

Brendan Egan: Pro forma Scheme Plan - *Large scale textile sculpture*

<p>Scheme: Students collaborate in groups to build and embellish large scale textile sculptures. Based on combining imagery of human anatomy diagrams from students biology text books with visual information & materials collected from the woodland school grounds. Creating abstract anatomical hybrids with the intention to install in public space to send an environmental message.</p>	<p>No. of Lessons: Total Time: 10 weeks</p> 	<p>Group: 5th Years</p> <p>No. of Pupils: 10</p>
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Aims

To help pupils to:

- Develop their skills in visual research and collection and to appreciate the importance of such research to the development of authentic art practices.
- Plan for the creation and building of 3D work through extensive consideration of possibilities in 2D form first on preparation sheets.
- Expand their imaginations and improve their conceptual and inventing skills, to draw up innovative designs to refer to during the building process. Learning how it can be possible to bring 2D drawings/designs to life in 3D.
- Build solid structures in desired forms using materials such as wire, stretch nylon, stuffing, wicker, rope, string, fabrics, recycled found objects etc.
- Improve their embellishing skills through practicing skills such as sewing, embroidery, applique, weaving, felting etc.
- Appreciate the work of artists who work with the same process and sculptural scale
- Improve their collaboration skills, through working as part of a team with each member creatively contributing to the group's visionary aims.

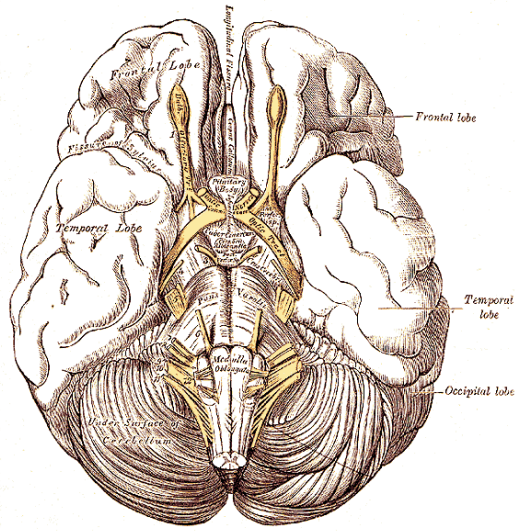
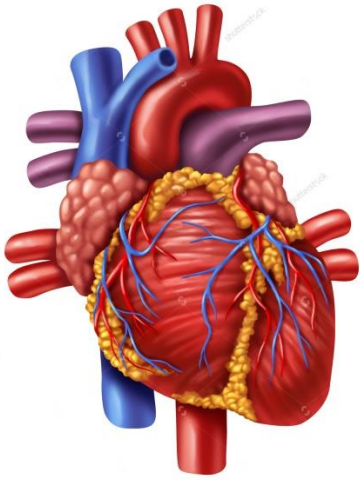
Overall Learning Outcomes for the Scheme

On completion pupils should be able to:

- Recognize and collect valuable visual research and materials
- Combine imaginative drawing with collage to create some interesting and dynamic compositions
- Propose their ideas for the 3D sculptures through 2D design drawings
- Problem solve how to initiate the creating stage, through experimentation and discovery
- Experiment with fabric dyeing techniques
- Comprehend how to assemble and build larger structures using tools and materials available into the forms intended
- Understand the potential for everyday found and recycled material & objects. And also appreciate the power of multiples
- Confidently decide on modes of embellishment, by practicing and experimenting with sewing, embroidery, felting etc.
- Review and discuss the work at various stages as it progresses, identifying successful elements and areas to develop
- Work as part of a team, communicate ideas and

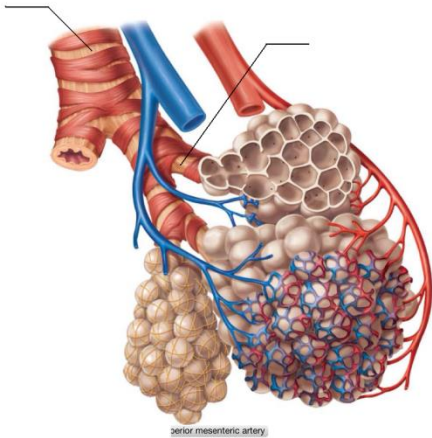
Investigating/Exploring/Creating (include illustrations, especially your own art work):

Investigating – Subject Matter: Biological Illustrations & Found Organic Woodland Material

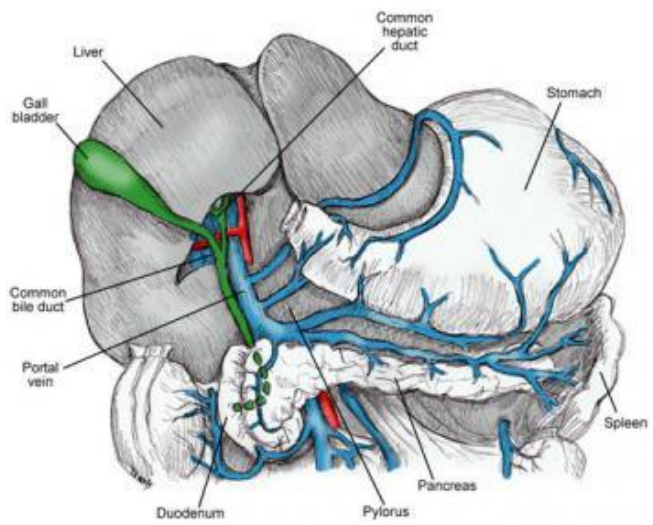
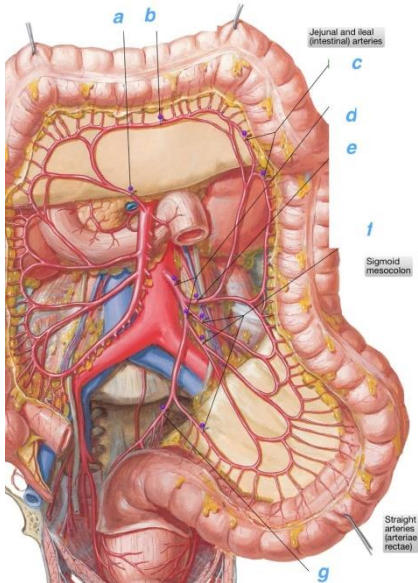
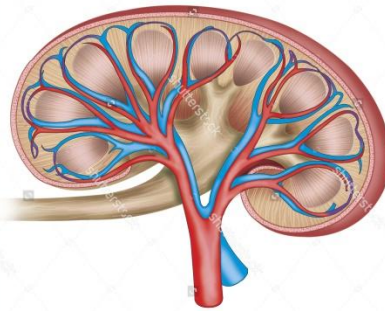


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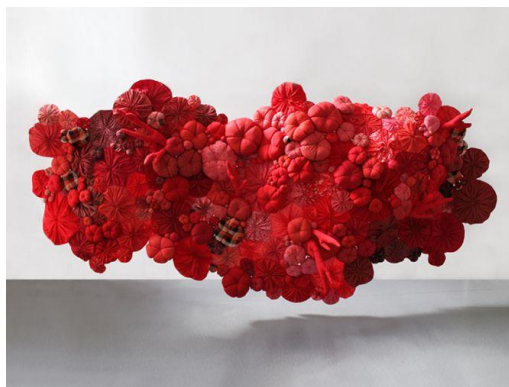
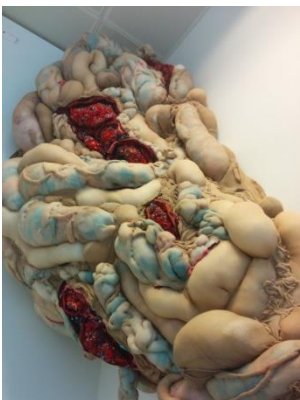


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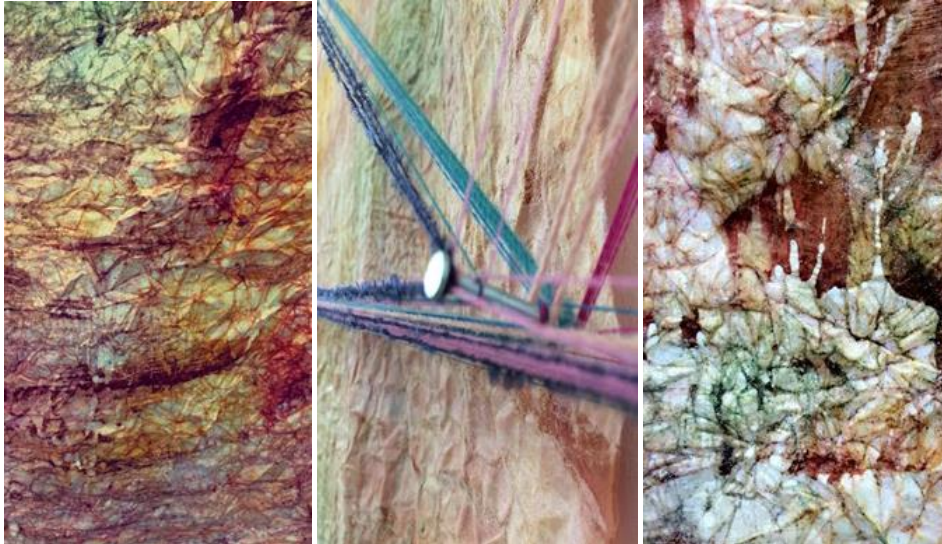
- The subject matter originates from the biology text book diagrams and source material collected from the schools woodland environment.
- The biological anatomy diagrams will provide students with the formal and structural starting point for their sculptures.
- The visual source material will provide students with elements that students can add and incorporate into the structures such as colours, surface textures, and extra forms.
- Students will also be able to collect physical material from the woodland environment to incorporate in the sculptures



*Examples of the use and manipulation of materials students will use

Exploring / Creating :

- Students gather organic objects and materials on the trip into the wood lands, considering their interest in terms of formal qualities and origin of object.
- Students work on a series analytical studies into the formal elements of the matter they have collected. Experimenting with different drawing tools and investigating the colours
- Students will choose images they are interested in from the biology books. Students begin to drawing designs that combines the two source materials
- Students may layer more drawings and designs onto the initial drawings using tracing paper, creating a rough blue print of what their 3D sculptures may consist of
- Students are introduced to tools and how safely to use them eg. Screw drivers, plyers, wire cutters, hot glue guns etc. Students begin experimenting with these tools in order to dismantle and fuse objects.
- Students will consider how they will treat the fabrics and materials they will use, choosing to dye, draw or paint designs and colour schemes onto the fabrics before using them to construct the sculptures
- Students are supplied with different types of strings, ropees, threads, elastic bands, fishing lines, wires etc. students will use these materials where considering how to make connections/create tension in and around there sculptures.
- Students may embellish the sculptures using sewing or embroidery techniques to any any areas of texture or detail
- Students share tools and materials and collaborate with peers on their project with regard to techniques and feedback.



* Images of my practice from the textiles and sculpture workshop

History and Critical Studies (include illustrations):



Tara Donovan



Anish Kapoor



Sheila Hicks



Sheila Hicks



Sheila Hicks

History/Critical Studies

- **Tara Donovan** – Students will consider the artists use of simple multiple materials to create large impactful site specific sculptures
- **Anish Kapoor** – Students will consider the artists use of materials and space
- **Sheila Hicks** – Students will be informed by the textile materials the artist uses and how she manipulates them to create large colourful sculptures

Understanding / Evaluating

- Initially students will present the objects and materials they have acquired, they will describe them in terms of shape, texture, colour and weight any explain why they chose them.
- Students display their drawings, designs and photographs and refer to them when evaluating their work and make decisions about how they will move the process further. The benefits of using drawings will be discussed in terms of viewpoint, scale, form and use of other media.
- Students will present on their progress, examine any challenges they face with regard to materials, ideas, construction methods and have open discussion up to the group to explore possible solutions.
- Students present their final work and outline what worked well for them and how they could further develop the sculptural form if they had more time and no scale restrictions. Students also identify what they learned through the process.

Teaching/Learning Strategies:

- Present an introduction to the project. Using good quality images of large scale and site specific sculptures to provide a flavour of what the aim of the project is.
- Question students on their initial response to the images and prompt discussion and answer questions student may have heading into the project
- Explain to students that they will be opening their minds eye to potential and possibilities with this project. That everywhere they go found objects and materials could present them with opportunities for invention. Give students presentation on examples of different kinds of objects/materials students should look out for a collect.
- Describe the project brief emphasising that it is a chance to be an inventor artist that students will be aiming for originality and imaginative designs with their inventions.
- Assist students on their search for materials by giving them a list of potential types of articles to be on the lookout for.
- Discovery Learning- students will learn through experimentation, and small problem solving tasks throughout. Constant reviewing and discussion of findings and ideas will accompany this
- Short problem solving tasks with focused objectives to help students develop their assemblage and inventing skills for example, to start, 2 objects and an elastic band with a short brief to manipulate these creating tension and connections.
- Have weekly review session using questioning relevant to the stage of discover, Discover, Analyse, personalise etc. Do this as individuals and as group work with worksheets as guidance. Have 2 sessions that involve students presenting on progress and problems identified.
- Demonstrate to students' the different ways of effectively photography the 3D pieces, some work may need to be placed into a different environment to be photographed, explain that the photographs could possibly end up being the final pieces. Take photographs of students work and choose work that can be used to work on problems that the whole class can learn from (process related)

Use of Digital Media:

- Use of laptop and overhead projector to show images of subject matter
- Overhead projector to show students visual imagery of artists and sculptures.
- Use of digital cameras
- Students using their smart phones or tablets to take images to use for documenting the process.

Differentiation:

- To initial help develop students assemblage abilities, a series of short discovery activities with distinctive focus, for example 3 objects and one elastic band, with the objective to manipulate and connect the objects
- Students that struggle with initial or any of the drawings stages of the process may use photography as a support for their drawings and designs, using printed photos, creating collages, using tracing paper to encourage their drawing process.
- Students that struggle with the imaginative inventing aspects of the project may receive and find it difficult on where to begin may have the chance to do some extra research in class on artists for ideas using sculpture magazines I will provide, and receive some extra attention from me in terms of prompting the students to brainstorm ideas for their piece.
- Students that work very fast and feel as though they have finished early will also have access to sculpture magazines from the library, may be prompted to consider ways in which they can actually develop their sculpture further and think in more depth about how they are using the materials.

Literacy:

- Students will be prompted to analyse the organic materials they have collected and identify and describe their formal elements
- Students will have to develop their use of language and visual literacy skills in describing the detailsn the elements they observe in the materials
- Students will develop oral literacy skills as they are given frequent opportunities to discuss and explain what they are doing. Students will benefit from presenting opinions/thoughts and debating with other students though class discussions and oral presentations

Numeracy:

- Students will be required to work on measurements, scale and composition.
- Students will improve skills related to categorising, collecting, and arranging found images.

Materials/Renounces/Facilitates:

- Found objects can be anything, ranging from old house hold appliances, mechanical pieces, textile pieces, wood, metal, plastics, organic matter and recycled objects.
- Tools used will consist of screw drivers, hammer, pins/nails, wire cutters, plyers, blade cutters, hot glue gun
- Ropes, strings, threads, fishing guts, elastic bands, wool.

Safety Precautions:

- Before class begins I will instruct all students to place their bags under the tables, as they will need the space to walk around their pieces and look at them from different angles.
- Hands must be washed properly after using different materials.
- The room will be well ventilated when using materials with a strong smell.
- Loose clothing and long jewellery must not be worn especially when they are near tools or machinery.
- There will be no eating or drinking in the classroom when art materials are been used.
- Students must follow the instructions of the demonstration on how to use tools & equipment correctly. This will be implied to all sharp objects been used in the classroom.
- A first aid kit will be in the classroom at all time

Timeline/Sequence of Lessons:

<u>Week1</u> Introduction to scheme with images of work by artists students will use to reference
Students brought on field trip to collect materials
Students begin working their sketch books
<u>Week 2</u> Students examine the qualities of the organic material they have collected in their sketch book
Continued Sketch book work
Students consider what elements of the materials they want to focus on
<u>Week 3</u> Drawing investigation
Drawing investigation
Drawing investigation
<u>Week 4</u> Students begin to search for images to use in their biology books
Students begin to draw imaginative compositions combining the organic material and the anatomy diagrams
Drawing designs
<u>Week 5</u> Analyzing and discussing artists for reference
Building
Building
Building
<u>Week 6</u> Students begin treating fabrics and materials they might use with paint or dye
Working on fabrics
Working on fabrics
<u>Week 7</u>

Working with materials
Students begin assembling their sculptures
Sculpture assemblage
Week 8
Sculpture assemblage
Review and Discussion
Sculpture assemblage
Week 9
Sculpture assemblage
Students take sculptures outside of the classroom to photograph
Week 10
Finishing sculptures
Review and Discussion
Exhibition organization

Assessment Rubric:

Assessment Criteria

Drawing & Observation

Technical /Construction skills

Knowledge& understanding

Attitude

Ability to record and convey qualities and elements of the objects / materials such as; shape, form, colour, texture through observational drawing & design

Ability to develop and translate visual information recorded about the subject matter in regard to, form & dimension into a 3D sculpture piece

Show awareness of the importance of initial drawings in recording key features of the subject matter

Show willingness to participate to the best of their ability

Demonstrate an understanding of form and physicality and how it can be created/conveyed in a drawing/sketch/ design

Ability to comprehend and apply drawing & mark making techniques and develop these into imaginative designs

In initial discussion and drawings show understanding of drawing approaches of the artists referred to, in order to convey their plans and designs for 3D creations

Open to embracing the discipline of drawing and constructing, new techniques, and experimentation

Proof of use of imagination and ingenuity in the drawing, design and assemblage process

Ability to manipulate found objects/ materials, to completely change the them to create innovative sculptures

Willingness to take risks and be inventive with their designs

Ability to use drawing media to best effect to describe the features and atmosphere of the objects.

Ability to be creative and highly proficient in their application of tools, materials and techniques to create inventive appliances and sculpture forms.

Ability to show understanding of the techniques used by different sculptors

Work well individually and within a group situation.

Ability to select a viewpoint frame And record it, and translate it into a composition.

Ability to clearly describe the subject matter, and explain clearly how they developed it and the techniques used and the suitability of these in their final piece.

Evidence of Learning

Students make accurate and descriptive studies of the objects presented to them which convey their form and features

Students work to show appropriate use of drawings and imaginative designs to inform their sculpture constructs

Initial drawings to demonstrate sense of form and physicality as discussed

Effective use of class time. Commitment and effort went into developing and planning design

Students drawings a sense of space through perspective or other elements such as appropriate overlapping of objects

Sculptures show a good understanding of how to manipulate the materials and effectively use the tools provided

Students to competently describe , analyse, and discuss work of artists shown in presentation and to show evidence of this in their own work

Students make thorough observation and incorporate new skills within their drawings and sculptures in an appropriate manner.

Appropriate and effective use of the rope string or thread investigating subject matter qualities

Students display technical skill in how they connect and fuse the objects together and areas in which they create tensions

Students to make a Presentation of their final Drawings and Designs and clearly articulate how they developed the concept from drawing to 3D piece

Demonstrates enthusiasm to all aspects of the project, co-operates well with other students and works to best of their ability.

Students use their imagination to Create inventive instruments or Systems using the materials while Considering the research

Students complete well executed sculpture pieces, thoroughly using an interesting variety of found objects, while considering the subject matter

