ISSAQUAH SCHOOLS FOUNDATION | Artistic Support

Foil Figures

Grade: 3rd

Medium: Aluminum Foil

Learning Objective: Students will:

- Observe figurative sculpture
- create a 3-d figure with foil
- identify elements and principles used
- use good craftsmanship

Author: Jana White

Elements of Art:

Form: a three-dimensional object that has height, length, width, and depth.

Principles of Design

Balance: an equal distribution of weight through the sculpture. In this lesson it's literal balance, in which the sculpture has a solid base and won't tip over.
Movement: the use of the elements of visual arts to draw a viewer's eye from one point to another in an artwork. In this lesson, it's "implied" movement which draws a viewer's eye from one point to another.
Positive/Negative space: the object and the area around it. In this lesson it's the figure and the space around it.
Proportion: the relationship of parts to the whole. In this lesson, it's body parts in proportion to the body.

Additional Vocabulary Words

Craftsmanship: a way of working that includes following directions, neatness and proper use of tools.
Figure: a representation of the human form.
Sculpture/sculptor: a three-dimensional work of art. Sculpture is made by a sculptor.

Materials & Supplies

- Aluminum Foil
- Scissors

Context (History and/or Artists)

Alexander Calder created thin wire figure sculpture. He also invented kinetic (moving) sculpture in the form of hanging mobiles. **Henry Moore** sculpted large heavy figures out of stone and bronze. These 2 artists' styles can be compared and contrasted.

Advanced Preparation

Rip pieces of foil: two 24" sheets per student and one 12" sheet per student.

Discussion Points

- Post all vocabulary words and explain them. Use them often during the lesson.
- Look at images of figurative art that shows real or implied movement. Look for the positive and negative space and how proportion and balance are used. Find evidence of movement. Ask why details are left out, and if they are needed.
- Explain the properties of aluminum foil: thin sheets of metal that are shiny (reflective), malleable (easy to manipulate) and opaque (not transparent).

Reflection Point (Assessment of Learning Objectives)

Students will:

- Observe figurative sculpture
- Create a 3-d figure with foil
- Identify elements and principles used
- Use good craftsmanship

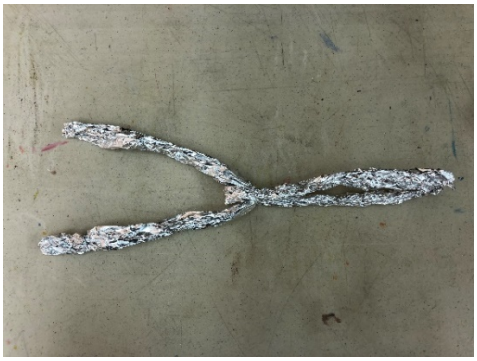
Instructions for Lesson

1. **Brainstorm** ideas (no wrong, only inappropriate, ideas) for movements they could recreate and write them on the board or active board.
2. **Demonstrate** with a partner, describing a movement and having them do it. This way you, the artist, can see what it would look like. Then swap to give the other person a chance to see a movement. Assign students to a partner.
3. Have students try several movements, swapping off turns with their partner.
4. Once students have experimented with 3 movements, have them pick one and make a note of what it is, by sketching it roughly on scratch paper.

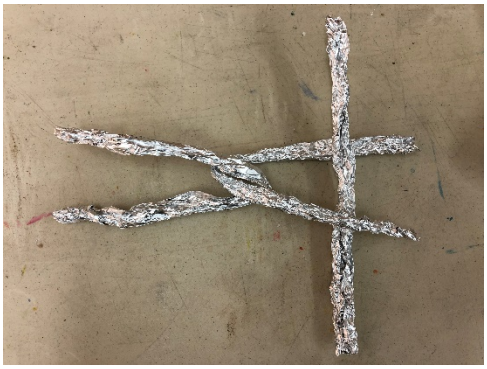
Making the figure:

5. Hand out three sheets of foil to students (2 long, 1 short)
6. **Demonstrate** twisting the sheets into long 'logs.' Do this using the overhead projector. Have students complete each step after you do.

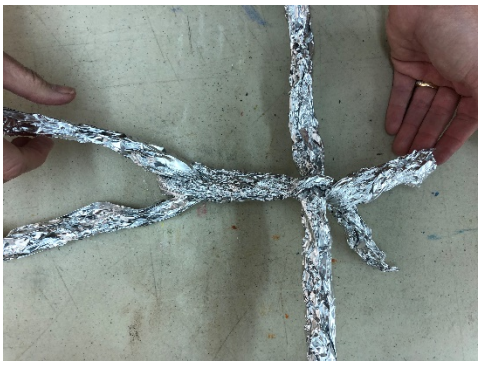
7. Fold the long logs in half. Hook the two folded pieces together and twist so that they stay attached (see below, A). One end will become the legs and the other end is the body/head.

A 

8. Insert the short unfolded remaining log about 2/3 the way up the twisted set of foil logs. These will become the arms. Fig. B.
9. Twist the two "long" logs around to keep the short log attached. Fig. C.

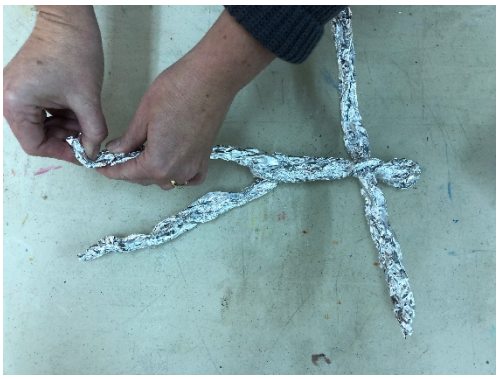
B 

10. The remainder of the long logs will be folded/scrunched into the head. Fig. D.

C. 

D. 

11. Students can add hands and feet by folding a little bit of the end of the foil log.



12. Once most of the students have created a figure, have them think about the figure's final position. Have them refer to their initial sketch or ideas they worked out with a partner.
13. Students can also come up with an entirely new position.
14. If time allows, have more foil available. They can create multiple figures in various movements.

Examples:

References and Attributions

YouTube video: http://www.youtube.com/watch?v=eDOOOqdm_9jc "How to make a tin foil figure", by Bunk Wurth. **Books:** "Norman the Doorman" by Don Freeman.

Notes for Educators:

21st Century Thinking Skills

Thinking flexibly, creating, innovating, taking responsible risks, reflecting, observing, making connections, visualizing, sequencing, comparing/contrasting, determining main idea, finding evidence, problem solving, determining point of view, cause and effect, decision making, evaluating.

WA State Learning Standards

(VA:Cr1.1.3) a. Elaborate on an imaginative idea.
(VA:Cr2.1.3) a. Create personally satisfying artwork, using a variety of artistic processes and materials.
(VA:Cr2.2.3) a. Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.
(VA:Re7.1.3) a. Speculate about processes an artist uses to create a work of art.
(VA:Re7.2.3) a. Determine messages communicated by an image: this happens if students are able to verbalize or write about their art.
(VA:Re9.1.3) a. Evaluate an artwork based on given criteria. This happens when craftsmanship is evaluated.
(VA:Cn10.1.3) a. Develop a work of art based on observations of surroundings.

Arts Integration Opportunities

Social: discussion tied to emotions, appropriate touching, personal space and other Social Emotional subjects.
Writing: set up figures in a pose and write about the figure and why he/she is in that pose.
Write an artist's statement about what the sculpture is intended to communicate and its meaning to the sculptor.
Spelling: vocabulary words.
Extension of Principle of Balance: pose the figures symmetrically (same on both sides) or asymmetrically (different on both sides).