
Complementary Color Paper Sculpture



Grade: 2nd Grade

Medium: Paper

Learning Objective: Students will:

- Identify complementary colors on the color wheel
- Observe pictures of public sculptures
- Make sculpture forms using geometric paper shapes
- Use scissors to create details

Elements of Art

Color: Light reflected off objects. Complementary colors are directly opposite each other in the color spectrum: red/green, blue/orange, yellow/purple. These pairs contain all 3 primary colors.

Shape: a closed line. Shapes can be geometric or organic. They are flat, express length and width.

Form: 3-dimensional structures expressing length, width and depth.

Principles of Design

Contrast: Complementary colors are the most highly contrasting colors on the color wheel. Contrast attracts the eye and creates interest.

Vocabulary Words

Sculpture: a 3-dimensional work of art.

Sculptor: the artist who makes sculpture.

3-dimensional Geometric Forms: cylinder, triangular and rectangular prism are used in this lesson.

Materials & Supplies

- Papers in complementary colors (paper size 8.5 x 11" - each student will need 2 sheets of paper for one sculpture)
- Extra strips of paper for student experimentation
- Scissors
- Tape or staplers
- Pencils
- Color Wheel

Context (History and/or Artists)

Images of sculptures which are geometric abstracted forms like the ones made in this lesson. Alexander Calder is a good start.

Advanced Preparation

- Create 2-3 samples of the art project.
- Prepare paper.
- Have a color wheel on display for students to refer to.
- Print or create a power point of sculpture images from Issaquah, Seattle Olympic Sculpture Park, and one other.
- Cut some of the paper into strips and be ready to demonstrate how to manipulate it.

Tips & Tricks

- Initially creating the 3-D paper sculpture is a bit challenging.
- In the picture, there are 3 forms (cylindrical, triangular and rectangular prism) that the children will use as the base for the sculpture.
- Because this project is intended to be a complementary color project, the kids' paper selection is important.
- If using tape, show students where to use it and to be careful not to use too much.

Discussion Points

- Talk about the color wheel and complementary colors on the color wheel.
- Define sculpture as a 3-dimensional art form. It can be small or large and can depict reality, abstraction or non-representation. It always has length, width and depth.
- Discuss the difference between geometric shapes and their 3-D counterparts. Circle/sphere, square/cube and so on.

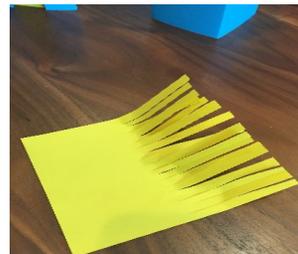
Reflection Point (Assessment of Learning Objectives)

By the end of the lesson, students can identify the 3 sets of complementary colors on the color wheel. After observing images of geometric sculptures, students will make 3-dimensional sculptures that use complementary colors. Using scissors, students will cut details into the sculptures.

Instructions for Lesson

1. Show the color wheel and discuss the definition of complementary colors and how they create contrast.
2. Demonstrate how to stack the 2 sheets and folding them so that they make a cylinder, triangular or rectangular prism form.
3. Demonstrate to the students how to attach the tape equally straddling both sides of the seam to make it secure. Use 3-4 pieces of tape to create the shapes.

4. Have students select two, 8.5 x 11 sheets of complementary colors. Assist them in choosing if they have trouble.
5. Students may build their forms. Check student's forms, they should stand up and be solidly taped before they start cutting.
6. Set aside their forms and have the watch you show them how to cut and fold the paper to add detail to their sculptures.
7. Demonstrate how to manipulate paper using paper strips as practice.
 - a. Show how to curl paper by wrapping a strip of paper around a pencil.
 - b. Show how to fold paper in an accordion fashion.
 - c. Show how to make fringe by cutting paper in thin strips without cutting the paper off.



8. Have students practice making folded paper forms with extra paper strips at the tables for the students to practice cutting, making curls around pencils, and folding in an accordion.
9. Demonstrate how to cut the paper on the sculpture. Demonstrate how you can choose to cut from the bottom and/or the top.
10. Explain why a strong base is important to keep the structure solid, so tell the kids to keep checking for their solid shape.
11. Tell students that the one rule is that **you cannot cut off any paper from the sculpture.** Folding will help emphasize the cut areas.
12. Now the students can do their cutting and folding.
13. Remind them that they should think about what they want to do. They should think about their form before starting to make their projects.

Examples:



References and Attributions:

<http://www.smithsonianmag.com/smart-news/the-scientific-reason-complementary-colors-look-good-together-114030051/>, <http://willkempartschool.com/complementary-colours/>

Notes for Educators

21st Century Thinking Skills

Thinking flexibly, persisting, creating, innovation, taking responsible risks observing, visualizing, comparing/contrasting, problem solving, decision making, evaluating.

WA State Learning Standards

(VA:Cr1.1.2) a. Brainstorm collaboratively multiple approaches to an art or design problem. This happens when showing different forms to make.

(VA:Cr1.2.2) a. Make art or design with various materials and tools to explore personal interests, questions, and curiosity. This happens when students make choices about details.

(VA:Cr3.1.2) a. Discuss and reflect with peers about choices made in creating artwork. This happens if students share their work & talk about their choices.

(VA:Re7.1.2) a. Perceive and describe aesthetic characteristics of one's natural world and constructed environments. This happens when geometric forms & complementary colors are found within art & architecture.

(VA:Re9.1.2) a. Use learned art vocabulary to express preferences about artwork. This happens when students talk about their artistic choices using correct vocabulary.

(VA:Cn11.1.2) a. Compare and contrast cultural uses of artwork from different times and places. This happens if characteristics of abstract sculpture are described as it relates to time/place.