

# Art Enrichment Lesson Plan

## Grade 4

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**\*\*\*Please check with teacher ahead of time to make sure there is a CD player in the classroom. If not, you will need to arrange for one.**

### **MASTERPIECES:**

- *Candy Cane*
- *Untitled, 1961*
- Miscellaneous photos of Calder's work

### **ARTIST:**

**Alexander Calder** (pronounced KOL-der)

### **BOOK:**

- *Sandy's Circus* by Tanya Lee Stone

### **MUSIC:**

- Music CD- *Don't Worry, Be Happy* by Bobby McFerrin  
(Music is played during the Hands-On Experience)

### **VOCABULARY:**

- **Stabile-** A piece of abstract sculpture having immobile units constructed of sheet metal, wire, or other material and attached to fixed supports.
- **Mobile-** A suspended sculpture with parts that can be moved, especially by a breeze.

### **MATERIALS:**

- Pre-cut 10 inch lengths of wire-2 per student (more as needed)
- Pre-cut 8 inch lengths of wire- 2 per student (more as needed)
- Cardboard pizza rounds (circus floor)
- Yarn (manes/tails/hair)
- Hot glue gun (gluing wire sculptures in place)
- Pre-cut cardboard tube (cannon)
- Scotch Tape- use to attach hair if needed or any other miscellaneous things
- Glue
- Stapler

- Scissors- students to supply
- Hot Glue Sticks
- Extra pieces of wire- for miscellaneous things, in a labeled bag
- Scraps of construction paper- for miscellaneous things, in a labeled bag

### **SET-UP DEMONSTRATION STATION:**

Choose a table that students will later gather around while you demonstrate the project step by step. Have supplies laid out and ready to go. Keep your samples within easy reach. You will need a sample of a performer and an animal. You will be demonstrating to the students how to make a performer and an animal so you will need to have the wire laid out. **Warm up the hot glue gun in a safe area.**

### **PREPARATION:**

Set up CD player for the music CD.

### **INTRODUCTION:**

Gain students attention. Introduce yourself and other volunteers. Explain that this is the Art Enrichment Program and parents get to come to their classroom four (4) times a year to learn about artists and have fun making art.

### **REVIEW:**

Review previous classroom Art Enrichment projects. “Does anyone remember one of the artists we already learned about? What was special or interesting about that artist’s work?” etc.

### **DISCUSS ARTIST, MASTERPIECE(S), & POSTER(S):**

Gather students to a floor location so that they can view the posters close up. Read *Sandy’s Circus* by Tanya Lee Stone. Discuss the artist using the biography information. Present the masterwork(s) and invite discussion through observation and questions.

### **STATE OBJECTIVE:**

Today we will create a wire circus stabile like Alexander Calder’s *Cirque Calder*.

**\*\*\*This project creates one stabile for the classroom not individual stables for each student.**

## **DEMONSTRATE PROCESS:**

Have students gather around the Demonstration Station. Briefly, talk about a circus and what acts are in a circus. How can this be shown with wire? Show the finished sample. Demonstrate how to make an animal and a performer with wire by using the instructions below. Demonstrate how to add the yarn for hair/animal manes. Use the provided samples to explain how each person will create something and then, it will all be hot glued to a pizza round (the circus floor).

- To make a basic person:
  1. Use two 8 inch lengths of wire.
  2. Twist one piece of wire a few times to make a “neck”.
  
  3. Lay 2<sup>nd</sup> wire over the “neck” like a scarf.
  
  
  
  
  
  
  
  
  
  
  4. Twist this 2<sup>nd</sup> piece of wire all the way down the neck into a trunk or body.
  
  
  
  
  
  
  
  
  
  
  5. If the head and arms are “floppy”, cross the arm across the chest to help lock it into place.
  6. Bend hands and feet at ends if desired.
  7. Now, add a whip for lion tamer, balloons for a clown, a ring master hat, etc.
  
- To make an animal: (made very much like a person)
  1. Use two 10 inch lengths of wire.
  2. Twist one piece of wire a few times to make a neck. Short for a lion, longer for a horse.
  
  
  
  
  
  
  
  
  
  
  3. Lay 2<sup>nd</sup> wire over the “neck” like a scarf.

4. Twist this 2<sup>nd</sup> piece of wire all the way down the neck into a trunk or body of an animal.
  
5. If the head and arms are “floppy”, cross the arm across the chest to help lock it into place.
6. Now bend it into the shape of an animal on all fours.
7. Bend the ends into “paws/hooves”.
8. Add extra pieces of wire or yarn for a tail or mane.

### **HANDS-ON EXPERIENCE:**

- Ask students to brainstorm a list on the board of all the possibilities of things they could create today to put in a circus. Example: lion tamer, lions, horses, clown with balloons, high wire act, etc.
- After making the list together, ask students which idea they would like to make and assign that to them. There can be more than one student assigned to an idea.
- Play the music CD while the students work independently.
- For each student to create their part of the circus, give each students two 8 inch pieces of wire OR two 10 inch pieces of wire. More pieces of wire can be given out as needed.
- When the student is satisfied with their creation, the volunteer should hot glue it to the pizza round (circus ring). \*\*\*Remember the class is creating one circus as a group.
- Student can now make a sculpture to take home if time allows.

### **CLEAN-UP:**

Collect unused wire and other supplies. Unplug hot glue gun. **Do not place back in the bin until cool.**

### **CLOSE:**

Discuss the project and compare/contrast their work and Alexander Calder’s *Cirque Calder*.