



INDEPENDENCE
SCHOOL
DISTRICT

MINI CHIHULY SCULPTURES



Name _____ hour _____

Dale Chihuly INTERVIEW QUESTIONS: answer the following questions from the video

*Where are Chihuly's studios located?

*How many artists/craftsmen does he have working for him?

*What did Chihuly major in during college?

*Molten glass is the consistency of _____.

*Where (2 cities in Italy) did Chihuly study glassblowing?

*What does Chihuly think about working in teams?

*What city in the U.S. has more glass shops, glass artists and glass schools than anywhere in the world?

*Why did Chihuly change from being a professor to a full-time glass artist?

*What happened to his eye?

*Chihuly's work has gone from 3-4ft. Individual pieces to what?

*Where in the world can you find his large installation pieces?

*How does Chihuly communicate his ideas to his team?

*Some of his series have been inspired by ... (give 3)

*Finish this quote from Chihuly while working in his studio: "If it starts to feel like _____ then I'll _____."

On the back of this page, describe/draw the work by Chihuly you like best (or thought was the best example) from the "museum visit video"

8th Grade: MINI CHIHULY SCULPTURES

District Competency/GLE

- PP2A8b
- EP1D8a
- EP2A8a
- AP2A8a
- FA1

UNIT OBJECTIVES:

The learner will...

...create a three-dimensional art work demonstrating appropriate joining

...identify and use invented texture

...identify and use asymmetrical balance

...describe artwork in detail

...process and techniques for the production... of the visual...arts

Materials: shrink film (1 sheet per student) variety of permanent markers, wire, wire tools, scissors, paper (for sketches and notes) card stock (name tags) string or fishing line (to hang sculpture) oven or heat gun (to bake shrink film) sandwich bags to hold loose sculpture pieces (1 per student) Images of Chihuly's work or access to internet to show videos about Chihuly and his work.

Assessment: project rubric and requirements spot checks through out process

Day 1: Students watch introductory video of Dale Chihuly's work (exhibit in NYC Botanical Garden) and answer questions about the interview with the artist

<http://www.youtube.com/watch?v=Dcyid-9VvM8&p=8AAC26266BB38E29&playnext=1&index=19> - exhibit

http://www.youtube.com/watch?v=ETJhw9_B_X4 – Chihuly interview
(Question worksheet attached)

Day 2: Students watch the videos of Chihuly's work being made and installed. We have class discussion following the videos. I also show examples of planning or preliminary sketches for various types of projects so the kids have an idea what their sketches look like.

<http://www.youtube.com/watch?v=hW18CBPGFT0> – installation of Fire and Water piece

<http://www.youtube.com/watch?v=crcZY8HeL8&feature=watch-vrec> – Chihuly glass blowing demo

Day 3: Students work on planning sketches and add annotations to the sketches

See Approval sketch Requirements page

Day 4-6: Once planning sketches are approved students fill a sheet of shrink film with color patterns (patterns/colors should be different on each side to create more depth) Film is cut into pieces and each piece is hole punched. Name tag is also hole punched and all parts go into a sealed sandwich bag. The bags are turned in so I can bake the pieces overnight in the oven.

(SEE BAKING INSTRUCTIONS attached)

Day 6-7(8): Students use wire to assemble their "glass" pieces into the sculpture from their approved planning sketch. Hangers and name tags are added to the finished sculpture.

Note: modifications to the original idea are often needed when working with the actual pieces so this is also a great problem solving exercise.