Model Magic Sculpting

**Objective:** Students will explore an additive and subtractive method of sculpting with a modeling compound.

**Level:** Adaptable for Grades 4 through 12.

**Supplies:**
- Crayola® Model Magic® (white or other colors) or other self-drying modeling compound
- Wood craft sticks
- Small plastic bag
- Texture making items (optional)

**Process:** A room with work tables, chairs, and blackboard or demonstration board is needed for this activity. Each student should be given a small plastic bag that contains a 1 1/4 oz. piece of Model Magic and wood craft stick.

The activity director writes the terms additive and subtractive on the board and discusses these terms of sculpture-making with the students. Discuss with the students that sculptures can be created by using simple geometric shapes such as circles, triangles, ovals, rectangles, etc. The activity director should draw these shapes on the board.

The activity director demonstrates how to make a simple sculpture using the Model Magic and emphasizing the use of geometric shapes. Students should take their Model Magic out of the bag and roll it around in their hands and play with it for a few minutes to get used to the feel of the material. The activity director should demonstrate how to pull a piece off (subtractive), shape it and then join it to another piece (additive). Model Magic is a very pliable compound and much lighter to handle than clay.

Discuss possible themes that the students can sculpt such as animals, human forms, boats, cars, etc. Ask them to select something of personal interest or familiarity to them or a sculpture they saw in the museum. Encourage them to create non-representational or abstract forms, too.

The activity director should let the students work at his or her own pace and assist them with problem solving techniques. Music can be played to add to the creative atmosphere and enjoyable art experience.

Towards the end of the activity, the activity director can write each student=s name on their craft stick, bag, or on a sticky label (for the bag). This makes it easier for them to recognize their bag upon arrival back at school.

If they are not finished, they can put it back in the plastic bag and seal it. When they get home they can continue to work on their sculpture. The sculpture, when finished, can be left out to air dry and harden for 24 hours. After it air dries, it can be painted with tempera paints, watercolor, acrylics, or markers. This compound is non-crumbling, non-staining, non-messy, and doesn't cling to skin or room surfaces. It can also be adhered to plastic, wood, cardboard, and other support materials without glue. Many other sculpting activities can be designed with this media. This activity can take 30 to 45 minutes.
Michigan Standards and Benchmarks for Visual Arts for Marshall M. Fredericks Sculpture Museum

Content Standard 1: All students will apply skills and knowledge to perform in the arts.
Benchmark 1. Use materials, techniques, media technology, and processes to communicate ideas and experiences.
-Students will use media (soap, model magic sculpting compound, wire, pencil and paper) to express ideas and feelings.

Benchmark 2. Use art materials and tools safely and responsibly.
-Students will be taught how to use all media in a manner that is safe for them and for the museum.

Benchmark 3. Use visual characteristics and organizational principles of art to communicate ideas.
-Students will make a sculpture by applying the visual elements and principles of design.

Content Standard 2: All students will apply skills and knowledge to create in the arts.
Benchmark 1. Apply knowledge of materials, techniques, and processes to create artwork.
-Students will make a sculpture with model magic sculpting compound that is similar to sculptures used in the casting process.
-Students will learn how to use geometric forms to make sculpture.

Benchmark 4. Select and use subject matter, symbols and ideas to communicate meaning.
-Students will discuss different themes, American vernacular symbols, their meaning, and ideas about Marshall M. Fredericks and other artists’ artwork.

Michigan Content Expectations

Model Magic Sculpting:
Learners explore an additive and subtractive method of sculpting by creating geometric forms.

Mathematics:
II Geometry and Measurement, Content Standard 1: Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes. (Shape and Shape Relationships)

1. Recognize and name familiar shapes in one, two, and three dimensions such as lines, rectangles and spheres and informally discuss the shape of a graph.
2. Describe the attributes of familiar shapes.
5. Explore ways to combine, dissect and transform shapes.
7. Use shape, shape properties, and shape relationships to describe the physical world and to solve problems.

Science:
Reflecting on Scientific Knowledge (R) II.1, All students will show how science is related to other ways of knowing:

2. Show how science concepts can be illustrated through creative expression such as language arts and fine arts.

Key concepts: Poetry, expository work, painting, drawing, music, diagrams, graphs, charts.

Real-world contexts: Explaining simple experiments using paintings and drawings; describing natural phenomena scientifically and poetically.

Changes in Matter (PCM) IV.2, All students will investigate, describe and analyze ways in which matter changes:

1. Describe common physical changes in matter—size, shape; melting, freezing (K-2); dissolving, evaporating (3-5).

Real-world contexts: Changes in size or shape of familiar objects, such as making snowballs, breaking glass, crumbling cookies, making clay models, carving wood, breaking bones; changes in state of water or other substances, such as freezing of ice cream, or ponds, melting wax or steel, puddles drying up.

Visual Arts:
Performing, Content Standard #1: All students will apply skills and knowledge to perform in the arts.
   A. Use materials, technique, media technology and processes to communicate ideas and experiences.
   B. Use art material and tools safely and responsibly.
   C. Use visual characteristics and organizational principles of art to communicate ideas.

Creating, Content Standard #2: All students will apply skills and knowledge to create in the arts.
   A. Apply knowledge of materials, techniques, and processes to create artwork.
   B. Apply knowledge of how visual characteristics and organizational principles communicate ideas.
   C. Explore and understand prospective subject matter, ideas, and symbols for works of art.
   D. Select and use subject matter, symbols and ideas to communicate meaning.

Mathematics:
The learner will be able to:
   ● State and recognize 5 common geometric forms.
   ● State the characteristics of these forms.
   ● Make sculptures (theme of their choice) using modeling compound by using geometric forms as the basis.
   ● Make sculptures using geometric forms and transform them into biomorphic forms.

Science:
The learner will be able to:
   ● Create artwork using modeling compound; themes may be human, animal, object, abstract, etc.
   ● Make modeling compound sculptures by breaking off pieces, making forms, reshaping and joining them together.

Visual Arts:
The learner will be able to:
   ● Identify and describe five common geometric shapes/forms.
   ● Make a sculpture using the geometric shapes discussed.
   ● Make a sculpture that has a meaning and state that meaning.
   ● Use their craft stick safely while making sculpture.
   ● Create sculptures with texture, line, form, etc. and identify these formalities.
   ● Create their sculpture and use the craft stick as tool, texture tool, armature or mixed media sculpture (compound and stick).
   ● Explain the visual elements in their sculpture.
   ● Select, explain and use symbols that have meaning they want to communicate.