3D ART SCULPTURE & CERANICS

TAPE PERSON INSTALLATION PROJECT









ESSENTIAL QUESTIONS:

- How can you impact a space using a sculpture?

 How can you create a connection between a sculpture and a specific space

 How can you use tape to create a life size human form?

OBJECTIVES: Students will...

- ECTIVES: Students will...

 Look at and discuss installation art.

 Work as a team in their groups.

 Brainstorm and sketch ideas for an installation work of art.

 Create a life size tape person using their bodies and packaging tape.



	1 uqu	e rem		Score	
Category	Poss	ible	Comments:		
Construction: Tape person is in an interesting position, is structurally sound, and is well made		25			1
Installation: Tape person was made for specific area of campus, brings attention to the spac- and reflects the space	e.	25			
Teamwork: You worked well as a te and everyone ha equal parts.		10			
Craftsmanshi	P	10			
Artist Stateme	ent	10			
Creativity	,	10			_
Effort: You spe time wisely ar lot of effort in project from	start to		Total	Page 2	



INTRO TO INSTALLATION ART: LESSON PLAN, PRESENTATION, CRITIQUE, RUBRIC



BIG IDEA:

· Installation art

ESSENTIAL QUESTIONS: t a space using a sculpture?

a specific space?

- Elements of art: The building blocks of a work of art. The visual color, form, line, shape, space, texture, and value.
- Principles of design: describe the ways that artists use the elemen work of art. Includes: balance, emphasis, movement, proportion, pattern, rhythm, unity, and variety.

PRODUCT:

- 3 sketches (sketchbook grade)
- 1-2 tape person (people) installed in a specific space (project grade

PRINT

IMPLE

DAY

DAY 10: Critique and Submit

- Pass out the critique worksheets.
- Visit each installation location.
- Allow students time to look at the sculptures, read the artist statements, and respond to the artwork before moving to the next location.
- Return to class and encourage a class discussion. Ask which piece stood out to them the most.
- Ask which piece did the best job bringing attention to the space and why. Discuss the importance of the artist statements Encourage students to listen to their peer's reaction to the artwork once the
- general school population gets a chance to see it.
- Tell students you will grade their projects after today

- Grade 7, Creating: VA:Cr3.1.7, Reflect on and explain important information about personal artwork in an artist statement or another
- Grade 7, Presenting: VA:Pr5.1.7, Based on criteria, analyze and evaluate methods for preparing and presenting art.
- Grade 7, Responding: VA:Re7.1.7, Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.
- Grade 8, Creating: VA:Cr1.2.8, Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

ade 8, Presenting: VA:Pr5.1.8, Collaboratively prepare and present ected theme-based artwork for display, and formulate exhibition

- Have them start a list it/sketch it. They need three thumbnail sketches of ideas before they start.
- Float the classroom and help as needed. Encourage them to think outside of the box. Help them brainstorm if they are stumped. Have them research installation art, site-specific art, and tape people if needed.
- Have students clean up the last few minutes of class.

DAY 2: Studio Time

- Start class by reviewing the assignment.
 - Ask what the assignment requirements are.
 - Have students share which spaces they are exploring.
- Explain how they will construct their tape people:
 - One of the team members will be the model.
 - Packaging tape will be wrapped around their bodies section by section. Example: their hand, then forearm, the upper arm, then the shoulder. The three pieces are then taped together to create a gull arm.
 - The tape is wrapped STICKY SIDE UP for the first layer. The second layer is sticky side down. The tape is then CAREFULLY cut off of the student using scissors.
 - Tell students not to wrap the tape too tight or it will be difficult to cut off and could cut off circulation.
 - For the heads, use a mannequin or foam head.
- Have students divide in groups and continue on their sketches.
- Once you approve their final design, let them get out supplies and get started.
- Carefully monitor them as they start working, make sure they are careful putting on the tape and cutting it off. Help as needed.
- Have students clean up the last 5 minutes of class

DAY 3-8: Studio Time

Have students get to work as soon as they arrive.

BIG IDEA, ESSENTIAL QUESTIONS, US NATIONAL STANDARDS, STEP-BY-STEP INSTRUCTIONS



What is installation art?

Designed to bring attention to the SPACE as well as the 3D work of art





Brian Brush and Yong

- Won a commission to install a work of art in fin Atlanta, GA.
- · Every year a new installation is put up.
- In 2012 the installation was called "SEAT"







Andy Goldsworthy

- Focuses on shape and color, most of his work fits into these categories:

 Circular

 Light to dark

 Arcs



Check out his work her

Claes Oldenberg





Check out his work here.

You will be creating...











Your project

Walk around the school and think about a particular space to connects to your group for some reason.

It must be an indoor, communal space (no bathro

Why this space is important to you.

When you are thinking about a space you need to co

How you can bring attention to the purpose of the How you can make a comment about the space





Your project

- You will be assigned to a group of 2 or 3.
- Groups of 3 need to make 2 tape people.
- You can work with other groups to combine people together if you want your tape people

- His first recorded art sale was in NY in 1956, he sold 5 items for \$25.00.
- He is now has artwork all over the





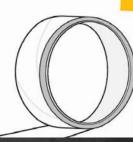
Your project

- Create your own installation work of art using packaging
- You will work in groups of 2-3.
- You will select a space to add your work of art to. Think about how your sculpture is bringing focus to the



Your grade

- Tearnwork- Work as part of a team, everyor doing equal parts.
 Effort- Put time and energy into your sculpts.
- Creativity- Think outside of the box. Installation- Can I tell what you are trying to say, does it make an impact?
- Craftsmanship- Make sure your sculpture looks neat, take your time, pay attention, fix errors if they come up.
- Writing- You will each turn in an artis



PROJECT OVERVIEW & INSTRUCTIONS

3.7			
	ame.		

Tape Person Critique

Take a look at the installations. Select a different work of art for each below.

1.	Which work of art stood out to you most? Why?
2.	Which installation did the best job connecting to and enhancing the
3.	Which tape person has the most interesting position? Describe it.
4.	Which artist statement best describes the team's intent? What can yo it?
5.	What do you think of your final installation work of art?

Name:		
Name.		

Tape Person Rubric

Category	Possible Points	Comments:	Score
Construction: Tape person is in an interesting position, is structurally sound, and is well made	25		
Installation: Tape person was made for a specific area of campus, brings attention to the space, and reflects the space.	25		
Teamwork: You worked well as a team and everyone had equal parts.	10		
Craftsmanship	10		
Artist Statement	10		
Creativity	10		
Effort: You spent your time wisely and put a lot of effort into your project from start to finish	10		
		Total Score:	

CRITIQUE & RUBRIC