

3D ART SCULPTURE & CERAMICS

TAPE PERSON INSTALLATION PROJECT



Tape People
Installation Art

BIG IDEA:

- Installation art

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...

- 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.

STANDARDS:

Elementary School:

- ART:
 - Grade 4, Creating: VA:Cr1.2.4, Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
 - Grade 4, Creating: VA:Cr2.2.4, When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.
 - Grade 5, Creating: VA:Cr1.1.5, Combine ideas to generate an innovative idea for art-making.
 - Grade 5, Creating: VA:Cr3.1.5, Create artist statements using art vocabulary to describe personal choices in art-making.
 - Grade 5, Presenting: VA:Pr5.1.5, Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.
 - Grade 5, Responding: VA:Re7.1.5, Compare one's own interpretation of a work of art with the interpretation of others.

Middle School:

- ART:
 - Grade 6, Creating: VA:Cr1.1.6, Combine concepts coll-

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:	



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

Tape People

Installation Art

BIG IDEA:

- Installation art

ESSENTIAL QUESTIONS:

- How can we impact a space using a sculpture?
- How do we choose a space and 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 elements of a 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

IMPLEMENT

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 format.
- 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.
- Grade 8, Presenting: VA:Pr5.1.8, Collaboratively prepare and present selected 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.

LESSON PLAN:

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

Installation Art

Site Specific and Whole Room Artwork

What is installation art?

- Often designed to be site specific (meant for a particular space).
- Designed to bring attention to the SPACE as well as the 3D work of art.
- Often refers to sculptures in interior spaces but can relate to exterior spaces also referred to as land art.
- Became popular in the 1970s but can be dated back to artists such as Marcel Duchamp (early 1900s).
- When looking at installation art consider:
 - How it is located.
 - How it relates to the material and the space.

Brian Brush and Yong J

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

Richard Serra

Andy Goldsworthy

- Born in England and Primarily works in England.
- Primarily creates work in nature but does interior installations as well.
- Focuses on shape and color, most of his work fits into these categories:
 - Circular
 - Light to dark
 - Arcs
 - Egg Shapes
 - Holes



Check out his work [here](#)

Claes Oldenberg

- Born in Stockholm but grew up in Chicago.
- Creates large scale sculptures of everyday, mundane objects.
- 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 world.



Your project

- Create your own installation work of art using packaging tape.
- 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 space.
- How is your sculpture interacting in the space?

Check out his work [here](#).

You will be creating...

- Life size tape people out of packing tape.

Your project

- Walk around the school and think about a particular space that connects to your group for some reason.
- It must be an indoor, communal space (no bathrooms).
- When you are thinking about a space you need to consider...
 - Why this space is important to you.
 - How you can bring attention to the purpose of the space.
 - How you can make a comment about the space.
 - What message you are trying to convey.

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 your people together if you want your tape people to...

Your grade

- Teamwork- Work as part of a team, everyone doing equal parts.
- Effort- Put time and energy into your sculpture.
- 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 artist statement about your sculpture.



PRESENTATION: PROJECT OVERVIEW & INSTRUCTIONS

Name: _____

Tape Person Critique

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

1. Which work of art stood out to you most? Why?

2. Which installation did the best job connecting to and enhancing the space?

3. Which tape person has the most interesting position? Describe it.

4. Which artist statement best describes the team's intent? What can you learn from it?

5. What do you think of your final installation work of art?

Name: _____

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HANDOUTS:

CRITIQUE & RUBRIC