

Life in 3-D

STUDIO WORKSHOPS | Classroom Connections
Grade Level: 3–8

The
Nelson-Atkins
Museum
of Art



WORKSHOP DESCRIPTION

Students examine sculpture in the Museum collection while discussing material and techniques used, form, and balance. In the studio classroom, students construct an assemblage in-the-round sculpture using papers, cardboard, and wires.

WORKSHOP OBJECTIVES

Students will:

- Create a sculpture in-the-round that demonstrates form, balance and positive/negative space.
- Manipulate papers, cardboard and wire by using a variety of techniques.
- Identify materials and techniques used in making sculpture.

COLLECTION FOCUS

A variety of sculptures will be viewed from different time periods in the Nelson-Atkins and Bloch Buildings.

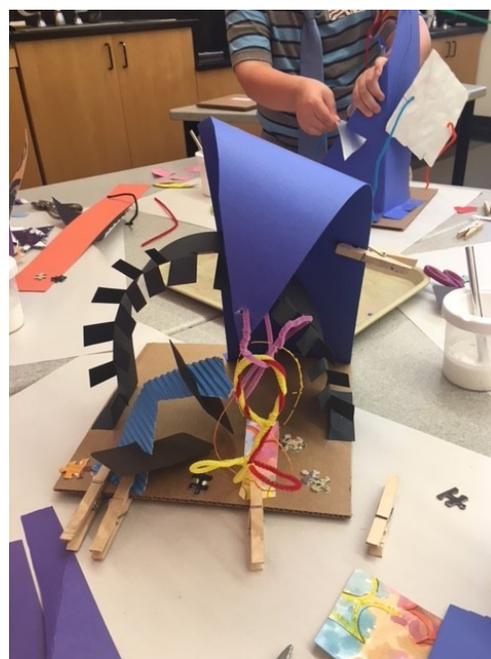
Certain collections or galleries may be unavailable due to rotations or construction. We apologize for the inconvenience.

4525 Oak Street | Kansas City, Missouri 64111 nelson-atkins.org

CURRICULUM CONNECTIONS

National Visual Arts Standards

- Generate and Conceptualize Artistic Ideas and Work (VA:Cr1.1)
- Organize and Develop Artistic Ideas and Work: Experiment with/Explore New Materials, Methods, and Approaches in Creating Works of Art (VA:Cr2.1)
- Perceive and Analyze Artistic Work: Engage with Works of Art to Develop a Greater appreciation of Self, Others, and Natural and Constructed Environments (VA:Re7.1)
- Interpret Intent and Meaning in Artistic Work (VA:Re8.1)
- Apply Criteria to Evaluate Artistic Work (VA:Re9.1)
- Relate Artistic Ideas and Works with Societal, Cultural and Historical Context to Deepen Understanding. (VA:Cn11.1)



BEFORE YOUR VISIT

- Review the vocabulary/concepts list.
- Offer students a sheet of paper and challenge them to make it stand in 3-D. Compare various techniques used. Which stood longest? Tallest?

AFTER YOUR VISIT

- Create a grab bag of adjectives (lovely, exciting, dynamic, dainty, etc.). Have students randomly choose an adjective and match the word to one of the sculptures they created at the Museum. Write about the sculpture and justify the word choice.

VOCABULARY/CONCEPTS

Sculpture: A three-dimensional work of art

Balance: *Asymmetrical* - Organization of a design so that unlike objects have equal visual weight

Symmetrical - Organization of a design so that elements are the same on either side of a central axis

Radial - Organization of a design so that elements branch out from a central point

Two-dimensional: Having or appearing to have height and width

Three-dimensional: Having or appearing to have height, width and depth

Shape: An element of art that is two-dimensional and encloses space

Organic - An irregular shape or one that derives characteristics from nature

Geometric - Any shape having more mathematical than organic design such as; circle, square, triangle or rectangle

Form: An element of art that is three-dimensional and encloses space

Assemblage: A work of art made from a collection of different objects

Scale: Size as measured against a standard (small/large)

Negative space: Empty spaces surrounding shapes and forms



Alexander Calder American,
1868-1976
Tom's Cubicle, 1967



Greek
Lion 325 B.C.E.



Alberto Giacometti, Swiss,
1901-1966
Chariot 1950



EDUCATOR RESOURCE CENTER

The ERC can help you expand your before and after visit activities to fully connect your museum experience with your classroom curriculum. The ERC provides:

- Curriculum consultations
- Circulating Resources, including Art Connection Kits
- Professional Development Workshops

nelson-atkins.org/educators/