

KIETH HARING: GESTURE SCULPTURE

Grade Level: 1st Grade
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Fine Arts Standards	<ol style="list-style-type: none"> 1. Combine organic and geometric lines 2. Play with line to make shapes 3. Make shapes 4. Play with line movement and motion
Curricular Standards	<ol style="list-style-type: none"> 5. Listening, speaking and viewing media 6. Learn new words 7. Create shapes 8. Fine and gross motor movement

Learning Goals: The student will . . .

Curriculum Tie-In

<p><i>Experience/Identify</i></p> <ol style="list-style-type: none"> 1. View and discuss the work of Keith Haring. 2. Use his/her body to show movement 	<ol style="list-style-type: none"> 1. Communication 2. Sense of self
<p><i>Investigate/Build Skills</i></p> <ol style="list-style-type: none"> 1. Use lines and shapes to create figure sculptures 	<ol style="list-style-type: none"> 1. Creating shapes, fine and gross motor movement

Introduction Procedures

1. Show the figurative work of Keith Haring. Talk about works in the subway and his brief biography. Discuss with the students how Keith really uses great gestures in his figure drawing. Also discuss his use of energy lines to show feeling or movement. End by showing a few of Harings sculptures. Explain that a sculpture is a work of art that is 3-dimensional.
2. Next have a few students volunteer to stand in active gesture positions in front of the class so that students can get ideas about how the body can move. If students have difficulty thinking of positions, prompt them to get into a position that bends both arms, both legs, or three limbs, or touches the floor with at least one hand, etc.

Work Procedures

- Creating, Exploration, Improvisation, Demonstration*
1. Gather students around a table to watch the demonstration.

2. First write your name on the back of a colored square of paper. Then explain that we are going to make a sculpture of a person moving, like Keith Haring did. Start by making the head. Ask kids what shape you should make. Then make a circle by bringing one end of a strip of paper to the other. If the circle seems too large, cut the strip shorter. When you are satisfied with the circle, glue the ends together to make it permanent. Pinch the glued place until the loop holds together. Next press the edge of the circle into the glue on the plate then place it onto the colored paper square where you'd like the head to go. Show that you can press the head down carefully with the palm of your hand until it seems secure.
3. Make a body for the sculpture using the same technique. Demonstrate that you can make a loop first (a circle) then change it into new shapes by "pinching corners." Show that pinching two corners can make a semi-circle, pinching three corners makes a triangle, and pinching 4 corners makes a quadrilateral shape. Glue the body into place.
4. Now cut and fold paper strips to make arms and legs. Allow the kids to make interesting bodies in motion by making zig-zags or spirals with the paper. Drag the paper strips through the glue on their edges, and then press them onto the colored square.
5. Have students create their own sculptures. They should make a shape for the head and a shape for the body, but they should make lines for the arms and legs.
6. Remind the kids that they should make figures in motion. This could mean that their sculpture is standing on its head, dancing, running, or doing anything active. No one should make "a straight line body."
7. When they are finished creating their sculptures, allow them to add action or feeling lines around the paper figures using black markers.

Closure Procedures

Assessment: Rubric or Questions

<p><i>Connect, Perceive and Assess</i></p> <ol style="list-style-type: none"> 1. Once the strip sculptures are finished, hang them somewhere in your room or in the hall. Gather students around the artwork with enough room for moving. Point to pictures one at a time and ask students to move their bodies into matching positions. You could create a dance using this activity. 2. See if students can identify the shapes that they used in their sculptures. Can they name all the shapes used in each project? 	<ol style="list-style-type: none"> 1. Did students create active figures? 2. Did they use shapes for the head and body? 3. Did they use lines for the limbs? 4. Did students glue the pieces so that they stick out from the paper (3-D) or are they flat?
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Instructor Reflection

Supplies and Resources

<p>Suggestions:</p>	<ol style="list-style-type: none"> 1. Many black construction paper strips that are 1" by 9" 2. 9" Squares of colorful
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