



# Story Sculptures

GRADE: 2 TIME: 1-2 sessions

Developed by John Lentine

## KIT INCLUDES:

- lesson plan
- public art photos
- book— *The Magic Fish*, by Freya Littledale
- process board with images of lesson in progress
- vocabulary board

## MATERIALS:

- white tagboard or cover stock (similar to file folder weight)
- scissors
- pencil
- bag or envelope to transport story without losing any parts



## LESSON DESCRIPTION:

Students will discuss what is 2- and 3-dimensional and what a sculpture is. They will then look at examples of art in their community. Students will create a small free-standing sculpture based on a story (any good story will do.) This is a model of a larger sculpture they are proposing to build for an imaginary new library.

## VOCABULARY:

storytelling  
2-D and 3-D  
form  
public art  
sculpture  
scale

## ART ELEMENTS:

☒ Line  
☒ Shape/Form  
☐ Color  
☐ Value  
☐ Texture  
☒ Space/Perspective

## ART PRINCIPLES:

☐ Pattern  
☐ Rhythm/movement  
☒ Proportion/Scale  
☐ Balance  
☐ Unity  
☐ Emphasis

## CONTENT CONNECTIONS:

Language:  
Storytelling  
Math: Scale

**THEMES:**  
Public Art

## OBJECTIVES AND ASSESSMENT CRITERIA: Students will:

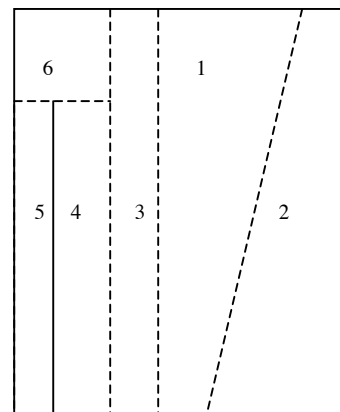
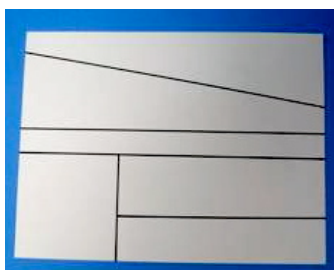
1. Using a familiar story, design and build a sculpture that has important elements of the story.
2. Identify art and objects in their environment as 2D or 3D.
3. Tell their story to another person using their sculpture.

## PREPARE:

Locate a light board--a cover stock, index card weight, railroad board, or even old file folders type board. (Students need to cut but it must be fairly sturdy.)

Starting with an 8 1/2 X 11" (9" X 12") piece, divide and cut approximately as shown.

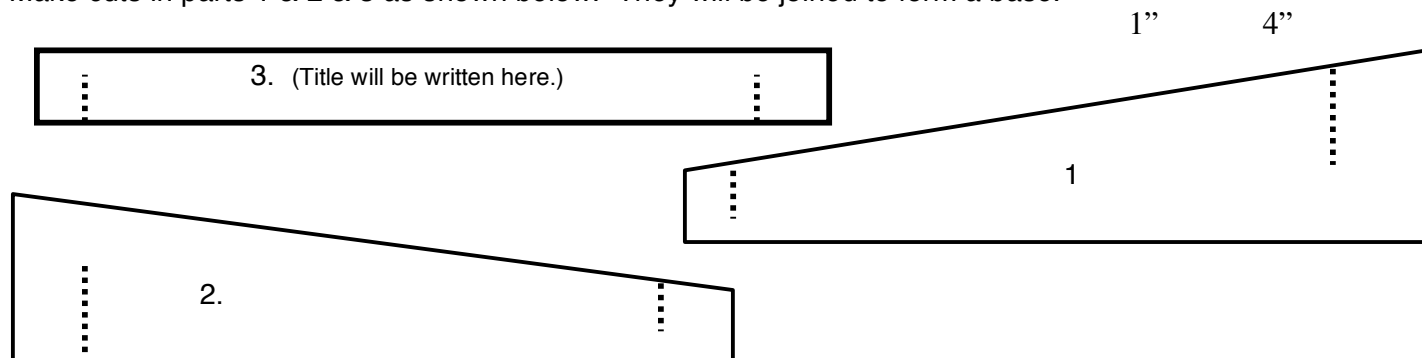
Stack in like parts.



1 & 2 & 3 will be used to make a base.

4 & 5 & 6 will be used to design the story.

Make cuts in parts 1 & 2 & 3 as shown below. They will be joined to form a base.



## ENGAGE AND EXPLORE:

Begin the lesson with a discussion of the terms 2-D and 3-D (two-dimensional is flat and can be measured in 2 directions, three-dimensional is not flat because it has not only length and width but also depth or height. Emphasize the difference between a drawing or a painting and a statue. What makes them different? A statue is a sculpture and—since it is 3-D—it has **form**. Sculptures are made from many different materials including rock, metal, wood, clay, and even paper. Sculpture has been made by most world cultures and reflects the differences in the beliefs of the group and materials available to the group. Several examples of Alaska Native sculptures are included in the kit representing Alaskan culture. Look at each example of public art and discuss what story might be told.

What sculpture examples might the students think of? (Statue of Liberty and Totem Poles are diverse examples.) Many artists make art for buildings. They make an idea or “proposal” and show it to the people who are designing or using the building. The people will choose the proposal they like best from all the different ideas.

Tell the students to pretend that they are artists working to build ‘a model’ so they might be hired for the new library. The art they propose will be a sculpture which will stand in a grassy area near the main door. The sculpture they propose will be based on a story, a book they have read or heard, or even their imaginations. (The story can reflect any culture and wrap into your other classroom activities.)

Lead students through the steps to build a sculpture, and when finished add a small figure, which symbolizes an adult. This shows the **scale** of the sculpture compared to an average sized person.

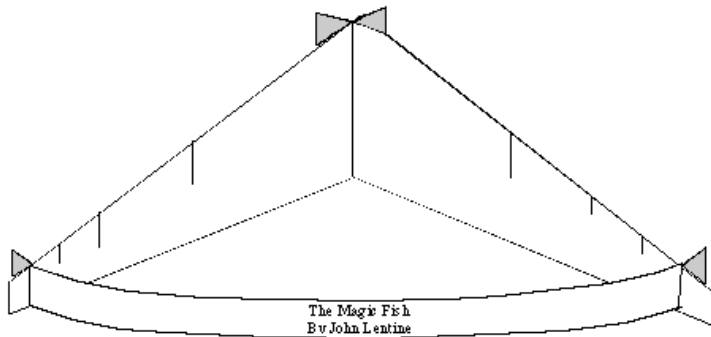
Teacher will first demonstrate the process using the book included in the kit. Then students will begin. Remember, if all students tell the same story, all their art should look different. Any book with a good story will work.

### The Magic Fish

*In this story, a fisherman catches a fish and the fish turns out to be a magic fish! The fish tells the fisherman he will grant him a wish if he throws him back in the water. The fisherman goes home to talk to his wife about the wish and the wife is never happy with the wish. The fisherman goes back to the fish and asks for more. This happens many times until the fish changes them back to the way they were before the fisherman met the fish and teaches them never to be greedy. This sculpture will show the moment when the fisherman catches the fish.*

## CREATE

1. Have each child choose the story they will illustrate in their sculpture *if* they are different.
2. Pass out the 3 pieces for the base. Have students write title of story in the center of the long thin rectangle and their name beneath. (This will be the title and artist.)
3. Join pieces by sliding long notches together in the back. Then place long rectangle over the short notches in the front and join. The title and student name will be in front. (See illustration next page.)
4. After assembling base, students can begin making the parts of their story.



5. Students will think about their story and what figures they want to make to tell the story. Then they can select different shapes of white card stock to make their parts (from the 8 1/2" X 11").
6. Demonstrate how to "draw with your scissors." Explain that the mind imagines the shape and then your eyes and scissors cut the simple shape. *Do not let them draw!* Just imagine. Cut out the shapes in a very simple manner. Make them as large as possible. *Do not make tiny shapes!* (Hint: To keep large, tell them to touch at least 3 sides of the paper with their scissors.) Below are examples depicting a boat, the fisherman, the sea, and more...first as parts and then assembled.



7. As each piece is finished, students notch the bottom and the base where it will sit. Slip them together and adjust until the notches interlock securely. You now have a sculpture model!
8. Making the scale figure: At this point, talk to the students about scale. How can you tell how tall the sculpture is? If a person were standing by the sculpture how big would it be? Bigger or smaller than the figure?
9. Make a small model of a grown up man (but make the legs a half inch longer. Bend back the longer legs so that the figure will stand up next to the sculpture.
10. Tell the children to imagine a man standing by the sculpture and this should give them an idea of how big it is. Is it taller or smaller than the man?

**CLOSE**

### Presentation and discussion:

1. Display the sculptures on the desks or a counter or table.
2. Have the students walk all around the room and look at them.
3. Discuss the sculptures. Can anyone guess the stories? Have fun!

DN	OK	UP	Lesson_____ Teacher_____
			Grade_____ Date_____ Number of Students_____
			<i>Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement</i>
			1. Are you able to explain 2-D and 3-D to your neighbor? (K)
			2. Did you successfully tell a story in your sculpture? (K)
			3. Were you able to draw the story before cutting? (S)
			4. Did you cut parts neatly and assemble the story sculpture? (S)
			5. Do you feel you were able to add your own creative touch to your art? (C)
			6. Did you actively listen and follow directions?(A)
			7. Did you do your best during this lesson?(E)

## Teacher self-critique

8. My teaching of this lesson:

1	2	3	4	5	6	7	8	9	10
needed improvement							was highly successful		

9. What would I do differently next time?

**ALIGNMENT:**

### Alignment of Standards:

Art: A1,3,4; B4,5; C2a,b,5; D1.

English: C2.

Math: B4.

Science: C.

Geography: B.

### CREDITS:

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In art students discussed what sculpture is and what 2- and 3- dimensional means. They then looked at and discussed examples of public art. They created a small free-standing sculpture based on a favorite story. They pretended that this is a model of a larger sculpture they are proposing to build for an imaginary new library. Ask a student to tell you their story.



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