# **Lesson Plan: Dale Chihuly-Inspired Collaborative Sculpture**

**Date:** Tuesday, Nov 12 **Time:** 70 minutes

Unit: Sculpture & 3D Art – Inspired by Dale Chihuly

Grade Level: 6th Grade

Subject: Art

#### **Lesson Overview**

Students will collaborate to create a large-scale sculpture inspired by Dale Chihuly's vibrant glass art. Using pre-painted plastic bottles, they will cut, shape, and paint each piece, then assemble them into an organic, flowing form. This project emphasizes teamwork, color theory, and installation art.

### **Lesson Objectives:**

### By the end of the lesson, students will be able to:

- 1. Manipulate plastic bottles to create spirals and star shapes.
- 2. Apply color theory through vibrant painting techniques to their individual pieces.
- 3. Collaborate with classmates to assemble their pieces into a unified, large-scale sculpture, inspired by Chihuly's work.
- 4. Demonstrate understanding of key vocabulary (sculpture, organic shape, collaboration, assemblage).

### **Materials & Supplies:**

- Pre-painted plastic bottles (from previous session)
- Scissors (1 per student)
- Hole punches (shared among students)
- String or wire (to assemble sculpture)
- Example images of Dale Chihuly's sculptures and chandeliers
- Markers, paint, and brushes (for touch-up)
- Safety gloves (optional for students needing assistance with handling materials)

# **Key Vocabulary:**

• **Collaborative Art:** Art created by working together as a group.

- **Sculpture:** A 3D form of artistic expression.
- Color Theory: The concept of how colors interact and influence one another.
- **Organic Shape:** Forms that are irregular or asymmetrical, often found in nature.
- Recycled Materials: Materials that have been repurposed for use in art.
- Assembly: The process of putting together separate components to create a whole.

### **Lesson Targets:**

- 1. **Cut and Shape Plastic Bottles:** Students will cut plastic bottles into spirals and star shapes, focusing on creating flowing, organic forms.
- 2. **Paint and Design:** Students will paint their bottles using bold colors and designs inspired by Chihuly's vibrant palette.
- 3. **Collaborate and Assemble:** Students will work together to assemble the individual pieces into a cohesive sculpture that mimics Chihuly's glass art.

### **Lesson Introduction (5 minutes):**

# 1. Introduction & Recap:

- Recap Dale Chihuly's glass sculptures, emphasizing his use of light, color, and flowing forms.
- Show examples of Chihuly's chandeliers and explain how today's activity will use plastic bottles to create a similar effect.
- Review safety guidelines for using scissors and hole punches to cut plastic bottles.

### 2. Learning Goals:

 Share the lesson objectives: creating vibrant, Chihuly-inspired sculptures using recycled materials.

# **Pre-Cutting Discussion (10 minutes):**

#### 1. Class Discussion:

- Discuss the types of shapes students can create: spirals, stars, or other organic forms.
- Talk about how different shapes and sizes will contribute to the overall sculpture.

### 2. Demonstration:

- Show the class how to safely cut the bottles into spirals and star shapes.
- Highlight the importance of color placement when painting their pieces.

# Work Time: Cutting and Shaping (45 minutes):

#### 1. Individual Work:

- Students will cut and shape their pre-painted bottles into the desired forms (spirals, stars, etc.).
- After cutting, students can touch up or add additional designs using paint and markers.

### 2. Teacher Support:

- Circulate around the room to provide one-on-one assistance with cutting techniques and ensuring students use tools safely.
- Check for creativity in shapes and colors, ensuring each student is contributing to the final sculpture.

# Clean-Up and Reflection (10 minutes):

# 1. Clean-Up:

 Students will clean up their workstations, put away scissors, and dispose of scraps responsibly.

#### 2. Class Discussion:

- Engage students in a reflective discussion on how their pieces will come together to form a larger sculpture.
- Questions for reflection:
  - How did your design reflect Chihuly's style?
  - What challenges did you face while cutting or designing your bottle?
  - How do you think our individual pieces will come together as one sculpture?

# **Differentiation Strategies:**

### • ESE (Exceptional Student Education) Learners:

- Provide pre-cut bottles for students struggling with fine motor skills so they can focus on painting and assembly.
- Offer visual demonstrations step-by-step, using visual aids for cutting techniques.
- o Pair students with peers for collaborative support.

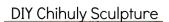
#### ELL (English Language Learners):

- Use labeled diagrams to visually demonstrate key vocabulary terms.
- Provide bilingual instructions or pair ELL students with bilingual classmates for additional support.
- Use gestures and clear, slow language to reinforce instructions.

### Assessment:

- **Formative Assessment:** Monitor students' engagement, creativity, and safe use of tools during the cutting process.
- **Participation:** Ensure all students are contributing to the project and following safety guidelines. Check if they are applying key concepts like shape, form, and color theory to their work.

# **Image References**





Made of recycled plastic bottles & chicken wire!



