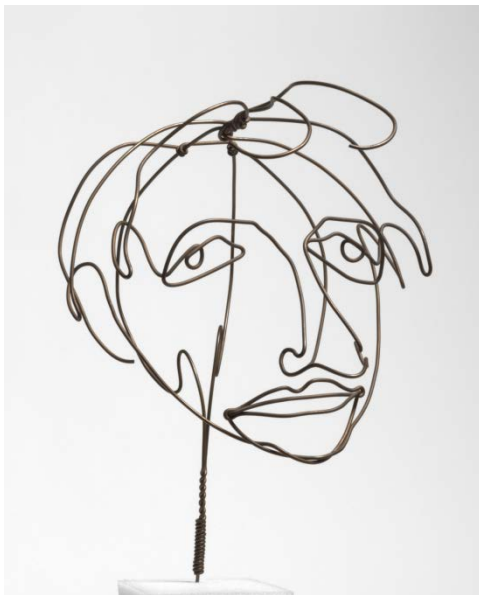


INTRODUCING SCULPTURE: ART YOU CAN WALK AROUND (USUALLY)

Sculpture is an art form that, unlike painting, printmaking, and photography, exists in 3-dimensional space. Most sculpture can be explored from all sides. This 3-dimensional aspect challenges the artist and offers a new set of opportunities for expression. This lesson is meant to introduce students to some of the more common forms of sculpture, as well as to a few of the terms used for description and discussion.



Portrait of Laura Canadé Zigrosser, c. 1928
Alexander Calder, American
Wire
19 x 9 1/2 x 11 inches (48.3 x 24.1 x 27.9 cm)
Purchased with the Lola Downin Peck Fund
from the Carl and Laura Zigrosser Collection,
1981-115-1
© Estate of Alexander Calder/Artists Rights
Society (ARS), New York

Grade Level

For pre-school through grade 3

Common Core Academic Standards

- [CCSS.ELA-Literacy.RI.1.1](#)

PA Academic Standards for Art

- 9.1.A: Elements and Principles in Each Art Form

Art Images Required

Click on the titles below to view high-resolution photographs on the Philadelphia Museum of Art website. Images that are also available in the ARTstor Digital Library are indicated by an ID number or search phrase. Entering that number or phrase into the ARTstor search bar will direct you to the corresponding image in that database.

- [Portrait of Laura Canadé Zigrosser](#), c. 1928, by Alexander Calder
ARTstor search: Not available
- [The Thinker](#), modeled 1880–81, enlarged 1902–4, cast 1919, by Auguste Rodin
ARTstor search: F1929-7-123
- [Diana](#), 1892–93, by Augustus Saint-Gaudens
ARTstor search: 1932-30-1
- [Brillo Boxes](#), 1964, by Andy Warhol
ARTstor search: Warhol Brillo Boxes
- [Mother and Child](#), 1954, by Elizabeth Catlett
ARTstor search: 2000-36-1
- [Giant Three-Way Plug \(Cube Tap\)](#), 1970, by Claes Oldenburg
ARTstor search: Not available

PHILADELPHIA MUSEUM OF ART

Lesson Process

1. Ask the class what they already know about sculpture. List their responses. Ask what they would like to learn.
2. View images of *The Thinker* and *Diana*. Ask: What are these two people doing? What might *The Thinker* be thinking about, and what might *Diana* be hunting? What are these two sculptures made of? Could you walk around and see these from all sides? Look at the dimensions of these two sculptures. Are they life-sized, miniature, or larger than life? (Older classes: Have students research and explore how molds are used in creating sculptures.)
3. View the image of *Brillo Boxes*. Ask: How is this sculpture different from the two we have just observed? Are there any similarities? What do the words on the boxes tell you about the contents? What are Brillo Pads used for? What material is this sculpture made of? Why might the artist have wanted to make a sculpture like this one? Do you like this work of art? Why or why not?
4. View the image of *Mother and Child*. Why did the artist choose this subject, and what was the original purpose of this sculpture? How would you describe the attitude of the mother? How big do you think this sculpture is? Check your ideas by going back to the Museum web page. Are you surprised by its actual size?
5. View the image *Portrait of Laura Canadé Zigrosser*. Here, again, is a sculpture different from the ones we have seen so far. Even so, what do all of these examples of sculpture have in common? From this response, form a definition of sculpture. What is this sculpture made of? Describe how it was made. Could you make something like this? What problems would you have to face? Look again. What does this sculpture tell us about the person it depicts?
6. Some sculptures are made by building or constructing the artwork out of a material, like Legos or wooden blocks. These are called additive sculptures. Others are made by removing material, like chipping away at a stone block to make a new shape. These are called subtractive sculptures. Which of the images we have seen are additive and which are subtractive? Are there any sculptures from this group that involve both additive and subtractive processes? Explain.
7. A relief is carved into one surface of a larger piece. Which of these images is of a relief sculpture? Can you think of any other examples of relief sculptures?

Assessment

1. Consider the examples from this lesson. How does sculpture provide new opportunities for an artist? How does this change the way the artist shows expression? What new ideas are possible for the artist?
2. Describe the process of sculpting as you work to carve a pumpkin (as during Halloween). Is this an additive or subtractive process? Can you carve a pumpkin so that images can be seen on the back side as well as the front? Make a list of other subtractive processes (i.e., cutting the crust off a piece of bread) and additive processes (i.e., making a hot fudge sundae).

Enrichment

1. View the image of *Giant Three-Way Plug (Cube Tap)*. Ask students what they think of this example. This sculpture is 117 inches by 78 inches by 58 inches. Why did the artist make this so large? Do they like it or not? Do they have a plug like this at home? How was this made? Is this an additive or subtractive sculpture? What materials were used, and how was it constructed?