

Rhythm Sculpture with WOW!

MATERIALS

FOR STUDENT:

(one per student unless otherwise noted)

- FloraCraft® Make It: Fun® Foam: Balls, sixteen 1" diameter; and Disc, one 15/16 x 3 7/8"
- Toothpicks, twenty
- Pencil
- Paper plate, small
- Paper towel
- Plastic cups, two

FOR TEACHER:

- FloraCraft® Make It: Fun® Foam: Balls, sixteen 1" diameter (sixteen per pkg.) and Disc, one 15/16 x 3 7/8" (six per pkg.)
- Acrylic paint: Citron Green (or choice of color)
- Masking tape
- Old newspapers or plastic tablecloth (optional)
- Plastic-lined garbage can
- Paper towels
- Wet wipes
- Glue gun (for teacher only)
- Computer, printer and Internet access
- Copy paper



ART

GRADE LEVEL
FOURTH – FIFTH

COMPLETION TIME
• 60 minutes



OBJECTIVES

Students learn:

- The definitions of rhythm and movement
- How the two terms are so connected
- The definition of emphasis and how it's created

STANDARDS

- Artistic Perception – Processing, analyzing, and responding to sensory information through the language and skills unique to the visual arts – students perceive and respond to works of art, objects in nature, events, and the environment
- Students use the vocabulary of the visual arts to express their observations: Perceive and describe rhythm and movement in works of art and in the environment.
- Communication and Expression - Create an original work of art (sculpture) emphasizing rhythm and movement

TEACHER PREPARATION

Note: Read through all the instructions first and check out the TIPS! Have a glue gun plugged in and ready to use (ideally set on low temperature) but out of student reach. This can give you immediate adhesion when you're in a hurry to help students. It is also recommended that you make a sample first, before preparing the materials for any others, since knowing how the parts fit, might affect how you prepare the rest of them.

- [1]** Open the packages of foam. Put sixteen foam balls into a plastic cup. Put a piece of masking tape onto the disc. Repeat for all students.
- [2]** Put twenty toothpicks into the (same) plastic cup for each student.
- [3]** Research on line for examples of unique sculptures, using key words such as: Modern sculpture, toothpick sculptures, sculptures

with spheres, contemporary sculpture, unusual 3-D art, etc. Print out as examples for students.

- [4]** Set the materials at each student's place: Plastic cup of water, plastic cup of foam balls and toothpicks, foam disc, pencil, paper plate, paper towel, and paintbrush. Just before students arrive, squeeze the paint onto the plates.

LESSON INTRODUCTION

- Explain to students that the Principles of Arrangement include rhythm and movement as well as emphasis. In fact, sometimes, it's difficult to tell the difference between the principles because they work together. Rhythm creates movement and vice versa. Show your model as an example, explaining that the eye travels from one foam ball to another by traveling along the toothpicks, which create a type of rhythm, as in music. As you see and feel the rhythm, it pulls your eye to the next toothpick, which is movement. Then, ask students what is the emphasis? The green sphere is the same size and shape as the others, but because the color is different, it stands out – a rhythm sculpture with WOW!



makeitfuncrafts.com

FloraCraft-AR-4010

INSTRUCTIONS

[1] Show students your model and explain that every sculpture should be different, that the only requirements are that it show rhythm through movement (the eye goes from one foam ball to another because of the direction of the toothpicks) and that the painted ball show emphasis (the WOW factor).

Ask students to write their names on the masking tape in pencil. Then have them put one foam ball on a toothpick, paint it, and set it into the disc to dry.

As students finish, collect the brushes and water to set aside until after class when they can be washed out.



[2] Demonstrate how to connect the foam balls with the toothpicks, inserting them far enough in to hold, but not so far that they poke through the foam ball. By adjusting the depth, students can control the distance between the foam balls. Explain that if they need shorter distances, they can carefully break the toothpicks in half.



[3] Show students how to work on three units (branches) that when viewed individually are fairly flat, but when put together, they can create three-dimensional art (sculpture in the round). Encourage them to see

the positive (foam balls) and the negative (air around them) areas.

Distribute examples of sculpture research and discuss with students.

Have students work on their branches.



[4] Have students remove their toothpick with the painted foam ball and turn over the disc so the tape (and any drops of paint) are on the bottom. Set the toothpick / foam ball on their paper towel and use the disc as the base to build the sculpture.

Have students insert their three branches, evenly spaced (approx.) on the disc., and adjust the toothpicks and foam balls so that they intermingle with one another. Have students look for positive and negative areas again, turning the disc to view it from all sides. (Mention that squinting their eyes is a good way to visually flatten, in order to see the negative space as shapes.)

Ask them to find an area that would be the ideal spot for the emphasis and add their green foam ball to the arrangement.



[5] When students are finished, suggest that they look through the other pages of sculpture, seeking inspiration for their next project.

MODIFICATIONS

To simplify project:

- Have students work in pairs to help each other.
- Reduce the number of foam balls, toothpicks and branches.

To expand project:

- Use a larger disc and add 1 1/2" foam balls for variety.
- Have students paint the foam balls in assorted colors and then ask them how they can create emphasis, now? What element of design, besides color, could they change?

For multiple ages:

- Younger and older students can work side-by-side with the older students helping the younger students see the positive and negative areas when assembling.
- Older students can incorporate ideas they saw in the sculpture examples, while the younger students can use the toothpicks and foam balls.

ADDITIONAL IDEAS

- Have students combine all of their branches into one or two large sculptures.
- Display the sculptures with dark paper behind them so that the white foam balls show well.
- Create one large classroom sculpture using larger foam balls and wood dowels.
- Use the technique to make cube sculptures by cutting sheets of foam into cubes.



makeitfuncrafts.com

TIPS

- To create more distance between foam balls, use sandwich picks or lengths of thin dowels.
- Have extras of foam balls and toothpicks.
- Encourage students to think of other ways that they can make their sculpture be different. Perhaps give them plastic knives to be able to cut apart the foam balls and even the disc itself. It's these experiments (and a few do-overs) that teach students the most!

REFERENCES

Art Is Fundamental: Teaching The Elements and Principles Of Art In Elementary Schools by Eileen S. Prince
Art Lab For Kids: 52 Creative Adventures... by Susan Schwake
Emphasis Art: A Qualitative Art Program For Elementary And Middle Schools by Robert D. Clements