



SCULPTURE: Flight

ARTIST: Luigi Testa

MEDIA: Steel / Stone

This sculpture is part of the Park's permanent collection. Its raw steel, sharp edged forms cut and welded by the artist form a stark contrast to the natural stone they enfold. The abstracted bird-like or insect-like form gives the viewer a sense of movement or flight on the higher level, while the lower half of the sculpture seems firmly on the ground.

This sculpture is part of the Permanent Collection of the Skokie Northshore Sculpture Park.

Lesson: Animal anatomy, Line, Form, Color, and Space.

Grades: Grade 3-5

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.

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world and **constructed environments**. Visual imagery influences understanding of and responses to the world.

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 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Through art, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding: People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.

Objectives:

1. To engage students in discussions about creativity and original thought.
2. To encourage students to use their imaginations to create fantasy creatures that combine insect and bird parts.
3. To provide students with an experience similar to professional artists that use nature as a springboard for original ideas.

Materials:

12" x 18" white construction paper

Pencil and eraser

Scissors

Crayons, colored pencils, or markers

Use the "Insect and Bird Parts" worksheet for the activity. You will need one page per student.

These squares will be cut apart and need to be mixed in a **box, envelope, hat,** etc. You may want to label your containers "Head", "Body", "Tail", "Feet", "Wings" and "Material".

Introduction:

Present the image of **Flight** from the Sculpture Park website.

<http://sculpturepark.org/>

Ask students the following:

1. The artist used parts of birds and insects to create this sculpture-both flying creatures. What parts do you see? Use specific insects and birds to identify the parts of this sculpture (ex: a robin's beak).
2. What is the sculpture doing? Is it landing, taking off, making a nest, etc.?
3. Where does the creature end and the stand begin?
4. Why do you think the artist felt it was important to include the stand in the sculpture?
5. What does the stand represent?
6. Do you think the artist made a good choice using stone and steel to construct this sculpture?
7. What materials would you have used to make a sculpture like this?
8. How would it change the feeling we get from this sculpture?

Activity:

1. If possible, use pictures of insects and birds to discuss the parts of these creatures. Ask the students questions about the wings, body, head, eyes, feet, and any other unusual features one animal might have. Ask students how they would re-create these features in the form of a sculpture, ex: "What materials would you use to make the beak on this toucan?"
2. Distribute the "Insect and Bird Parts" worksheet to students and ask them to fill in the boxes with both the name of the animal and description of the part corresponding with the box. For example, for "Head" a student would write "A fly's head and a toucan's beak". For "Body" a student might write, "A Bumble Bee". For "Tail" a student might write, "A Peacock". The boxes are big enough that if a student has a difficult time writing the animal's name, they can draw the part they meant to communicate.
3. When all students have finished filling in the names of their animal parts on

their worksheets, they can cut them out and put them in the corresponding containers you provided. Once all students have submitted their squares, distribute them to each student one body part at a time. They can begin their drawings while you are still passing out the squares.

4. When they have finished drawing, ask them to color their drawing.

5. Five minutes before the end of class, ask students to stop working. They should put down their supplies, stand up leaving their art on their desk, and walk around the classroom looking at the “gallery” of their class mates 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.)