



<https://www.artedguru.com/3d-projects.html>

# **YEAR 10 ABSTRACT SCULPTURE**

## **STUDENT GUIDE**



<https://blog.kildare.catholic.edu.au>

# KEY SKILLS & CAPABILITIES

- 1 Draw on inspiration from multiple sources to generate and develop ideas for artworks
- 2 Analyse how and why visual arts processes are manipulated in artworks and art forms
- 3 Create artworks to communicate ideas in 2D & 3D, multi-disciplinary or hybrid forms
- 4 Engage in the work of visual artists and their practices from diverse contexts
- 5 Build confidence in visual conventions, processes and materials
- 6 Work collaboratively with peers and teachers
- 7 Evaluate how visual arts and their artwork celebrates and challenges concept of identity



# **KEY TERMS TO KNOW**

**ABSTRACT ART**

**ABSTRACT EXPRESSIONISM**

**MIXED MEDIA ART**

**SCULPTURE**

**FORM**

**VISUAL CONVENTIONS**

**SELF-CONCEPT**

**SOCIAL IDENTITY**

**ASSEMBLAGE**

**FOUND OBJECTS**

**GESSO**

**ACRYLIC PAINT**

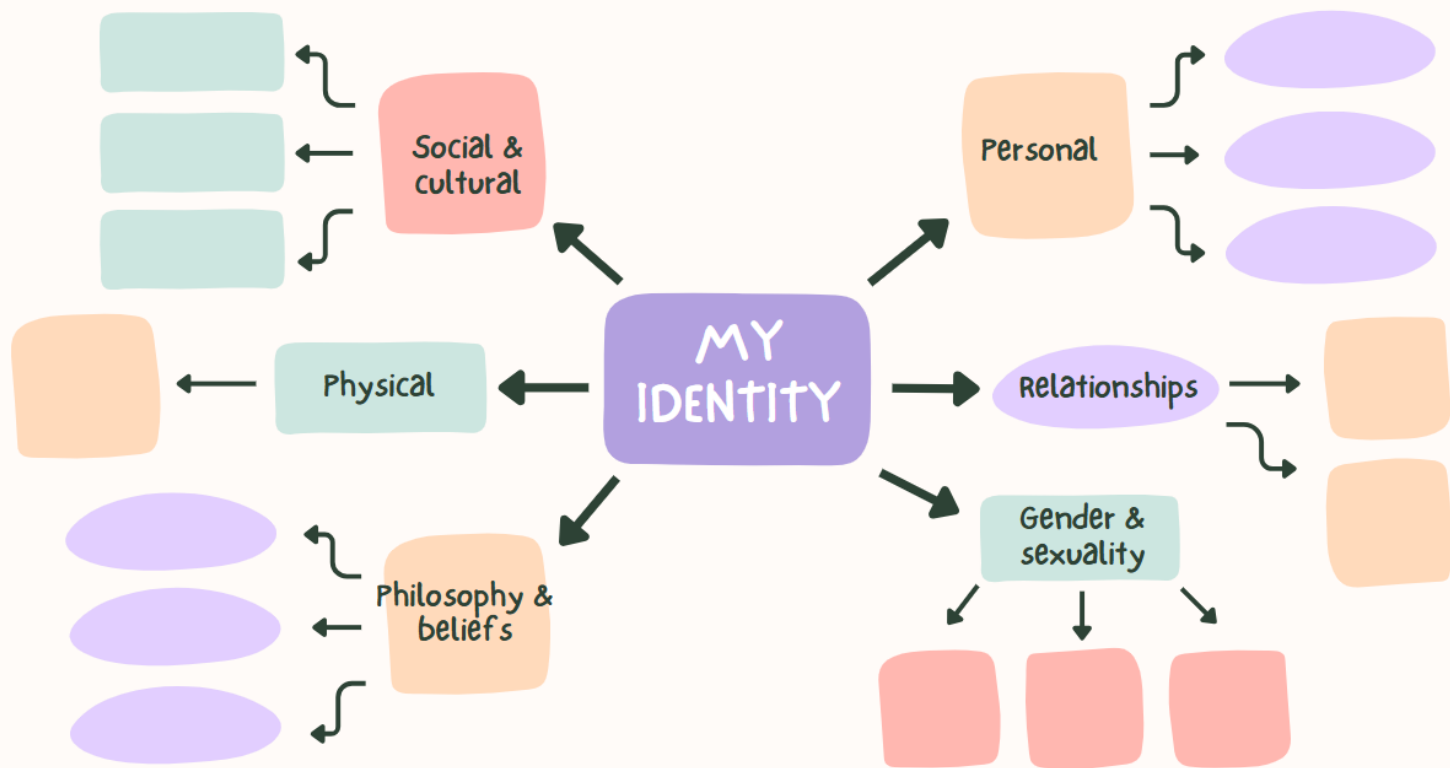
**PLASTER OF PARIS**

**DREMEL TOOL**

**MODELLING CLAY**

**PLIERS**

# EXPLORING IDENTITY: MINDMAP TEMPLATE



# EXPLORING IDENTITY: BRAINSTORM PROMPTS

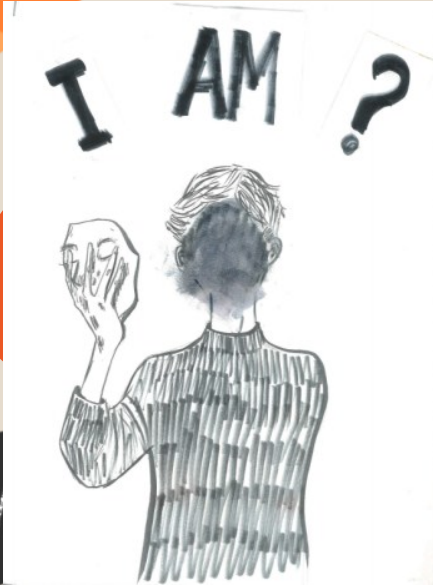
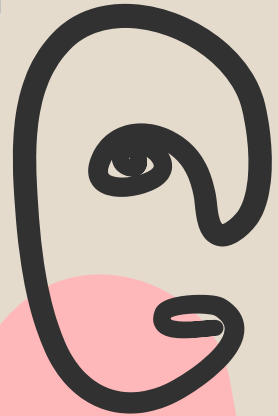


Image taken from:  
<https://dariaistocblog.wordpress.com/2020/04/26/identity-theme-brainstorming/>

- *How do you define the concept of 'identity'?*
- *Is there a difference to how you want to be perceived and how others perceive you?*
- *What experiences growing up shaped your identity?*
- *Who has shaped who you are?*
- *How do our moods and feelings impact who we are?*
- *Do you have any physical identifiers (freckles, scars, birthmarks? Eye colour?)*
- *Do we have just one identity?*
- *Are we defined by our actions?*
- *What is your social and cultural background?*





Develop Craft - Learning to use the tools, materials and practices of an art form.

Engage & Persist- Learning to take up subjects of personal interest and importance with focus in persevering at tasks.

Envision - Learning to imagine what cannot be directly observed, heard or written and to develop possible next steps in making a piece.

Express - Learning to create works that convey an idea, feeling or personal meaning.

Observe - Learning to attend to visual, audible and written context and thereby notice things which might not otherwise be noticed.

Reflect - Learning to think and talk about one's own art processes and those of others.

Stretch & Explore - Learning to reach beyond one's supposed limitations, to explore playfully without a preconceived plan, and to embrace the opportunity to learn from mistakes.

Understand Arts Community - Learning to interact as an artist with other artists within the broader arts community.



# ART- MAKING **WORK ORDER**

## Written steps

\*Printed copy for each student and digital copy  
projected on whiteboard



# STEPS TO CREATE:

	ACTIONS	MATERIALS
01	Students mark with a pencil on the wooden base where they would like wire to be mounted from (2-3 base points)	<ul style="list-style-type: none"><li><input type="checkbox"/> Ruler</li><li><input type="checkbox"/> Pencil &amp; eraser</li><li><input type="checkbox"/> Wooden base</li></ul>
02	<p>Students use dremel tool or drill to create holes in marked areas for wire to fit through.</p> <p><i>Tips:</i></p> <ul style="list-style-type: none"><li>✓ Ensure width of wire and drill bit are accurate for a tight fit into the hole.</li><li>✓ Hole should be deep enough into wood block (approx. halfway) so that it can be stable</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Drill or Dremel tool</li><li><input type="checkbox"/> Wooden base</li><li><input type="checkbox"/> Safety glasses</li></ul>
03	Students use pliers to cut and bend wire into desired sculptural shapes	<ul style="list-style-type: none"><li><input type="checkbox"/> Armature wire</li><li><input type="checkbox"/> Pliers</li><li><input type="checkbox"/> Wire cutter</li><li><input type="checkbox"/> Wooden base</li><li><input type="checkbox"/> Safety glasses</li><li><input type="checkbox"/> Gloves</li></ul>



# STEPS TO CREATE:

	ACTIONS	MATERIALS
04	<p>Students insert wire into holes and continue shaping accordingly.</p> <p><i>Tips:</i></p> <ul style="list-style-type: none"><li>✓ Use hot glue on the base to help secure wire and seal top of hole</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Armature Wire</li><li><input type="checkbox"/> Pliers</li><li><input type="checkbox"/> Wooden base</li><li><input type="checkbox"/> Gloves</li><li><input type="checkbox"/> Hot glue gun</li></ul>
05	<p>Students tightly stretch the stocking over both the wire and the base. Attach the stocking to the bottom of the base with the stapler.</p> <p><i>Tips:</i></p> <ul style="list-style-type: none"><li>✓ Hot glue may be used if needed as a secondary attaching method.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Nylon stocking</li><li><input type="checkbox"/> Wooden base</li><li><input type="checkbox"/> Stapler</li><li><input type="checkbox"/> Hot glue gun</li><li><input type="checkbox"/> Fabric scissors</li></ul>
06	<p>Students cover the structure with plaster strips</p> <p><i>Tips:</i></p> <ul style="list-style-type: none"><li>✓ Ensure that the entire form is covered including the base</li><li>✓ Cut plastic strips beforehand and cover work surface with newspaper or table cloth</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Work bench covering (eg newspaper)</li><li><input type="checkbox"/> Plaster of Paris pre-cut strips</li><li><input type="checkbox"/> Lukewarm water</li><li><input type="checkbox"/> Bowl</li><li><input type="checkbox"/> Art smock</li></ul>

# STEPS TO CREATE:

	ACTIONS	MATERIALS
07	<p>Once plaster has dried, student use sandpaper to smooth down surfaces/curves and shape the sculpture further to define edges</p> <p><i>Tips:</i></p> <ul style="list-style-type: none"><li>✓ Do this step outside if possible so plaster dust does not go everywhere</li></ul>	<ul style="list-style-type: none"><li>❑ Sandpaper</li><li>❑ Art sketch for reference</li><li>❑ Safety glasses</li><li>❑ Safety mask</li><li>❑ Art smock</li></ul>
08	<p>Students prime the sculpture with emulsion or white acrylic paint or gesso.</p> <p><i>Tips:</i></p> <ul style="list-style-type: none"><li>✓ Use a hairdryer on low setting to speed up the drying time of paint base</li></ul>	<ul style="list-style-type: none"><li>❑ Primer (Gesso, Emulsion, Acrylic)</li><li>❑ Paintbrushes</li><li>❑ Art smock</li><li>❑ Paint palette</li><li>❑ Hairdryer</li></ul>
09	<p>Students prime the sculpture with emulsion or white acrylic paint or gesso.</p> <p>Once primer is dried, students paint their designs over the sculpture with acrylic paint</p> <p><i>Tips:</i></p> <ul style="list-style-type: none"><li>✓ Start off with filling in background colours and main shapes and go in with the details afterwards</li></ul>	<ul style="list-style-type: none"><li>❑ Paintbrushes</li><li>❑ Art smock</li><li>❑ Coloured acrylic paints</li><li>❑ Paint palette</li><li>❑ Water and water bowl</li></ul>



# ART- MAKING **WORK ORDER**

## Visual steps

**\*Printed copy for each student and  
digital copy projected on whiteboard**

# 01



<https://sawsonskates.com/how-to-measure-and-cut-wood-accurately>

# 02



[https://www.bunnings.com.au/dremel-4v-7760-lie-cordless-rotary-tool-kit\\_p0191737](https://www.bunnings.com.au/dremel-4v-7760-lie-cordless-rotary-tool-kit_p0191737)



[https://artwarriorstgh.blogspot.com/2011\\_10\\_01\\_archive.html](https://artwarriorstgh.blogspot.com/2011_10_01_archive.html)



<https://toolsforworkingwood.com/store/blog/1274>

# 03



<https://www.wikihow.com/Make-a-Panty-Hose-Sculpture>

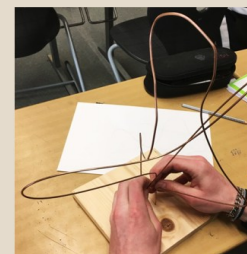
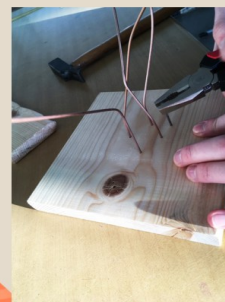


shutterstock.com - 355670055

How-to Form, Bend, Manipulate, Shape, Break, Straighten, Lash or Connect Wire Tutorial



# 04



<https://www.wikihow.com/Make-a-Panty-Hose-Sculpture>



05



<https://www.wikihow.com/Make-a-Panty-Hose-Sculpture>



<https://kunstunterricht-ideen.de/ideen/abstrakte-gipsplastiken/>



[https://artwornorstjg.blogspot.com/2011\\_10\\_01\\_archive.html](https://artwornorstjg.blogspot.com/2011_10_01_archive.html)

06



<https://kunstunterricht-ideen.de/ideen/abstrakte-gipsplastiken/>



07



08



# 09



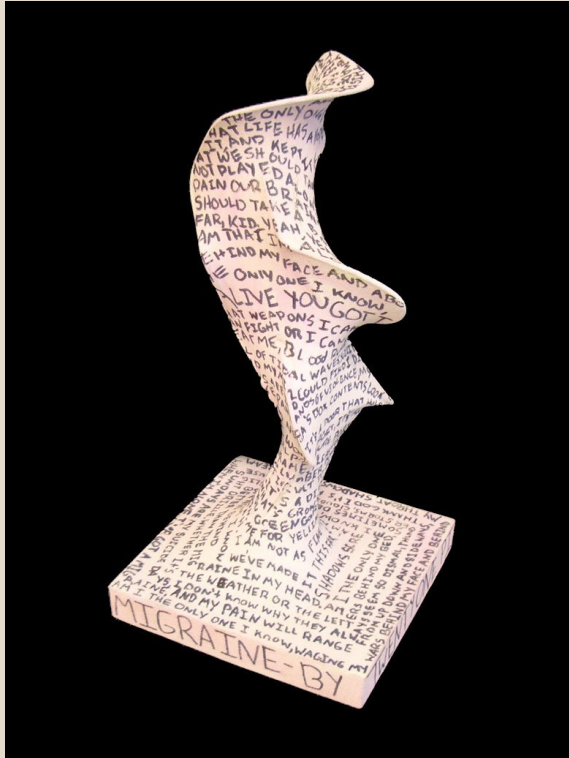
<https://kunstunterricht-ideen.de/ideen/abstrakte-gipsplastiken/>



[https://artwarriorstsjh.blogspot.com/2011\\_10\\_01\\_archive.html](https://artwarriorstsjh.blogspot.com/2011_10_01_archive.html)



# EXAMPLES OF STUDENT FINISHED OUTCOMES



<https://au.pinterest.com/pin/6685099439912722/>



[www.linefroeslev.dk](http://www.linefroeslev.dk)



<https://www.artedguru.com/3d-projects.html>



# REFLECT & EVALUATE

- When reflecting on your work, what might be the ways you can improve your use of techniques, tools and processes?
  - How can you push your ideas further by explaining your ideas or art making practice to others? How does the input of your peers help you expand your ideas and develop your visual arts practice further?
- 
- What was your inspiration for this artwork? Why was it important to you?
  - What were your intentions or goals in this artwork? What were you trying to achieve?
  - In what ways did you achieve your original aim or intentions, or did your intentions change and develop with the development of the artwork? Are you proud of what you have achieved in making your artwork? Did you enjoy the making process or appreciating the final product more?
  - From your reflections, and analysis of your process, what areas could you develop further, and what strategies will you employ to achieve this?

# REFLECT & EVALUATE

## Annotations

- 1 Reflects on personal passion as the initial inspiration for the assemblage.
- 2 Reflects on the refinement of visual arts techniques.
- 3 Reflects on the artistic decision not to replicate the image but to use it as inspiration.
- 4 Reflects on the purpose of their own artwork and audience feedback.
- 5 Reflects on the purpose of art to prompt viewers to think about things more deeply.

1 This piece is based off one of the assemblages I created, which were all inspired by my passion for music. I arranged pieces of instruments and torn pieces of sheet music onto CDs to represent some of the influence music has had on my life. This painting is an extension of this. The assemblage I chose to paint drew my eye the most, though I also feel it best represents my passion for music.

2 When I started my piece, the sensation of painting felt very foreign to me. Mixing the colour, applying the paint to the board – all of it felt quite new. I have done some painting before but never ‘properly’ (even though there isn’t really a ‘proper’ in art). As my piece progressed, this feeling faded away and now I feel quite comfortable with painting.

3 One of the biggest points in the process of painting my piece was when I stopped trying to replicate the image as perfectly as I could and began enjoying making the painting look like a painting. I become okay with it not looking the same and started appreciating things like brush strokes. Whether this thought process happened in a moment or over the course of my painting up to that point, it makes sense to me. If something already exists, why would you paint it to look exactly the same.

4 I wanted this piece to make viewers stop and wonder what they were actually looking at. Not because I had painted it so terribly, of course, but because I chose a section of the assemblage that was quite obscure, in which it wasn’t clear what the elements were. It seems that it does have this impression, as people who have seen it already have had to ask what it is. I like the idea of art not only being pleasing to look at, but prompting viewers to think in one way or another and, in doing so, making them view the art in greater detail and hopefully have a greater appreciation of it.

**A student example of how they annotated their artwork**



Sourced from: ACARA, 2025.  
<https://v9.australiancurriculum.edu.au/resources/work-samples/the-arts/visual-arts/years-9-and-10/ws01---assemblage-inspirations#written-reflection>



## **EXPLORING & RESPONDING:**

[How to begin researching artists and artwork](#)

[What is Abstract Sculpture?](#)

[How to annotate my work](#)

## **DEVELOPING PRACTICES & SKILLS:**

[How to brainstorm and generate ideas](#)

[What is creative collaboration?](#)


## **CREATING & MAKING :**

[How to use tools to bend, shape and cut wire](#)

[How to use plaster cloth](#)

[How to prime your canvas for painting](#)

# **RESOURCES**



**LOG ONTO THE  
STUDENT LEARNING  
HUB FOR MORE!**

# EXTENSION ACTIVITY:

Other Sculpture styles to research:

*Nonrepresentational Sculpture*

*Abstract Sculpture*

*Nonobjective Sculpture*

*Biomorphic Sculpture*

*Formalist Sculpture*

*Conceptual Sculpture*

*Process Sculpture*

*Minimal Sculpture*

*Post-Minimal Sculpture*

*Installation Sculpture*

Find 3 examples from your favourite style, referencing artist and artwork, and annotate using visual language in your folio. What did you find inspiring and why?

The background is a light beige color with several abstract shapes and patterns. In the top left, there's an orange shape with white circular patterns. In the top right, there's a pink shape with white circular patterns. On the left side, there's a blue shape with a white wavy pattern. In the bottom left, there's a pink star shape. In the bottom right, there's a yellow shape with black scribbles and a blue circle. A black wavy line is also present in the bottom center.

**BE INSPIRED...  
MAKE &  
CREATE!**