

**Title:** 3-Dimensional People

**Grade Ranges:**

     K-4  
  X   5-8  
  X   9-12

**Subject Tag:**

Art and Music: Visual Arts

**Synopsis:**

Students will create two self-portrait boxes from found objects. The first should examine how the artist sees herself/himself and the second will be how others might see her/him.

**Keywords:**

self-portrait, recycled materials, recycling, stereotypes, autobiography, identity, shadow box, sculpture, Joseph Cornell, Louise Nevelson, relief sculptures

**Body:**

1. Give students advance notice of this project, asking them to collect objects and/or images that represent them in some way. Tell them that they will be asked to construct two different relief sculptures, one of how they believe others might see them and the other of how they see themselves. Give them limits on how big their sculptures can be. For instance, you might want each box to be no larger than 8" x 10" and three inches deep. This sculpture can be representational or abstract, it can look like a person, a collection of objects, or some mix of both.
2. Lead a discussion on what it means to be seen and understood by other people. Ask them to consider how they are seen by their classmates, their families, people on the bus, people in stores. Ask them what things about them might contribute to the way others see them. Are others judging them based on what they look like? What they wear? How they act?
3. Show students images of boxes by artists like Joseph Cornell and Louise Nevelson, or other sculptural works that use recycled materials, such as those by Edward and Nancy Reddin Keinholtz. You should be able to find images of work by Joseph Cornell, Louise Nevelson, and Edward and Nancy Reddin Keinholtz online.
4. Using cardboard boxes, or making boxes out of cardboard, foam core, or wood, have students construct boxes that examine who they are. Students can sew their materials to the box or build shelves for their objects; they can use glue, string, blu-tack or tape to hold their objects in place (and perhaps suspend objects as well). Make sure they think about how the boxes look rather than simply focusing on meaning. These boxes can be stunningly beautiful when dimensions and space are fully considered. Have students distinguish which box represents them from which represents the views of other people

through labels or some other means. When they are finished, have students display their boxes for their classmates.

**5. (Optional)** This lesson can be adapted by using only flat found objects/images if construction demands are too much.

**Related Links:**

Artyclopedia: A Fine Art Search Engine

Joseph Cornell:

[http://www.artyclopedia.com/artists/cornell\\_joseph.html](http://www.artyclopedia.com/artists/cornell_joseph.html)

Louise Nevelson:

[http://www.artyclopedia.com/artists/nevelson\\_louise.html](http://www.artyclopedia.com/artists/nevelson_louise.html)

Edward and Nancy Reddin Keinholz

[http://www.artyclopedia.com/artists/keinholz\\_edward.html](http://www.artyclopedia.com/artists/keinholz_edward.html)

All three of these sites at Artyclopedia link to versions of the artists' work online, as well as to other resources about them.

**Objective:**

To encourage students to investigate themselves and think abstractly while learning 3D construction techniques as they create self portraits.

**Standards:**

**NY: 1:** Creating, Performing, and Participating in the Arts. Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. **2:** Knowing and Using Arts Materials and Resources. Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles. **4:** Understanding the Cultural Dimensions and Contributions of the Arts. Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

**NYC: High School Performance Standards A1a.** Design a Product, Service, or System: Identify needs that could be met by new products, services, or systems and create solutions for meeting them. **A4a.** Learn from models.

**CT: 1.** Media. Students will understand, select and apply media, techniques and processes. **4.** History And Cultures. Students will understand the visual arts in relation to history and cultures. **6.** Connections. Students will make connections between the visual arts, other disciplines and daily life.

**NJ: 1.3:** All students will utilize arts elements and arts media to produce artistic products and performances. **1.6:** All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

**Time Required:**

6 hours

**Technology and Materials Needed:**

1. Images by artists who use recycled materials, especially Joseph Cornell or Louise Nevelson, available online
2. Found objects brought by students
3. Cardboard boxes/foamcore/cardboard
4. Glue
5. Blu-tack
6. String
7. Sewing needles
8. Yarn
9. Tape
10. Paper
11. Markers
12. Paint and brushes

**Procedures:**

**Recommended Lesson Plan Review Date:**

NA

**Review Comments:**

NA