



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

YEAR 10 ABSTRACT SCULPTURE

TEACHER RESOURCE GUIDE



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

ALIGNMENT TO CURRICULUM

Content descriptors taken from V.9 Curriculum (ACARA, 2025)
Visual Arts, Years 9 and 10

AC9AVA10E01	investigate the ways that artists across cultures, times, places and/or other contexts develop personal expression in their visual arts practice to represent, communicate and/or challenge ideas, perspectives and/or meaning.
AC9AVA10D01	experiment with visual conventions, visual arts processes and materials to refine skills and develop personal expression
AC9AVA10C02	select and manipulate visual conventions, visual arts processes and/or materials to create artworks that reflect personal expression, and represent and/or challenge, ideas, perspectives and/or meaning
AC9AVA10C01	evaluate critical feedback when planning, developing and refining their visual arts practice
<u>AC9AVA10D02</u>	reflect on the way they and other visual artists respond to influences to inspire, develop and resolve choices they make in their own visual arts practice

TEACHING STRATEGIES

This is a slide structure based on a multi-purpose presentation for education

You can delete this slide when you're done editing the presentation

CULTURALLY RESPONSIVE TEACHING	Integrates students' cultural backgrounds and lived experiences into art-making (Marshall, 2010) Values diverse traditions, artists, and ways of knowing (Gay, 2010)
INQUIRY-BASED LEARNING	Promotes curiosity through student-led questions and investigations. Encourages deeper critical thinking and interdisciplinary connections.
CHOICE-BASED ART EDUCATION	Encourages student agency by allowing choices in the subject matter and creative process. Supports differentiated learning and values students as artists (Douglas & Jaquith, 2009)
PROCESS-ORIENTATED PEDAGOGY	Emphasizes experimentation, play, and creative risk-taking over perfection in final products. (Rolling, 2010)
COLLABORATIVE LEARNING	Builds community and peer-to-peer learning through group critiques and projects. Reinforces habits like persistence, observation, reflection (Hetland et al., 2013).
VISUAL THINKING STRATEGIES	Uses open-ended questions to develop observation, interpretation, and communication skills. Effective for English language learners and neurodiverse students (Housen, 2002).

KEY SKILLS & CAPABILITIES

Create artworks to communicate ideas in 2D & 3D, multi-disciplinary or hybrid forms

Engage in the work of visual artists and their practices from diverse contexts

Build confidence in visual conventions, processes and materials

Work collaboratively with peers and teachers

Evaluate how visual arts and their artwork celebrates and challenges concept of identity

ACHIEVEMENT STANDARDS (ACARA, 2025)

By the end of Year 10, students analyse how and why visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience. They evaluate how and why artists from across cultures, times, places and/or other contexts use visual conventions, visual arts processes and materials in their visual arts practice and/or artworks to represent and/or challenge ideas, perspectives and/or meaning. They evaluate how visual arts are used to celebrate and challenge perspectives of Australian identity.

Students draw on inspiration from multiple sources to generate and develop ideas for artworks. They document and reflect on their own visual arts practice. They use knowledge of visual conventions, visual arts processes and materials to create artworks that represent and/or communicate ideas, perspectives and/or meaning. They curate and present exhibitions of their own and or/others' artworks and visual arts practice to engage audiences.

EXPLORING IDENTITY: BRAINSTORM PROMPTS

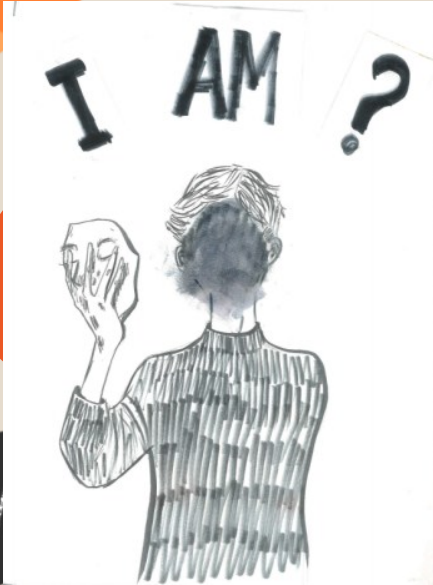
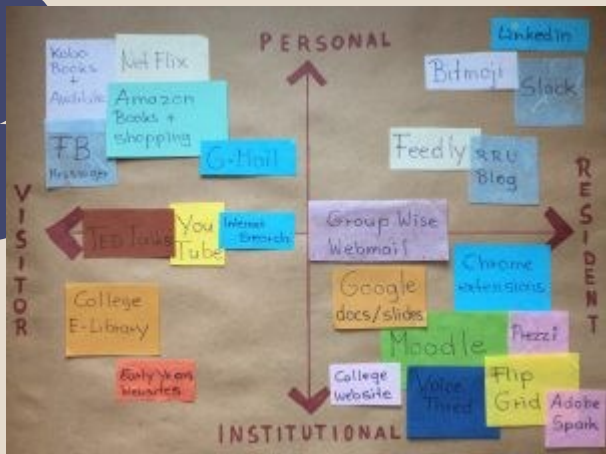


Image taken from:
<https://dariaistocblog.wordpress.com/2020/04/26/identity-theme-brainstorming/>

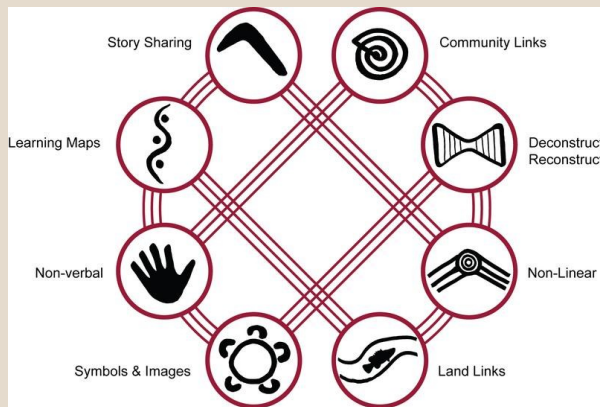
- *How do you define the concept of 'identity'?*
- *Is there a difference to how you want to be perceived and how others perceive you?*
- *What experiences growing up shaped your identity?*
- *Who has shaped who you are?*
- *How do our moods and feelings impact who we are?*
- *Do you have any physical 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?*



EXPLORING IDENTITY: CLASSROOM ACTIVITY IDEAS



<https://malat-webspaces.royalroads.ca/rru0053/my-digital-identity-map/>



www.8ways.online/your-identity-map



<https://englishteaching101.com/self-portrait-ideas-esl/>



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"><input type="checkbox"/> Ruler<input type="checkbox"/> Pencil & eraser<input type="checkbox"/> Wooden base
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">✓ Ensure width of wire and drill bit are accurate for a tight fit into the hole.✓ Hole should be deep enough into wood block (approx. halfway) so that it can be stable	<ul style="list-style-type: none"><input type="checkbox"/> Drill or Dremel tool<input type="checkbox"/> Wooden base<input type="checkbox"/> Safety glasses
03	Students use pliers to cut and bend wire into desired sculptural shapes	<ul style="list-style-type: none"><input type="checkbox"/> Armature wire<input type="checkbox"/> Pliers<input type="checkbox"/> Wire cutter<input type="checkbox"/> Wooden base<input type="checkbox"/> Safety glasses<input type="checkbox"/> Gloves

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

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">✓ Do this step outside if possible so plaster dust does not go everywhere	<ul style="list-style-type: none"><input type="checkbox"/> Sandpaper<input type="checkbox"/> Art sketch for reference<input type="checkbox"/> Safety glasses<input type="checkbox"/> Safety mask<input type="checkbox"/> Art smock
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">✓ Use a hairdryer on low setting to speed up the drying time of paint base	<ul style="list-style-type: none"><input type="checkbox"/> Primer (Gesso, Emulsion, Acrylic)<input type="checkbox"/> Paintbrushes<input type="checkbox"/> Art smock<input type="checkbox"/> Paint palette<input type="checkbox"/> Hairdryer
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">✓ Start off with filling in background colours and main shapes and go in with the details afterwards	<ul style="list-style-type: none"><input type="checkbox"/> Paintbrushes<input type="checkbox"/> Art smock<input type="checkbox"/> Coloured acrylic paints<input type="checkbox"/> Paint palette<input type="checkbox"/> Water and water bowl



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-lite-cordless-rotary-tool-kit_p0191737

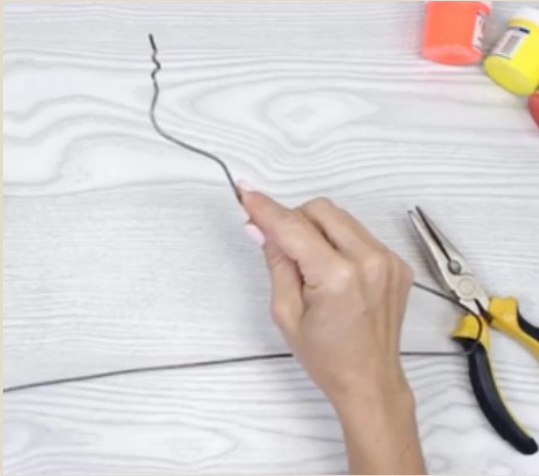


https://artwarriorstsjh.blogspot.com/2011_10_01_archive.html



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

03



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

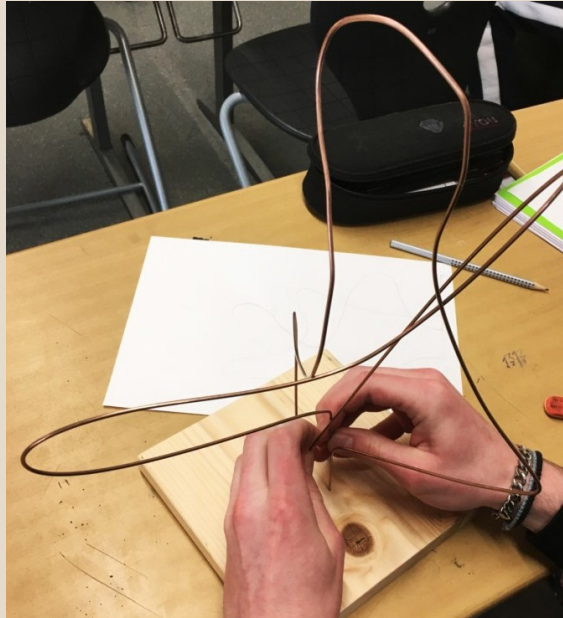
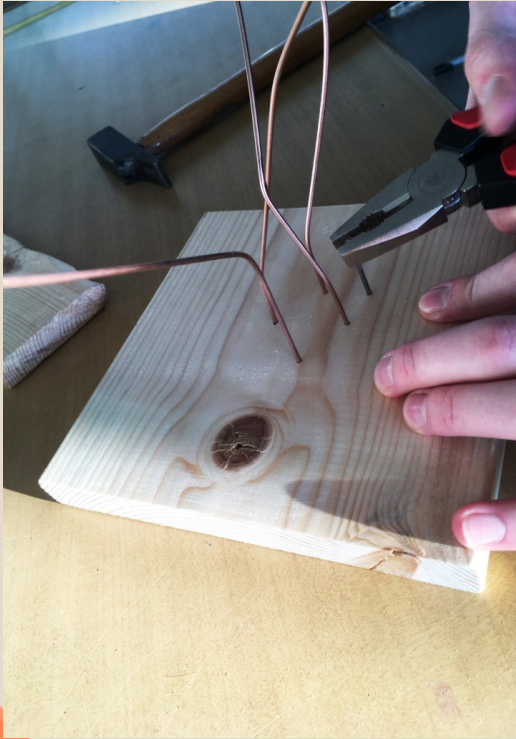


shutterstock.com · 355676015

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/>

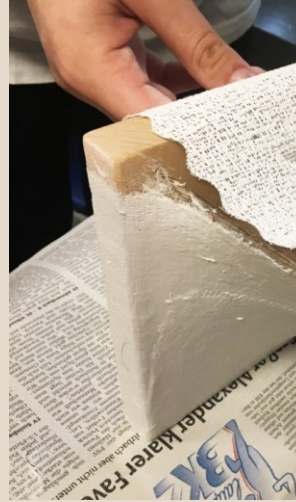


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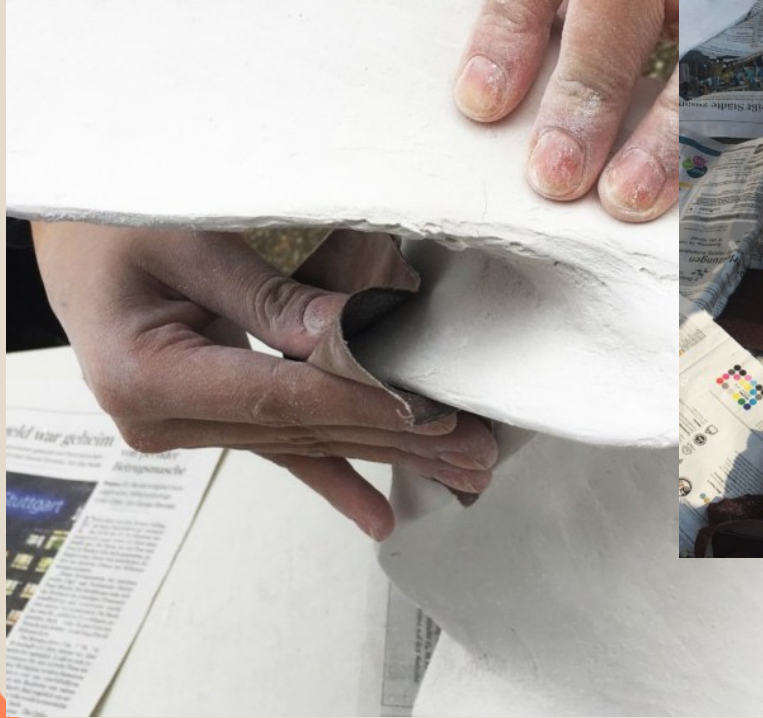
06



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



07



08



<https://kunstunterricht-ideen.de/ideen/abstrakt-e-gipsplastiken/>



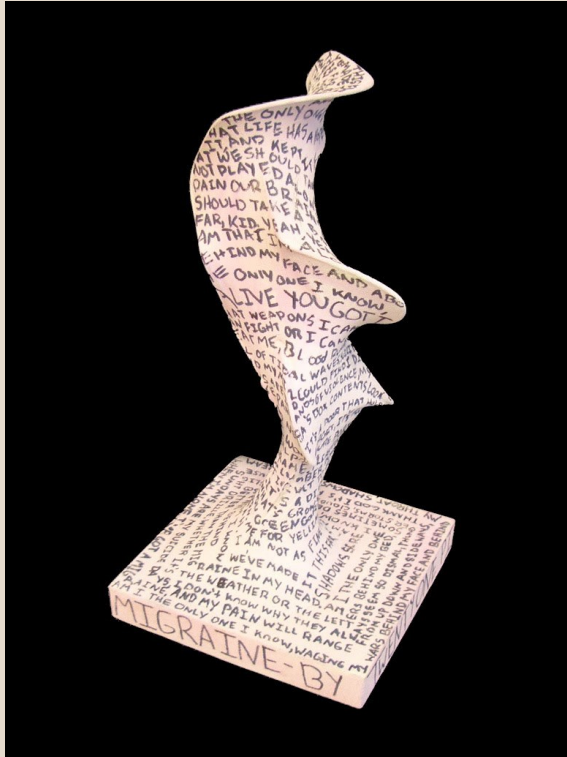
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09



EXAMPLES OF STUDENT FINISHED OUTCOMES



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

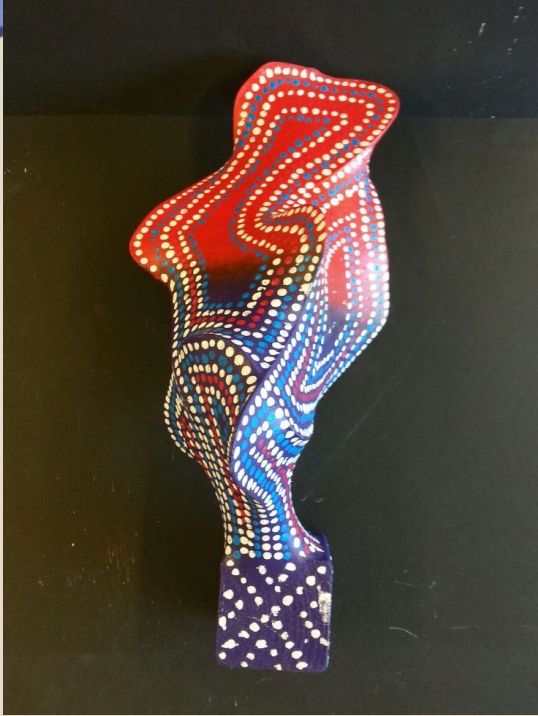


www.linefroeslev.dk

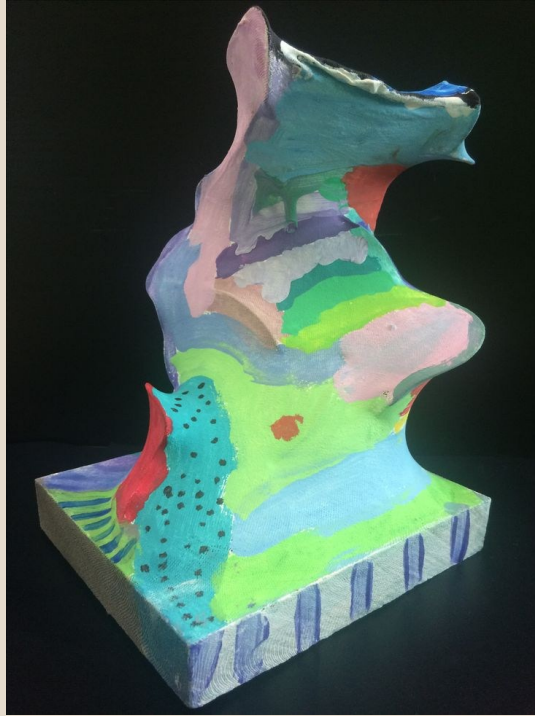


<https://www.artedguru.com/3d-projects.html>

EXAMPLES OF STUDENT FINISHED OUTCOMES



<https://au.pinterest.com/pin/41447259074810291/>



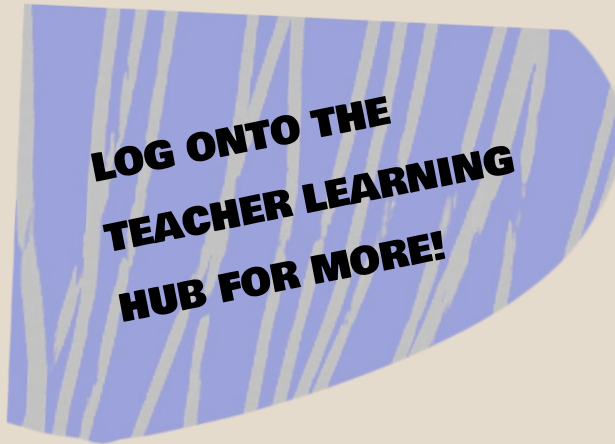
<https://au.pinterest.com/pin/124763852169062380/>



<https://au.pinterest.com/pin/211174952392472/>



RESOURCES



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

EXPLORING & RESPONDING:

[Brief history of abstract sculpture](#)

[PZ's Thinking Routines Toolbox](#)

DEVELOPING PRACTICES & SKILLS:

[Studio Habits of Mind examples](#)

[What is creative collaboration?](#)

CREATING & MAKING :

[How to make a pantyhose sculpture](#)

[How to use plaster cloth](#)





**HAPPY
TEACHING !**