



Everyday Wrap

Topic of Activity

Transform an everyday object into sculpture.

Grades

2 - 6

Overview

This art lab investigates the Pop artist's choice of 1960's household objects as the subject matter for their artworks. Students will select one object from a collection and transform it by wrapping or coating it with different materials. The object will then be titled and placed on a small base.

Objective

Students will learn that an artwork made from an ordinary object questions the function and meaning of that object.

Materials Used in Activity

Household items-- silverware, kitchen tools, brushes, combs, garden tools, workshop tools, etc. Tape, foil, netting, tulle, clear and colored cellophane, mylar, cotton balls, glue, hot glue, wood blocks for bases, stencils, markers.

Suggestions for Artworks That Complement This Activity

This activity is well suited for a unit on Pop Art. Some works to include in this lesson are: Jasper Johns', Fool's House, Flashlight, Claes Oldenburg's Shoestring Potatoes, Robert Rauschenberg's Trophy II, and Andy Warhol's Campbell's Tomato Juice Box, Campbell's Soup II.

Introduction

- What are some things that you use every day at home? (A toothbrush, brushes, fork, spoon, bowl, glass)
- Can you picture the shape of these things?
- What did you see on the tour?
- How did the artists change the objects they used for their subjects?
- Do the artists want their art object to stand for itself or be a metaphor for something else?
- In Jasper Johns' Flashlight, the flashlight looks just like any flashlight in size and shape, but does it give the viewer some other ideas?
- What does it mean to light up a dark place?



- Why do you think Jasper Johns chose bronze for this artwork?
- Could he have chosen something else?

Pop artists wanted to draw attention to these ordinary things and turn them into works of art. They wanted to surprise the viewer who may have expected to see something very special or out of the ordinary.

Activity

Gather up an array of objects from everyday life, and have students choose one of them for this activity. A way for the students to contemplate the use of this object is to have them draw it for 3 minutes and write down what it does. (It brushes teeth; it holds coffee...)

The next step is to enhance the object by wrapping it with different materials. Students will choose and combine textures they want and attach directly to the object. Some of the choices for wrapping are transparent tapes, translucent netting, and opaque tape or Mylar. Students may wrap up all or a part of the object, and experiment with wrapping it tightly or loosely.

Lastly, they'll place it on a wooden base and give it a title. With the younger groups, the student will take the sculpture to the hot glue station, and one of the adults will glue it on the base. Students can title the work with stencils or freehand, putting the letters directly on the wooden base with colored markers. This step can either be done before or after the hot gluing.



Some Ways to Reflect on the Activity

- “Why did you choose that object?”
- “Why did you choose that texture?”
- “How has the form of the object been changed or transformed?”
- “How does whatever you chose make you see the object in a different way?”

Helpful Tips

- Help students think of the function of the object
- Help wrap the objects
- Attach the object to the base with hot glue

