

## ***Figure it out***

### **Stage 2–3**

**Subject matter:** people

**Forms:** sculpture

**Duration:** 4 to 8 weeks

#### **Image resources**

- *The Discus Thrower* (also known as *Discobolos*), Myron, c.450BC  
<http://www.frostburg.edu/dept/phil/forum/Athens2.htm>
- *Unique Forms of Continuity in Space*, Umberto Boccioni  
<http://www.moma.org/collection/paintsculpt/boccioni.html>
- *Recumbent Figure*, Henry Moore  
<http://www.dl.ket.org/humanities/sculpt/images/moore.jpg>
- *The Family*, Escobar Marisol  
[http://www.blueplanetezine.com/arts\\_humanities/art/gallery/thefamily.php3](http://www.blueplanetezine.com/arts_humanities/art/gallery/thefamily.php3)
- *Black Venus*, Nikki de Saint Phalle  
[http://www.csupomona.edu/~plin/women2/images/stphalle\\_big.jpg](http://www.csupomona.edu/~plin/women2/images/stphalle_big.jpg)

### **Outcomes and indicators**

#### **Making**

**VAS2.1 Represents the qualities of experiences and things that are interesting or beautiful by choosing amongst aspects of subject matter.**

- investigates the subject matter of people in 3-dimensional artworks.

**VAS3.2 Makes artworks for different audiences assembling materials in a variety of ways.**

- experiments with media, techniques and spatial arrangements in figurative sculpture.

#### **Appreciating**

**VAS2.3 Acknowledges that artists make artworks for different reasons and that different interpretations are possible.**

- talks about and thinks about the intentions for artmaking and recognises how these affect the selection of materials and techniques.

**VAS3.3 Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.**

- recognises that interpretations of subject matter change over time and are affected by different ideas, media and techniques.

#### **Unit overview:**

Students focus on the subject matter of the human figure. They discuss works by sculptors and investigate a range of materials and techniques to represent figures. Students *figure it out* through guided reading, group discussion and teacher consultation. Student investigations lead to experimentation in their own art making based on the styles of various sculptors.

Learning experiences	Teaching notes
<p><b><u>Learning experience 1</u></b> <b>Appreciating artworks</b></p> <p>On the sports field, throw a discus, Frisbee or plastic plate (throw as you would a discus). Freeze the pose at different moments of the action.</p> <p>Look at other students in frozen poses and discuss the shape of the body and the angles of limbs.</p> <p>Look at an image of <i>The Discus Thrower</i>, an ancient Greek figurative sculpture by Myron. <i>What material is used?</i> <i>How was the sculpture made? Was it carved, modelled or assembled?</i> <i>How is it made to look lifelike?</i> (scale, proportion, detail, surface treatment)</p> <p>Make brief notes about <i>The Discus Thrower</i> and sketch the work.</p>	<p><b>Image resources</b></p> <ul style="list-style-type: none"> <li>• <i>The Discus Thrower</i>, Myron, c 450BC</li> </ul> <p><b>Other resources</b></p> <ul style="list-style-type: none"> <li>• paper and drawing materials</li> <li>• discus, Frisbee or plastic plate.</li> </ul> <p>Refer to <i>The Discus Thrower</i> by Myron or another example of an athlete from ancient Greek sculpture.</p> <p>Provide details of medium (marble), date (450BC) and size of the work (lifesize). Explain that Myron was a Greek sculpture who is known for the sense of movement and exact proportions of his sculptures.</p>
<p><b><u>Learning experience 2</u></b> <b>Appreciating artworks</b></p>	<p><b>Image resources</b></p> <ul style="list-style-type: none"> <li>• <i>Black Venus</i>, Nikki de Saint Phalle</li> <li>• <i>The Family</i>, Escobar Marisol</li> <li>• <i>Reclining Figure</i>, Henry Moore</li> <li>• <i>Unique Forms of Continuity in Space</i>, Umberto Boccioni</li> </ul> <p>(If these artworks are not available, select other examples of figurative sculpture from different art periods or styles)</p> <p><b>Other resources</b></p> <ul style="list-style-type: none"> <li>• notes about the sculptors and sculptures including information regarding materials, techniques and construction methods.</li> </ul>

<p>Select examples of figurative sculpture to research and use as a starting point for artmaking.</p> <p>List information about materials, techniques and construction methods. Make thumbnail sketches of the selected sculptures next to the information.</p> <p>Discuss the appearance of the works. Consider shapes, texture and lines. <i>Which works are most interesting? Why?</i></p>	<p>(this may be obtained from art books or web sites).</p> <p>Show students images of figurative sculptures (figurative sculptures are three-dimensional works that depict the human form).</p>
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### **Learning experience 3**

#### **Making sculptures of figures**

##### Group work sculptures

Look at a selection of different sculptures. In groups of 4-8 students, select one sculpture on which to base a group work.

Inspired by a selected artwork, plan and create a similar work using different materials.

Keep a group diary of decisions and ideas. Include notes, sketches, photographs and samples of materials.

Decide which material would be most suitable to make the work. Consider how easily the material can be manipulated.

Use comparable shapes, expression and surface quality of figures. Create similar or different poses.

##### **Appreciating: reflecting**

As a group, write a newspaper report on the process the group used to research and develop the artwork.

The report should include a summary of:

- what media and techniques the artist used
- what media and techniques the group used
- what idea or feeling the artist was trying to express
- a comparison between the artist's work and the group sculpture

#### **Resources**

- Papier mache, balloons, paint
- wire, aluminium foil, spray paint
- wood, nails
- cardboard boxes, pencils, paint
- plaster bandages
- styrofoam pieces
- clay
- fabric, clothes
- knitted jute
- cardboard tubes or sheets, paint.

Examples of sculptors, sculptures and materials that could be used by students:

- Nikki de Saint Phalle, *Black Venus*, papier mache, balloons, paint
- Escobar Marisol, *The Family*, cardboard boxes, pencils, paint, plaster bandages
- Henry Moore, *Reclining Figure*, styrofoam pieces
- Umberto Boccioni, *Unique Forms of Continuity in Space*, cardboard tubes or sheets, paint

## Examples of Stage 3 student *Newspaper reports*

### **The Australian Financial Review: *Boccioni***

Umberto Boccioni (1882–1916) was a futurist painter and the only futurist sculptor. The futurists were a group of people in the early nineteen hundreds who imitated speed in their art.

Boccioni's sculpture are of running figures that look shattered and fragmented because they are moving so fast that we cannot see them properly. Boccioni tried to show that sculptures need not to look still as few people are motionless in real life. He had more ideas for his sculptures but died during World War 1 before he could start.

Q: What he used?

A: Bronze

Q: What we used?

A: Cardboard, wire, spray paint, glue and staples

Q: What do we think of his work?

A: We think that this sculpture must have been hard to make and is very good and shows movement well.

Q: What do we think of our work?

A: We think that our sculpture was fun to make but hard at times. Although ours does not look as good as Boccioni's, we think it worked out pretty well.

### **North Shore Times: *Recumbent Figure still as stone.***

Henry Moore's artwork, *Recumbent Figure* is a sculpture made out of stone. This curved statue seems to have been created more by the forces of nature than man. The sculpture has smooth and rounded outlines, suggesting the outlines of a female body.

Moore usually carved directly into stone or wood. He reflected the contours and qualities of landscape and rock.

#### Our Sculpture

Our Sculpture, *Recumbent Figure*, was made by getting ten pieces of foam and arranging them in such a manner as to make a head, a body, two upper arms, two lower arms, two legs, and two feet. We pieced them all together with glue and masking tape. We then sponged on some cream coloured paint to give a sandstone effect.

#### Our Opinion

We thought the sculpture was fun to make but hard work. In our opinion, Henry Moore was a very unique artist because his sculptures are combined with nature and man.

### **The Sun Herald: *The Family comes to CPS***

Marisol, Escobar (1930– ) was born in France but has lived in New York since 1950. She works as a sculptor who also works in painting, carving, drawing, plaster casts and objects she has collected. Her sculptures are larger than life-size.

Marisol had made *The Family* in 1962. She made it out of painted wood and other materials in three sections. It shows a family consisting of a mother, a baby and three children. This sculpture is held in The Museum of Modern Art, New York.

We were going to make a life-size sculpture of a family based on Escobar's sculpture. We collected about ten similar sized boxes. We also had our plan of how we were going to do it on paper. We then pasted the boxes together and drew sketches on each box. We then painted on the boxes and we had a fabulous piece of artwork.

We tried very hard to try and make our artwork look the best. We enjoyed creating our artwork and would like to do it again. Our sculpture resembles a family, and what children can do when they cooperate.

### **The Sunday Telegraph: *Nikki de Saint Phalle***

Nikki de Saint Phalle is the sculptor of the sculpture *Black Venus*. The Sculpture is pop art and of a large, exaggerated woman, Nikki was born in 1930 in New York. The symbols on *Black Venus* included targets, hearts and flowers. For her sculpture, she used wire and old tin cans. The colours were bright and very effective. We like the sculpture because it is full of vim and vigour even though it is not alive.

We used papier-mache to mould the body over the balloons. To decorate the model, we used hearts, flowers, swirls and targets. One of her other sculptures is *Die Waldaff*

We enjoyed doing *Black Venus* because it was original; we all enjoy papier-mache and painting. It took about two weeks to complete it.