Objective/Outcomes
Students will learn about different mediums (such as wood, metal, clay, etc…) that artists utilize to create sculptures.
Students will look and discuss different types of sculpture, history and the artists.
Students will learn about what makes something a 3 dimensional work of art.
Students will learn how to create a sphere and a cylinder out of clay.
Students will learn how to sculpt a 3 dimensional cupcake.
Students will learn how to mix tints using acrylic paints.
Students will learn about texture, space and color.

Materials and Resources
Students will explore the use of geometric shapes in art to build a ceramic cupcake…

Grade Level: 4-6th
• Some visual examples of different types of 3 dimensional sculptures. I showed clay, wood, and metal sculpture examples. I also showed examples of clay sculptures of food items.
• Crayola air-dry clay (one 5 pound bucket makes about 6-8 cupcakes)
• Paper plates (for working on top of) or wooden clay boards
• Popsicle sticks and wooden stylus sticks
• Assorted colors of acrylic paint especially white
• Brushes and water containers
• Wire cutter
• Paper towels
• Crystal Clear aerosol spray (to spray the cupcakes with after painting to give them a shiny appearance and for protection).

**Vocabulary**  
(Return to Links)

**Cylinder** - A solid geometric figure with straight parallel sides and a circular or oval section top and bottom.

**Sphere** - A round solid figure, or its surface, with every point on its surface equidistant from its center.

**Tint** - combining white with a color to make it lighter

**Acrylic paint** - Thicker and stronger than tempera or watercolor paint, Acrylic is a water-based "plastic" paint.

**Scoring** - a line (as a scratch or incision) made with or as if with a sharp instrument.

**Sculpture** - The art of making three-dimensional representative or abstract forms, esp. by carving stone or wood or by casting metal or plaster.

**3 dimensional** - An object that has height, width and depth, like any object in the real world.

**Texture** - another element of art, is used to describe either the way a three-dimensional work actually feels when touched, or the visual "feel" of a two-dimensional work.

**Realism** – It looks like it could really happen. Art that looks real…

**Clay** – an art material made from a naturally occurring aluminium silicate composed primarily of fine-grained minerals and some water used to make 3 dimensional art as in the making of pottery and sculpture.

**Space** - refers to distances or areas around, between or within components of a piece of art. Space can be *positive* (white or light) or *negative* (black or dark), *open* or *closed*, *shallow* or *deep* and *two-dimensional* or *three-dimensional*. Sometimes space isn't actually within a piece, but the *illusion* of it is.
**Procedures** *(Return to Links)*

- Pass out clay boards, Popsicle sticks, and wooden stylus tools.
- Give each student some clay about the size of a large orange.
- Demonstrate how to make a cylinder and a sphere out of clay.
- The cylinder becomes the bottom of the cupcake.
- Shape the sphere into the top portion of the cupcake.
- A smaller sphere can be attached to make a cherry. (Don’t create a stem because it will be too fragile)
- Attach the pieces together using a scoring method so the pieces become “one” and do not fall apart.
- Remember to scratch names into the bottoms for identification.
- Use the side if the Popsicle stick the make the ridges in the bottom of the cup cake to resemble the paper lining. Also, use the stick to smooth out the frosting or to make texture.
- Use the stylus tool to add “sprinkles” and additional detail.
- Allow the cupcakes to air dry for 1-2 weeks.
- Paint the cupcakes using tints to create a realistic look.
- Once dry, clear coat the cupcakes with Crystal Clear Aerosol spray. This is done by the teacher outside.

**Criteria for Assessing Student Learning** *(Return to Links)*

Did the student create a cupcake using the sphere and cylinder method?
Did the students understand what 3 dimensional art is and the different types of materials that artists use in creating sculptures?
Did the students mix tints when painting their cupcakes?
Did they create a subtractive and addictive sculpture?
California Standards in Visual & Performing Arts

All Grades
2.0 CREATIVE EXPRESSION
Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
(i.e. elements and principals of art. Such as color, texture and space.)

Grade 4
2.3 Use addition and subtraction sculpting methods to make a sculpture.

Grade 6
1.3 Describe how artists can show the same theme by using different media and styles.
3.1 Research and discuss the role of the visual arts in selected periods of history, using a variety of resources.

California Standards in Math

Geometry
Sphere, cylinder, and 3 dimensional shapes

** All standards under ‘Measurement and Geometry’

4th Grade:
3.0 Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems:

5th Grade:
2.0 Students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures:

6th Grade:
1.0 Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems:

Other Resources