

MoNA

Museum of Northwest Art

Age: Third Grade to Eighth Grade
Lesson Duration: 45 Minutes
Subjects: English, Writing,
Science & Anatomy



Student example

Source: Museum of Northwest Art

Description

During this activity, students will learn the proportions of the human body and explore the movement of joints. Students will use that knowledge, along with inspiration from Mar Goman's art, to create a wire sculpture and position their figure in action.

Wrapped Wire Figures Inspired by Mar Goman

A HANDS-ON ART ACTIVITY
DESIGNED BY MONA EDUCATORS

Materials

- *Small Figures* installation images by Mar Goman (included at the end of this lesson)
- Video on drawing human proportions
- Pipe cleaners
- Scissors
- White glue
- 1-inch fabric strips in assorted patterns
- Pencils
- Name tags
- Wooden artist's mannequin
- Other supplies as available for "adornment"

Instructions

1) Introduce the activity with a discussion about why it might be important to study proportions and anatomy in art. Here are a few discussion prompts/ideas:

- You might ask: Why make a representation of the figure?
- You might share that some of the earliest art we find (from prehistoric times) depicts representations of the human figure.
- Show students the attached video on how to draw humans in 1:8 proportion and allow time for discussion and questions.
- Identify joints and how they move through manipulating the wooden mannequin.

2) Show students Mar Goman's *Small Figures* installation and use Visual Thinking Strategies (VTS) techniques to talk more about the figures.

- VTS is an inquiry-based method of facilitating discussion. Tips and resources on VTS are included at the end of this lesson.
- You may also choose to share some of Mar Gorm

3) Pass out materials and tell students that we will begin to create our own poseable figures. You can demonstrate the following steps and have students follow along:

4) Ask students to bring together two pairs of pipe cleaners to form an X in the center, then twist them tightly together.

5) Bend the upper pairs of pipe cleaners into an "M" shape. This shape will be the shoulders and arms of the figure.

6) Use a 5th pipe cleaner to form a 2-D or 3-D head and neck, leaving the pipe cleaner ends long at the neck so that they can attach to the shoulders and torso. Wrap the ends of the "neck" around the middle of the "M" shape we previously made.

7) Choose fabric strips and other accessories (if available) will go on the arms, legs, and torso of the figure and secure them with glue.

8) Bend the joints of your figure into an action pose that tells a story or communicates some idea.

9) After students have finished making and posing their figures, allow them to share their figures and stories with the class. You could end with a discussion in which students guess what stories their classmates were trying to show.

Relevant Vocabulary

✓ 2-D

✓ 3-D

✓ Proportion

✓ Action

✓ Embellishment

✓ Adornment



Learning and State Standards

Fulfills [Washington State Arts Learning Standards](#):

- **Third Grade: VA:Cr2.3.3** Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.
- **Fourth Grade: VA:Cr2.1.4** Explore and invent art-making techniques and approaches.
- **Fifth Grade: VA:Cr3.1.5** Create artist statements using art vocabulary to describe personal choices in art-making
- **Sixth Grade: VA:Cr2.1.6** Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
- **Seventh Grade: VA:Cr1.2.7** Develop criteria to guide making a work of art or design to meet an identified goal.
- **Eighth Grade: VA:Cr2.1.8** Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

Visual Thinking Strategies

MoNA's Education programs utilize Visual Thinking Strategies (VTS), which is a research-based teaching method that promotes aesthetic development including critical thinking and communication skills. Here in the MoNA, we use VTS to engage students and general visitors with art encouraging them to observe closely, think critically and discuss respectfully; however, VTS can be effectively used across curricula. This approach teaches its participants how to take the time to observe closely, describe what they see in detail and provide evidence for their observations. Students learn that their reflections and thoughts are valued and appreciated in this inclusive teaching method.

In order to facilitate a VTS discussion, you first encourage viewers to take a quiet moment to observe the work you are going to explore. Then you ask the following questions and paraphrase the responses without adding any of your own judgements. You can insert additional vocabulary and point to specific parts of the artwork.

What's going on in this picture?

What do you see that makes you say...?

What more can you find?

Visual Thinking Strategy Links

If you are interested in learning more about VTS, [here is their website](#). If you already know and love VTS, but want help finding great images to use in your classroom, here is a [fantastic gallery](#). You can also visit this website for additional resources: www.monamuseum.org/resources-for-educators

About the Artist: Mar Goman



Mar Goman

Image Source: margomanartist.com

Mar Goman is an artist that works throughout the Pacific Northwest. She works with a variety of materials, ranging from traditional painting to embroidery and sculpture. Goman's unique art utilizes unconventional materials, such as sticks, stones, bones, old books, and other salvage materials. Goman describes her work as being about "the interior journey, our invisible wounds, our common humanity, and the process of becoming authentic spiritual human beings".

**"FROM CHILDHOOD, I HAVE LOVED
TO MAKE THINGS WITH MY HANDS,
AND THIS IS MY PRIMARY ART
ACTIVITY—SIMPLY MAKING THINGS".
-MAR GOMAN**



Small Figures, Mar Goman
Image Credit: Mar Goman



Small Figures, Mar Goman
Image Credit: Mar Goman