

El Anatsui and Found Object Sculpture

Name: Ashli Brooke Wallace

Theme: Interdisciplinary

Title: El Anatsui and Found Object Sculpture

Exemplar:



Grade level: 8th grade

Goal/Activity: Students will about the work of African contemporary artist El Anatsui and his found-object sculptures in order to create one of them own.

Developmental Rationale/Prior Learning:

Students in the 8th grade fall into the Decision Stage of Lowenfeld's Artistic Stages of Development. This stage is marked by high self-criticism and typically students at this age view art as something that is done without merit. Showing students art by El Anatsui is a fabulous way to remind them that art is not just painting and drawing, but can also be found-object sculptural. With students being high self-critical, having projects that are student choice-based and have an emotional/social cause behind them can pique interest in the students and encourage them to try new art forms. There is an environmental aspect to this project in that it reuses objects (for instance bottle caps).

History/background:

El Anatsui is a Ghanaian contemporary artist born in 1944 who is known for his wide variety of work in various art mediums and for the statements his work makes. During the Arab Spring, a time in the middle east where lots of social movements and changes began, El Anatsui made his name as an artist. His work is heavy of reusing objects and therefore makes more than just statements about social change, but also statements about saving the environment and preventing waste as well.

Standards:

9.1.8.A - Know and use the elements and principles of each art form to create works in the arts and humanities.

9.1.8.B - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.8.H - Demonstrate and maintain materials, equipment, and tools safely at work and in performance spaces.

9.2.8.A. - Explain the historical, cultural, and social context of individual work in the arts.

9.2.8.E. - Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts.

Objectives:

1. **Knowledge:** (Cognitive-Head) Students will apply their knowledge of El Anatsui and found object sculpture to their art knowledge in order to better understand the medium of sculpting.
2. **Skill:** (Psychomotor-Hands) Students will use objects they've found and can reuse in order to create a found-object sculpture.
3. **Attitude:** (Affective-Heart) Students will be able to confidently describe the process behind their found-object sculpture and what message it sends about recycling.

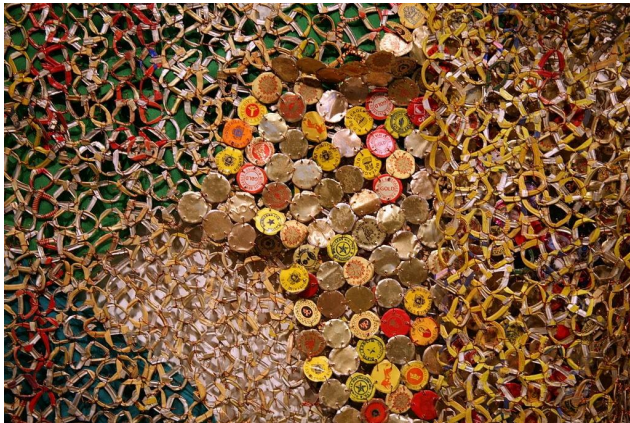
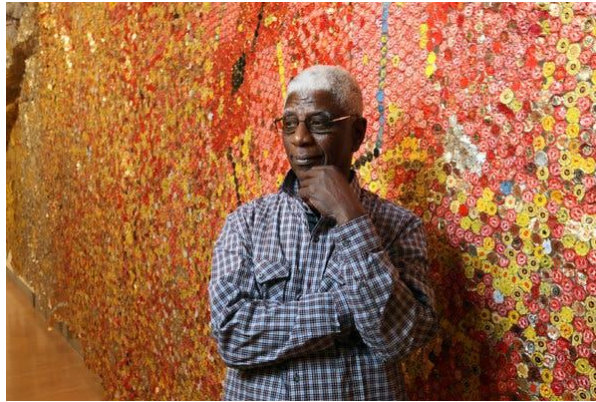
Teacher preparation:

Print worksheets
Prepare slideshow presentation
Design rubric
Prepare workspace

Supplies:

Bottle caps
Plastic Bottles
Clothe
Various Boxes
Metal Wire
String

Visual Aids and reference to art history:



Resources:

Slides

Artist Examples

Teacher Example

Student Examples

<https://www.youtube.com/watch?v=d3RIE195Jl>

Teaching

Motivation/Spark:

Teacher: Hey friends! Today we're going to travel to one of my favorite continents in the world - Africa! Our featured contemporary artist is Mister El Anatsui. He was born in Ghana and is considered to be one of the most famous contemporary African artists. Has anyone ever heard of Mr. El Anatsui? Oh, well you're in luck because I have all of the info right here! He is known for

installation work using found objects, although his art spans many mediums. Has anyone ever heard of found objects or know what installations are? Very nice! We're going to be creating some of our own today and to get down to my favorite part of Mr. El Anatsui's work - we're going to be helping to save the environment while we do it!

Teaching

Demonstration and Directions:

Step 1: Gather your objects! Some I have provided, but you should look in multiple places to add random objects to your collection. Anything can work!

Step 2: Plan out your sculpture in 2D.

Step 3: Begin your sculpture from the bottom up.

Step 4: Add the finishing touches to your found-object sculpture.

Step 5: Write your artist statement explaining your processes and the thoughts behind your project.

Teaching

Closure:

Teacher: Okay y'all, let's refocus for a moment and do a quick check-in on our lesson today. Who can tell me what found-object installations are? Very good! Who can tell me what country and continent our featured contemporary artist is from? Great job! How did everyone feel about this activity today? Does anyone have any questions? If not, let's go ahead and begin our clean-up. Thank you for being so productive today!

Vocabulary:

Shape: a two-dimensional (2D), flat enclosed area.

Form: objects having three dimensions (3D), or height, width, and depth.

Color: the element of art derived from reflected or absorbed light.

Installation: artistic genre of three-dimensional works that are often site-specific and designed to transform the perception of a space.

Pattern: repeating of an object or symbol all over the work of art.

Assessment: Assessment will be in the form of a think-pair-share as this is a group project. The final assessment will be based on the curriculum rubric.

Accommodations/Modifications/Adaptations:

-Translated/visual aid/braille option handouts

-Can use alternative materials

-Can sketch out their installation idea

Extensions: Early finishers can use the design thinking challenge bag to randomly draw prompts for a new project using found objects. For instance, there is a prepared presentation for a Goldsworthy inspired Design Challenge project if they draw that card:

<https://docs.google.com/presentation/d/1RKa0XPWTNUxCYB40bVk6YwzrDSJE9QFL4eZxXEO-O04/edit?usp=sharing>

Correlated Activity: The activity to follow will be Pharaonic Identity Sculptures.

Time Budget:

Week 1: Introduce El Anatsui and found-object installation art and facilitate discussion (5 Minutes)

Demonstration (5 Minutes)

Students draft ideas and plan out what they need to collect (25 Minutes)

Students prepare for the bell and participate in quick wrap-up questions (10 minutes)

Week 2: Review El Anatsui and found-object installation art and facilitate discussion (10 Minutes)

Students continue working on installation project (25 Minutes)

Students prepare for the bell and participate in quick wrap-up questions (10 minutes)

Week 3: Review El Anatsui and found-object installation art and facilitate discussion (10 Minutes)

Students finish working on installation project (25 Minutes)

Students prepare for the bell and participate in quick wrap-up questions (10 minutes)

Bibliography/references:

<https://octobergallery.co.uk/artists/anatsui>

<https://www.nytimes.com/2013/02/10/arts/design/a-million-pieces-of-home-el-anatsui-at-brooklyn-museum>

https://en.wikipedia.org/wiki/El_Anatsui

<https://theculturetrip.com/africa/ghana/articles/a-tour-of-el-anatsuis-west-africa/>

https://www.youtube.com/watch?v=_d3RIE195JI

https://www.artspace.com/magazine/art_101/book_report/phaidon-history-of-found-object-sculpture-list-53384

<https://webcoist.momtastic.com/2012/01/16/found-object-art-13-sculptures-made-of-reclaimed-items/>

<https://www.mayfieldschools.org/ElementsPrinciplesofDesign.aspx>