

## **Classroom Chihuly: Exploring Botanical Forms**

### **Visual Arts Creativity and Performance (6-8)**

The student will:

1. K) understand the following components of visual art:
  - a.) elements, including color, line, shape, form, texture, and space;
  - b.) principles, such as repetition, contrast, or balance
  - c.) styles, such as abstract or impressionistic; and
  - d.) structures, such as two-dimensional and three-dimensional;
2. (K, S) *demonstrate use of visual art vocabulary and technical skills* of visual art, such as selecting and using tools and techniques of the medium;
3. (K) understand audience and occasion affect artistic choices in creation of visual art;
4. (P/P) *create visual art in a variety of contexts to express and communicate ideas using the components of visual arts and artistic processes;*
5. (R) *generate ideas for artistic expression in visual arts;*
6. (R) *make and explain artistic choices in creating visual art;* and
7. (R) *revise artistic expression in visual art based on feedback.*

#### **A. Benchmark #5**

*(R) generate ideas for artistic expression in visual arts*

• **Learning Goal: The student will:**

1. (R) generate ideas by drawing a series of sketches with pastels of bowl or saucer-shaped forms inspired by botanical images.

• **Assessment (Student Evidence of Learning)**

1. (R) series of sketches in sketchbook (performance assessment)

#### **B. Benchmark #4**

*(P/P) create visual art in a variety of contexts to express and communicate ideas using the components of visual arts and artistic processes.*

• **Learning Goals: The student will:**

1. (P/P) create a plan based on selection of significant components of visual art to translate a pastel sketch into a 3-D “glass” form to express and communicate a botanical image
2. (P/P) create a bowl or saucer-shaped form using Dura-Lar clear plastic to express and communicate ideas inspired by a botanical image

• **Assessment (Student Evidence of Learning)**

1. (P/P) Written plan with explanation (Extended written response and personal communication)
2. (P/P) Completed Dura-Lar plastic bowl or saucer-shaped form (Performance assessment)

#### **Benchmark #2 and #6**

*(K) demonstrate use of visual art vocabulary*

*(R) make and explain artistic choices in creating visual art*

• **Learning Goal: The student will:**

1. (R) make and explain the artistic choices using the language of visual art (elements and principles) in the creation of an bowl or saucer-shaped form based on a botanical image

• **Assessment (Student Evidence of Learning)**

1. (R) Artist Statement (Extended written response)

## Classroom Chihuly: Exploring Botanical Forms

### The Students will:

1. Work in a small group to match works of visual art to photos of botanicals that could have inspired the art work.
2. Work in a small group to match Dale Chihuly glass installation forms of to the botanical sites that inspired the glass forms.
3. Select a new photograph of a Chihuly glass form and complete **Looking at Chihuly Page #1** as an individual.
4. Share Venn diagram and artist's considerations for interpreting botanical forms into glass with a partner.

### Imagine/Generate

### The Students will:

19. Place sculpture and artist statement in a class gallery and participate in a peer partner gallery walk of all the sculptures.
20. Discuss and imagine with peer partner a botanical image that could have inspired one or more of the sculptures in the gallery.
21. Name the imagined botanical and write why it might have been the inspiration (what is "seen" in the work that compares to the botanical) on a post-it note and leave for creator by at least two sculptures.

### Reflect/Refine

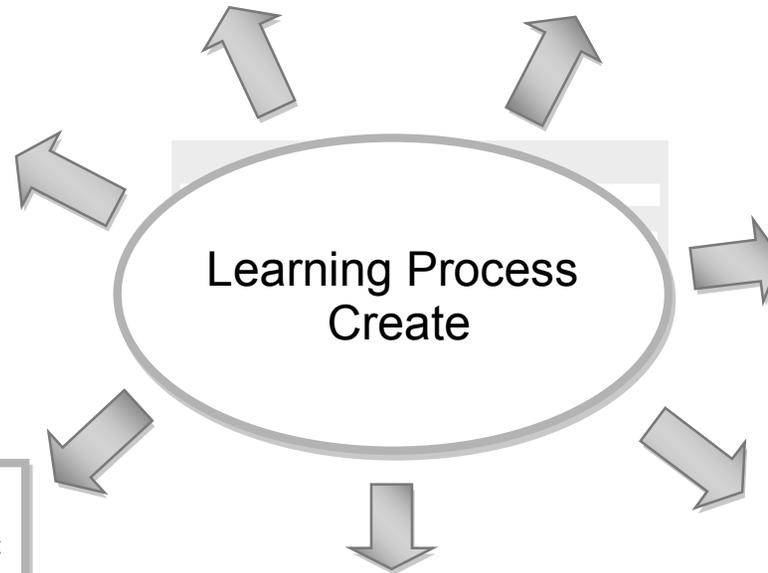
### The Students will:

17. Write an artist's statement on **My Artist Statement Page #7** using the language of visual art (elements and principles) and the **Directions for Writing an Artist Statement Page #6** and referring to **Page #2, Page #3, Page #4** and the discussion of **Page #5** with the peer partner.
18. Share artist's statement with peer partner and ask for suggestions for clarity and completeness.

### Present/Reform

### NOTE: Prior Knowledge needed for this lesson:

- Drawing/sketching skills
- Knowledge and use of pastels



### The Students will:

5. Select botanical images from books, photos or outdoor surroundings that s/he finds appealing and interesting to interpret into art.
6. Draw a series of 4-5 pastel sketches of organic bowl or saucer-shape forms in their personal sketchbook based on selected botanical images.
7. Select one of the pastel sketches to translate into "glass sculpture."

### Plan/Prepare

### The Students will:

8. Explore how to use the elements and principles of visual art to successfully focus and translate the selected sketch into a glass sculpture using information on the **Visual Arts Elements and Principles Help Sheet Page #2**.
9. Write a plan to focus his/her translation using **Focusing on an Idea Page #3**.
10. Share his/her plan for the translation in a "think aloud" with a peer partner and ask for suggestions. Revise the plan based on suggestions from partner and any new ideas s/he had while sharing.
11. Conference with instructor using the revised plan on **Page #3** to help support explanation of the plan for the glass sculpture. Revise the plan based on instructor's feedback as necessary.

### Explore/Incubate/Focus

### The Students will:

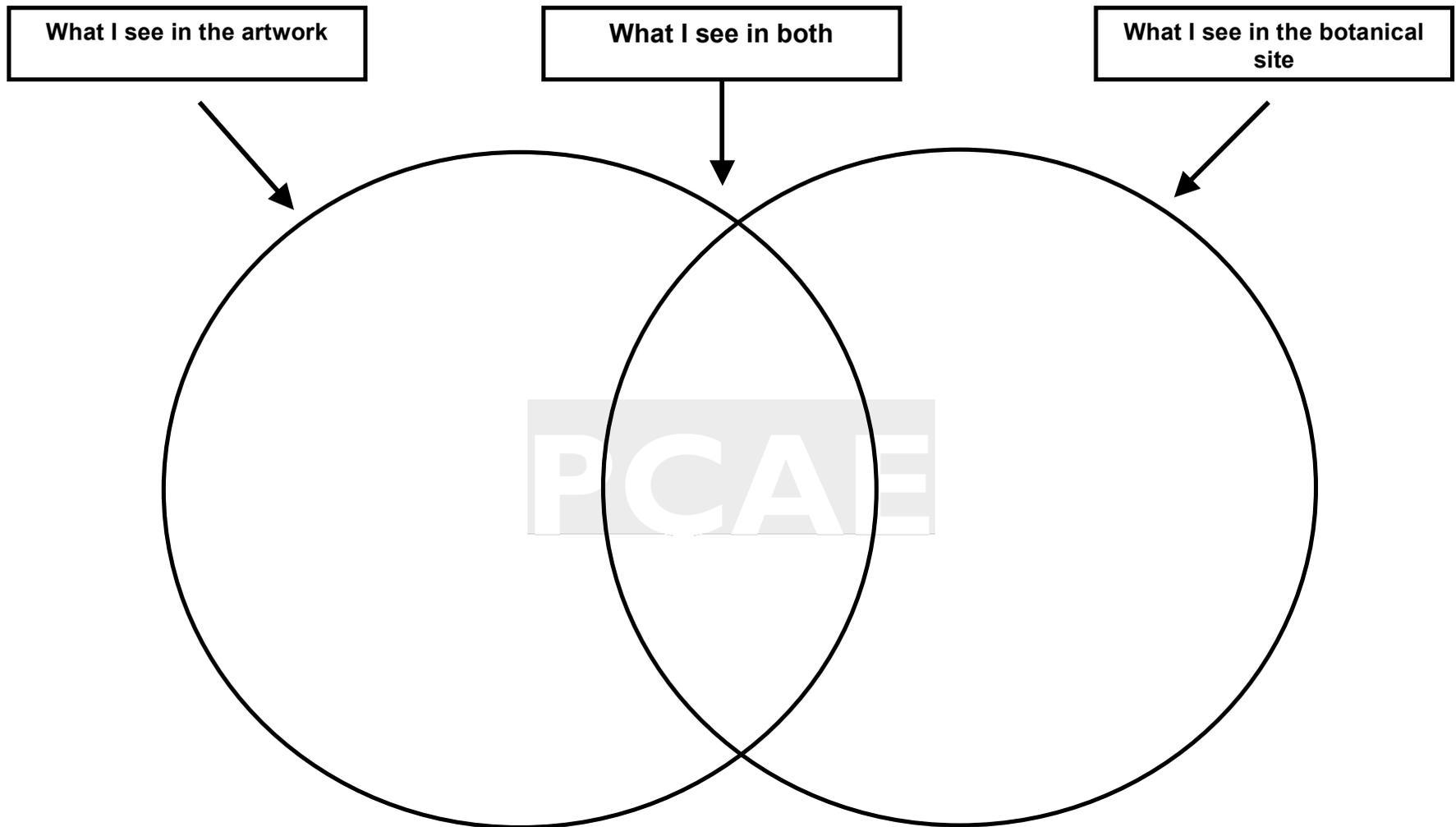
12. Create an organic shaped bowl or saucer-like shape inspired by botanical image using Dura-Lar clear plastic based on the revised plan on **Page #3**.
13. Add color and embellishment using diluted acrylic paints and markers to further help communicate the botanical image.

### Develop/Make

### The Students will:

14. Review **Page #3** and reflect on the success of the translation from botanical inspiration to sketch to sculpture using **Reflecting on My "Glass" Sculpture Page #4**.
15. Meet with a peer partner, view the partner's completed sculpture and complete **What I See When I Really Look Page #5**.
16. Share completed **Page #5** and compare to partner's completed **Page #4** and discuss areas of agreement and differences.

### Evaluate/Refine



**Classroom Chihuly: Exploring Botanical Forms (#1)**

Choose a new photograph of a glass sculptural form created by Dale Chihuly for the Royal Botanical Gardens Kew. In the Venn diagram, compare and contrast the components of visual art used in Chihuly's glass form to the botanicals at the site in which the glass sculptural form is found. On the back of this sheet describe what an artist might consider when interpreting a botanical form into an artwork.

## **Classroom Chihuly: Exploring Botanical Forms**

### **Visual Arts Elements and Principles Help Sheet (#2)**

**Color:** is the perception of a distinct hue, intensity, or value of an object caused by the absorption of light by the object or the reflection of light off the object.

**Hue:** is the name of the color (red, blue, yellow)

**Intensity:** is the degree of brightness or dullness (bright red, dull red)

**Value:** is the lightness or darkness of the color (pink is light red, burgundy is dark red)

**Line:** is a continuous path of movement between points on the surface of an object or plane in three-dimensional space. Lines are characterized as being vertical, horizontal, or diagonal; curved, straight, jagged or broken.

**Shape:** is the enclosed space on a two-dimensional plane that is defined and determined by the other art elements such as line, color, value and texture (circle, square, triangle).

**Form:** is the three-dimensional counterpart of shape that encloses volume (sphere, cube, pyramid).

**Texture:** is the surface quality or feel (soft, rough, smooth) of actual three-dimensional spaces or implied as an illusion on a flat surface.

**Space:** is the distance or area between, around, above, below or within areas in a work (either two- or three-dimensional).

### **Visual Arts Principles of Design**

**Balance** is the way the art elements are arranged or distributed in an artwork to create a feeling of stability. Three types of balance are **Symmetrical**, **Asymmetrical** and **Radial** (spiral or circular)

**Emphasis** is the focal point or center of interest

**Pattern/Repetition** use one or more elements over and over again

**Rhythm** combines repeating elements to achieve a look or feel of movement

**Movement** guides the eye at a particular pace or in a particular direction

**Unity** is the arrangements of elements or parts to create a sense of wholeness or completeness

**Variety** combinations of elements and principles to create a diverse range of effects or visual qualities (contrasts)

## Classroom Chihuly: Exploring Botanical Forms

### Focusing on an Idea (#3)

**Directions:** Use this tool to help you think about how you might translate the sketch you selected into a glass bowl or saucer-like sculpture. You will use this information to help you “think aloud” with a partner and to conference with your teacher. ***The information on this sheet will also help you write your final artist statement!***

<p>1. What <b>2 visual arts elements</b> will be most important in translating your selected sketch into a 3-D glass sculpture that communicates the idea of the botanical?</p>	<p>2. How will these <b>2 elements</b> help viewers to “read” the translation from botanical to glass sculpture?</p>
<p>3. What <b>2 principles of design</b> will be most important in translating your selected sketch into a 3-D glass sculpture that communicates the idea of the botanical?</p>	<p>4. How will these <b>2 principles</b> organize your sculpture to achieve the maximum impact of the translation from botanical to glass?</p>

## Classroom Chihuly: Exploring Botanical Forms

### Reflecting on My “Glass” Sculpture (#4)

**Directions:** Review **Page #3** and consider the intent with which you started when you began making your bowl or saucer-shaped form. Consider your finished bowl shape. Answer the questions below. ***This information will help you to write your artist’s statement.***

1. What changed from your original intent? What changes were intentional and what changes were unintentional, beyond your control or just happened?
2. What were the “happy” coincidences as you made and embellished your bowl that really added to the success of the translation?
3. What would you do differently now that you’ve had the experience of working with Dura-Lar clear plastic?
4. What elements and principles would you use for a focus if you were to do this lesson again?
5. What are the most successful features or qualities of your “glass” sculpture?

## Classroom Chihuly: Exploring Botanical Forms

### What I See When I Really Look (# 5)

**Directions:** *Select a partner for peer feedback. You and your partner will have an opportunity to look closely at each other's work and respond to it by completing the following questions.*

1. What I first noticed about this sculpture is (include why):

2. The basic shape of the sculpture is:

Square    Rectangular    Round    Oval    Triangular

But other shapes I see are \_\_\_\_\_

3. The sculpture is:

Symmetrical    Asymmetrical    Simple    Complex    Other (Fill In) \_\_\_\_\_

4. What I personally like most about this sculpture is (include why) and/or my general thoughts about it are:

5. After my initial reaction, I'm looking more closely and seeing the use of visual arts elements and principles including most significantly:

6. Where I see botanical inspiration is:

## Classroom Chihuly: Exploring Botanical Forms

### Directions for Writing an Artist Statement (# 6)

**Directions:** There is no standard format for an artist statement; however, for your “glass” sculpture you will want to **use the language of visual art**—the elements and principles—to **describe, analyze and reflect** on your sculpture, and you may want to consider organizing it into those three parts:

- 1.) a **brief description of the work**—a sentence or two—based on the remarks of your peer partner on **Page #5** and your own thoughts about what the work looks like (include elements and principles as appropriate).
  
- 2.) an **analysis section**—several sentences—directly about the use of elements and principles of visual arts using **Page #3**. *Questions you might ask yourself to complete this section include:*
  - What are the 2 or 3 most important elements of visual art in your finished sculpture?
  - How do they contribute to the ideas or meaning you were attempting to convey?
  - What are the most important principles of design visible in your finished sculpture?
  - How do these principles contribute to the meaning of your sculpture?
  
- 3.) a **reflective section**—several sentences—about what you were trying to accomplish and what you think you accomplished using **Page #4**. *Questions you might ask yourself to complete this section include:*
  - What ideas or feelings were you trying to capture?
  - How were you able to capture those ideas or feelings?
  - What do you think about now when you look at your sculpture?
  - How would you like the viewer to respond when they look at your sculpture?
  - How did you expect this sculpture to look? What, if anything is different from what you expected? What surprised you about your own work?

Use the next page, My Artist Statement Page #7 to compose your artist statement.



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## **Classroom Chihuly: Exploring Botanical Forms**

### **My Artist Statement (# 7)**

