



LESSON PLAN: GET WIRED



Title: Get Wired

Grades: 9 through 12

Medium: Electronic found objects, wire and recycled materials

Author: Irene de Watteville

Teachers: Alyssa Raleigh, Jones Von Jonestein, Michael Wilson and Terry Zimbar.

Class time required: 6 one-hour classes

Sample results:

Calder Wire figure



Wire sculpture



Top hat with wire sculpture



Rocks wrapped in wire



Marbles wrapped in wire



Packaging sample





OVERVIEW: The theme of the team is Get Wired/Fashion in 2050: Students will work with wire of all sorts including electrical colored wire to transform electronic parts, beads and found objects, into an “art fashion accessory”. They will be encouraged to be avant-garde and inspired by the future. In this lesson, students will explore the various possibilities involved in finding a way to make a discarded item become a beautiful “art object” in the realm of fashion.

OBJECTIVE: We shall encourage the students be creative, to develop their personal sense of aesthetic at the same time to think out of the box. We shall help the students to explore the possibilities of a career in the arts and fashion, for example, by showing them ways of making unique packaging for their creation increasing its sale value. The goal is to involve the student in a project that will empower them as we hope they will wear their creations with pride and fun, and even sell them.

MATERIALS:

- A sketch book per student
- Found and donated computer parts, metallic objects such as screws, bottle caps, plus fabric, discarded garments, shoes and bags, rocks
- Wire, pliers
- Glue gun
- Freezer paper, iron
- Needle and thread
- Hammer, drill and drill bits

TEACHER PREPARATION:

- Instruct students to gather “treasures” for the project. Ask friends and family to donate unwanted goods, clothes and electronic parts.
- Prepare a lesson showing how to bend wire, wrap a rock in wire, macramé with electrical wire.

PROCEDURES:

- Show samples of wire art of the grand master Alexander Calder.
- Instruct students to sketch a simple line design without lifting the pen or pencil, no larger than 4 inches.
- Demonstrate lesson on wrapping a rock with wire with found objects that appeal to their eye: large and small.
- Allow students class time to build their creations or finish their art in consecutive sessions.
- When completed, they must present their finished garment/ accessory, along with their preliminary sketches and plans.
- Have the students create a bag or container to present their small items such as jewelry. Custom designs can be printed on the bag and lace, beads, wire, etc can be added,
- Ask them to explain any modifications. Ask them to define where they were successful and how they could have improved their artwork.



TEACHER TIPS:

- Show examples of Calder's jewelry and pictures of garments made from recycled wire objects.
- Advise students to use each other as models/ mannequins for fitting the garments.
- To print custom designs on fabric: iron a 8.5" X 11" piece of freezer paper onto a light weight fabric, then the fabric is stiff enough to be fed in a printer. Fabric can be used for the display bag

VARIATION:

- Have the students apply their wire sculpture, braiding or rock art on a hat, a belt, a shoe or a garment,
- Have student work as a group to showcase their work as a team, as though it was a high end fashion store

CA CONTENT STANDARDS:

Artistic Perception: 1.5 analyze the material used by a given artist and describe how its use influences the meaning of the work.

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.

2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.

2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.

2.3 Assemble and display objects or works of art as a part of a public exhibition.

2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion

2.5 Use innovative visual metaphors in creating works of art.

2.6 present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills.

2.7 Create a two or three dimensional work of art that addresses a social issue.

Historical and Cultural Content: 3.2 Identify and describe trends in the visual arts and discuss how the issues of time, place and cultural influence are reflected in selected works of art.

Aesthetic Valuing: 4.4 articulate the process and rationale for refining and reworking one of their own works of art.

BIBLIOGRAPHY/WEBOGRAPHY:

[Calder Jewelry](#) [Alexander S.C. Rower](#), [Mark Rosenthal](#) and [Jane Adlin](#)

[1000 Ideas for Creative Reuse: Remake, Restyle, Recycle, Renew](#) [Garth Johnson](#)

[Wire Wrapping: The Basics And Beyond](#) [Jim McIntosh](#)

[Porcelain And Pottery Shoes](#) [Anne Everest Wojtkowski](#)

Irene de Watteville © 2011 All Rights Reserved