the following:

1. How many shapes do you see?
2. How many lines?
3. How about spaces? Space is the area around and inside the piece.
4. How big do you think the space inside the piece is? Could a bird fit in there? How about a horse? An elephant?
5. Why do you think the artist made his sculpture this size and not the size of a shoebox or coffee table?
6. It's outside-do you think the artist wanted it to have a relationship with nature and it's surroundings?
7. If this were in your yard, would you put anything around it or inside it? How would that change the piece?

Treasure Hunt:

"For the next 60 seconds, you will leave your seat and WALK around the room to find 3 objects that contain line and shape. Take a picture of them with your mind, but do not touch them! You don't want others knowing what you found. After you pick your favorite of the three return to your seat. **The more abstract, the better!**"

"Let's go around the room and share our favorite object that contains line and shape".

(The objective of this exercise is to acquire a verbal recognition from each student demonstrating they recognize how to identify line and form in 3-D objects)

Activity:

1. Students are given the ***Line Design Worksheet*** and told to carefully examine each box to make sure there are no doubles (This keeps students engaged and focused on the materials while you are passing out supplies).

2. Ask them to put their finger on their favorite design. Have them outline the box with pencil so it does not cover the design in any way.

3. Tell them to select 5 more boxes and outline them in a similar fashion. A total of **6** boxes should be selected.

While they are choosing, distribute one 9" x 12" piece of paper to each student.

4. Tell them to put the ***Line Design Worksheet*** off to the side and put the blank paper in front of them. Using a pencil, instruct students to use simple, soft wavy lines to divide the area of the paper into **6** sections.

5. Instruct students to fill in their **6** areas with the **6** designs they chose from the ***Line Design Worksheet***. They should only use one color per section. Doing this allows the viewer to make sense of the composition and not be distracted by multiple colors in multiple sections. For students that would like a challenge, encourage them to use rulers or draw the designs with pencil first.

6. For an additional challenge, have students cut their work into strips and glue

or tape the strips together to make a 3-dimensional sculpture. Weaving the strips could also be a creative option.

7. Five minutes before the end of class, ask students to stop working. They should put down their writing implements, stand up leaving their art on their desk, and walk around the classroom looking at the “gallery” of their classmates artwork. As they walk around, ask them if they’re getting any ideas of how they might do this lesson differently at home. (Asking this not only encourages them to think beyond the classroom as to how they will share their experience at home with others when they’re showing off their art, but encourages and challenges them to pursue art outside the classroom and run with the concept of the project. It also keeps them on-task and aware that the teacher is engaging them in instruction, thereby deterring unnecessary socializing.)