Assembly in Wood

TCA GALLERY

Lesson Three

Objectives

1. Students are able to explain advantages and disadvantages of natural wood materials vs. machine-cut materials.
2. Students are able to assemble two-dimensional panels that showcase distinctive natural visual qualities of wood. (Beginner level objective.)
3. Students are able to assemble three-dimensional constructions that showcase distinctive natural visual qualities of wood. (Advanced level objective.)

Arizona Visual Arts Standard

CREATE: Materials, Tools and Techniques: PO 201, 202 & 301: Identify and experiment with materials, tools, and techniques (appropriately and expressively) in his or her own artwork.

Preparation

Preview *Assembly in Wood* and *More Assembly in Wood* PowerPoints. Based on your assessment of the skills of your students and available class time, decide whether you will ask students to make two-dimensional or three-dimensional constructions or whether you will give students the choice.

Students can complete 2D projects using free twigs, which you or they collect in advance. Practice breaking sticks to discover that dried twigs are more easily broken and can be broken with more precision. You may wish to add machine-cut wood materials, such as popsicle sticks, toothpicks, applicator sticks and/or mini popsicle sticks. (These are not easily broke with precision.)

The *More Assembly in Wood* PowerPoint introduces three ways to construct 3D wood structures. If you choose to give your students the option to build their constructions over forms you will need to collect paper cups, small boxes or other forms over which constructions can be assembled.

Consider preparing students to collaborate in pairs or trios to literally "lend a hand" to assist in holding materials in place for a short time as they dry or as a student places a prop to hold a piece in place until the glue dries. NOTE: Roger Asay and Rebecca Davis collaborate as partners to make their artworks.

Resources and Supplies

Assembly in Wood PowerPoint
More Assembly in Wood PowerPoint (advanced options)
dried small sticks and twigs
white glue
newspaper to cover tables
OPTIONAL: popsicle sticks, toothpicks, applicator sticks, mini popsicle sticks
2D CONSTRUCTION: corrugated cardboard (scissors or paper cutter)
OPTIONAL FOR 3D CONSTRUCTION: Paper cups, small boxes or other forms over which constructions can be assembled

Activities

Review: Review the theme in life – "Ultimately, everything we eat, wear and use in our daily lives was made from natural materials" – and the theme in art – "Artists who work with natural materials, like wood, can help us experience the rich variety and unique qualities of materials we might otherwise take for granted." Also

review the unit's three key questions: 1) What visual elements (shape, color, texture, etc.) do artists consider when they select art materials from nature? 2) How can small parts be assembled to create a larger whole? and 3) Where do art materials come from? (natural environment).

Introduction: Display slides 1-14 of *Assembly in Wood* PowerPoint to introduce the distinction between wood materials that come directly from nature and those that are machine cut shapes and textures. Slide 15 shows a sample picture frame that combines natural and machine-cut materials.

Beginner Assignment: Explain to students that they are to demonstrate what they have learned by assembling a wood panel using natural twigs (and also machine-cut wood materials, if they choose), which shows off the color, texture and shape of natural pieces of wood. Slide 15 shows an exemplary wood panel from the *Biennial: Wood* exhibition.

OR

Advanced Assignment: Explain to students that they are to demonstrate what they have learned by assembling a free-standing wood construction using natural twigs (and also machine-cut wood materials, if they choose), which shows off the color, texture and shape of natural pieces of wood.

Step-By-Step-Instructions for 2D Panel: Show remaining *Assembly in Wood* PowerPoint slides to show steps:
Slide 16: materials needed
Slide 17: protection of working surface with primary student sample
Slide 18: sample panels on wood and cardboard backgrounds (one with initials)
Slide 19: breaking sticks to size and trying different arrangements paying attention to natural qualities of individual wood materials
Slide 20: Simple and complex samples of picture frames
OPTIONAL Slide 21: samples of 3D constructions.

Step-By-Step-Instructions for 3D Construction: Show remaining *Assembly in Wood* PowerPoint, see instructions for 2D. Also show *More Assembly in Wood* PowerPoint.
Slides 1-5 distinguish subtractive and additive sculptural processes, culminating with a subtractive work from the Biennial: Wood exhibition.
Slide 6 shows sample additive work from the *Biennial: Wood* exhibition.
Slide 7 identifies three 3D construction processes (over a form, cross stack and panels)
Slide 8 shows the use of a form by artists in the exhibition.
Slide 9 shows an everyday example of the use of a form.
Slide 10 shows an elementary student's 3D construction over a paper cup.
Slide 11 shows construction over a yogurt container.
Slide 12 shows everyday examples of cross-stack construction.
Slide 13 shows four steps in building a cross stack.
Slide 14 shows a variety of 2D panels that can be combined with other panels to build a 3D construction.
Slide 15 shows four combinations of the same three panels to make four different constructions.
Slide 16 invites students to choose a process for their own 3D construction.

Collaboration: Ask students to collaborate with one or two classmates at appropriate times as they assemble their 2D or 3D constructions to:

1. Trade twigs to find qualities each student needs and prefers.
2. Lend a hand to hold pieces in place for a short time as glue begins to dry.
3. Try out various arrangements to get feedback from classmates.

Explain that artists Roger Asay and Rebecca Davis collaborate as partners to make their artworks.

Presentation: Display completed wood panels or 3D constructions. Lead a discussion with the following questions:
1. What did you learn about working with wood as you prepared materials and assembled your panel or construction?
2. What qualities of natural wood does your finished work show?
3. (Question for 3D Construction Only) What did you learn about the challenges of making a three-dimensional construction with wood materials?

Vocabulary
machine-cut wood
assemble, assembly
construction
diversity
uniformity
arrangement
vertical
horizontal

For Advanced Project
additive
subtractive
carve
stump
form
cross stack
joint
panel

Secondary Assessment Guides
OBJECTIVE 1: Students are able to explain advantages and disadvantages of natural wood materials versus machine-cut materials.

Exceeds Expectations: During a discussion of *Assembly in Wood PowerPoint* slides 3-11, the student explains the advantages of machine-cut wood in some situations and the advantages of wood taken from nature in others.

Meets Expectations: During a discussion of *Assembly in Wood PowerPoint* slides 3-11, the student explains why a machine-cut piece of wood is sometimes better than a piece of wood taken directly from nature OR why a piece of wood taken directly from nature is sometimes better than a machine-cut piece of wood.

Approaches Expectations: During a discussion of *Assembly in Wood PowerPoint* slides 3-11, the student points to machine-cut wood pieces as distinct from wood pieces taken more directly from nature.

Fails to Meet Expectations: During a discussion of *Assembly in Wood PowerPoint* slides 3-11, the student is unable to distinguish machine-cut wood pieces from wood pieces taken more directly from nature.

OBJECTIVE 2: Students are able to assemble two-dimensional panels that showcase distinctive natural visual qualities of wood. (Beginner level objective)

Exceeds Expectations: The panel or picture frame is assembled on an all-wood or cardboard background and is enhanced with a visually effective arrangement of a variety of shapes, colors, sizes and/or textures among the natural wood pieces. (The panel or picture frame may incorporate machine-cut wood pieces.)

Meets Expectations: The panel or picture frame is assembled on an all-wood or cardboard background and is enhanced with a variety of shapes, colors, sizes and/or textures among the natural wood pieces **or** with interestingly arranged natural wood pieces. (The panel or picture frame may incorporate machine-cut wood pieces.)

Approaches Expectations: The panel or picture frame is assembled on an all-wood or cardboard background and some natural wood pieces are attached.

Fails to Meet Expectations: Pieces of wood are glued together but do not make a panel OR a cardboard panel or picture frame is made without wood attachments.

OBJECTIVE 3: Students are able to assemble three-dimensional constructions that showcase distinctive natural visual qualities of wood. (Advanced level objective).

Exceeds Expectations: The 3D wood construction made of natural wood pieces stands on its own or over a form and is enhanced with a visually effective arrangement of a variety of shapes, colors, sizes and/or textures of natural wood pieces. (The construction may incorporate machine-cut wood pieces.)

Meets Expectations: The 3D wood construction made of natural wood pieces stands on its own or over a form and is enhanced by the addition of a variety of shapes, colors, sizes and/or textures natural wood pieces **or** by interestingly arranged natural wood pieces. (The construction may also incorporate machine-cut wood pieces.)

Approaches Expectations: The 3D wood construction is made all or in part with natural wood pieces and stands on its own or over a form.

Fails to Meet Expectations: Pieces of wood are glued together but do not create a 3D construction that stands on its own or over a form.