

# Talking Points: Introduction to Sculpture

A collection of imagery and sources designed to introduce children to different types of sculpture.

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Please [let us know](#) if you find a 404 link, or if you feel content is no longer appropriate.

We strongly recommend as part of good teaching practice that teachers watch all videos and visit all websites before sharing with a class. On occasion there may be elements of a video you would prefer not to show to your class and it is the teacher's responsibility to ensure content is appropriate. Many thanks.

*\*If you are having issues viewing videos it may be due to your schools firewall or your cookie selection. Please check with your IT department.\**

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of AccessArt membership.

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FREE TO ACCESS

## What is Sculpture?

### Interactive Cloud Sculpture by Caitlind r.c. Brown & Wayne Garrett

“Interactive Cloud Sculpture” made of 6000 lightbulbs by Canadian artists Caitlind r.c. Brown & Wayne Garrett

This sculpture is made of 6000 lightbulbs which can be switched on and off by the audience. [Find out more about Interactive Cloud Sculpture here.](#)

## Questions to Ask Children

Describe what you see. Think about the gallery space as well as the sculpture itself.

How would it feel to be in that space, interacting with the sculpture?

What do you think the artists are trying to say

through the artwork?

Why do you think two sculptors collaborated on this piece?

How does it make you feel? What does it make you think?

## Floating Piers by Christo and Jeanne-Claude

Floating Piers by Christo and Jeanne-Claude, Italy, 2016



## L'Arc De Triomphe Wrapped by Christo and Jeanne-Claude, Paris, 1961

Christo and Jeanne-Claude are artists who have become known for wrapping large objects/buildings/environments.

Christo started out wrapping objects like chairs and books, interested in how the wrapping changed the meaning. More recently the large projects, which can take years of planning, are often made just for the purpose of enabling us to look at the world in new ways.

Christo says: "We make beautiful things, unbelievably useless, totally unnecessary."

[See more work by Christo, and Christo and Jeanne-Claude here.](#)

## Questions to Ask Children

What have the artists done here?

How many people do you think were involved in making this artwork? What jobs did they have to do?

How long do you think this artwork will last? Do you think the artists minded making an artwork which won't last forever?

How do you think the visitors feel? How would you feel if you were there? What would the yellow bouncy path make you want to do?

How do you think the people felt when they returned to the “normal” landscape around them? Would they have been changed by the artwork?

How do you think it looks from above?

What do you think the artists were trying to say through the artwork?

## Dev Harlan

“Parmenides I”, Dev Harlan, 2011

Parmenides I is a light sculpture exhibited at Christopher Henry Gallery, New York.

[www.devharlan.com/](http://www.devharlan.com/)

## Questions to Ask Children

What can you see in the video above?

Can you imagine how the artwork is made?

How does it make you feel?

How long do you have to look at the sculpture before it has an affect on you? If you saw a still image of the sculpture would you feel the same way?

## Food Sculptures by Nicole Dyer





## Food Sculptures by Nicole Dyer

Nicole Dyer makes sculptures inspired by food. See more of their work here "[Talking Points:Nicole Dyer](#)".

## Questions to Ask Children

Describe what you see.

How do the sculptures make you feel?

How do you think the artist made the sculptures?



# Faith Bebbington



## Sculptures by Faith Bebbington

Faith Bebbington is best known for her sustainable practise; her large sculptures utilise lots of waste materials, with her biggest sculpture to date re-using over 2500 deconstructed plastic milk bottles!

[See sculptures by Faith Bebbington and read more about her approach here.](#)

## Questions to Ask Children

Describe what you see.

How do the [sculptures](#) make you feel?

What do you think the artist is trying to say through her work?

What other recycled or waste materials could we use to make sculpture?

## This Talking Points Is Used In...

Pathway: Playful Making



[This resource is featured in the 'Playful Making' pathway](#)

using sketchbooks to make visual notes





**Show me what you see**




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**What Is Sculpture?**

# You May Also Like...

## Pathway: Playful Making



[Featured in the 'Playful Making' pathway](#)

## Pathway: Making Birds



[This is featured in the 'Making Birds'](#)

[pathway](#)

## Talking Points: Introduction to Sculpture



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**How Do We Look At  
Contemporary Sculpture: Meg  
Klosterman**

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**How Do We Look At  
Contemporary Sculpture: Mel**



**Woo**

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**How Do We Look At  
Contemporary Sculpture:  
Victoria Rotaru**

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**Making is Hard**

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**Make First**

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**Transformation of Materials  
Inspired by El Anatsui**

# See This Resource Used in a Pathway...



## Transforming Materials into Sculpture

This pathway shares how teachers might take inspiration from El Anatsui and encourage pupils to think how they might disassemble objects around them to transform them into sculptural pieces.

[Read More.](#)

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# Touch Wood

## What We Like About This Resource...

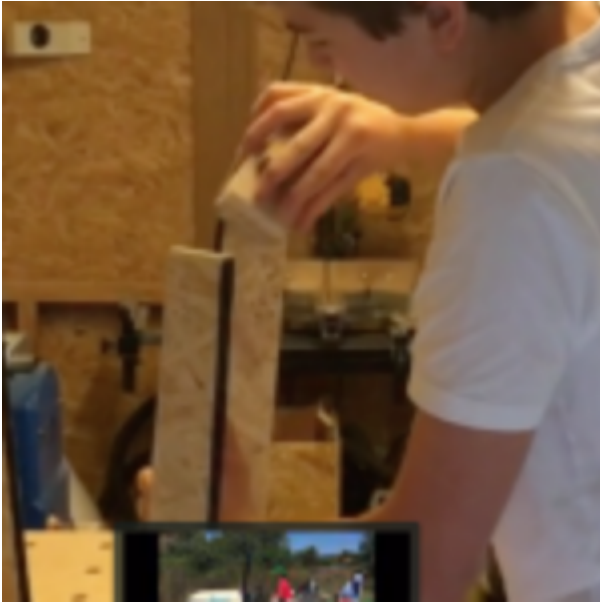
“You can get a real sense of the environment in this post and how this could provide so much inspiration for creative projects. We are aware there the challenges to exploring the outdoors when many schools are in towns and cities. A way around this could be to have a regular collection of natural objects within the classroom and using them as a stimulus to respond creatively in sketchbooks or in extended projects” – *Andrea, AccessArt*

## You Might Also Like...





## Woodland Exploration



## A Passion for Woodworking



## Visual Arts PLanning: Tees, Forest and Landscapes

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# Which Artists: Su Blackwell

## What We Like About This Resource...

“It’s really interesting to hear how Su’s career path evolved organically, and how experimenting with different disciplines such as ceramics and sculpture whilst studying Textiles at the RCA began her journey towards paper craft and books. We really like how the small book sculptures inspired the larger scale set designs for The Snow Queen. They transfer so effectively to the stage and you can imagine how engaging it would be for a young audience to recognise letters and words on lampposts and other scenic elements”. – *Rachel, AccessArt*

## You Might Also Like...



## Creating a Book World



## Sketch Set Design Models



## Set Design for Primary Aged Children

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# Henry Moore's Shelter Drawings

## You May Also Like...

Pathway: Exploring Form Through Drawing



[This is featured in the 'Exploring Form Through Drawing' pathway](#)

Watercolour Washes Inspired by the Tapestries of Henry Moore



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## Working with Dogwood

### What We Like About This Resource...

"It's lovely to see a resource that centres on a particular material and the scope it offers. I particularly like how the dogwood is used here to make wooden beads. This idea could be developed further by looking at how wood has been used to make jewelry throughout history and within many different cultures." – *Rachel, AccessArt.*

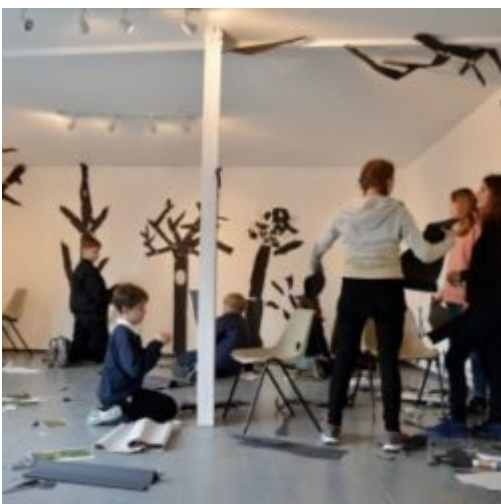
# You Might Also Like...



## [A Passion for Woodworking](#)



## [Woodland Exploration](#)





## Visual Arts Planning: Trees, Forests and Landscape

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### **Dropped Cone Sculptures with Julia Rigby**

### **What We Like About This Resource...**

“There’s a really fun element to this activity which is you can imagine all children really enjoying! The idea of food on large scale is a great starter for a sculpture project and an early exploration of working in 3D. What’s really positive to see in this project is how the children used their sketchbooks to design their ice creams prior to working in 3D. They then had the opportunity to re visit and refine their ideas as they worked. This provides a solid foundation for the concept of design development and design through making- both of which underpin any visual arts or design project or profession. For more support on how to develop sketchbook practice in your setting please see our [Sketchbook Journey](#)” – *Rachel, AccessArt*

## You Might Also Like...



### [Art Club Cafe](#)



### [Communal Drawing: Summer Picnic](#)



## Redesigning Food Packaging

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**Which Artists: We are out of office**

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**Ethos: Learning From Participants**

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# Connecting With Nature Through Art

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## Home: The Little House on West Street LockDown Project

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### Sculptural Challenge No 1: Colourful Walls

A sculptural challenge encouraging the  
exploration of colour.

AGES 9-11

AGES 11-14

Artwork by Krijn de Koning

Questions for Children



How would it feel to be in the spaces Krijn creates?

How do you think he chooses the colour for each wall? How do you think the shape and size of the wall affects the colour too?

Find more of Krijn's work [here](#).

## Sculptural Challenge!

Use Krijn's work as your inspiration, think about how you might make a series of colourful walls. You won't be building a life-size sculptural installation (not today anyway!) but instead you can either make a model or create a piece of 2d artwork which shares your vision. Remember, because you are not creating the artwork then you can really be imaginative and dream!

Here are some clues, but you may have your own ideas too:

Use your sketchbook to "collect" colours that you like. Find them in magazines by cutting swatches out, find them by mixing paints, find them by mixing other materials. Record them, test them, label them, make notes (what colours did you mix?), name them (the names you give them might help you to describe the affect they have on you).

Next think about what the "walls" would be like. What shape? What size? Would they enclose? Would they have holes? Would there be a roof? How do

they connect? How would the person get in to the space? How would you want the person to feel? Again, use your sketchbook to plot and plan.

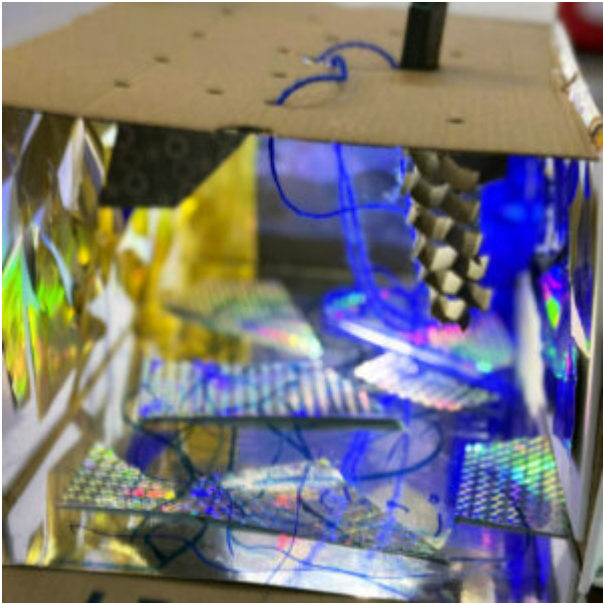
Think too about the location or context you would like your sculptural installation to be in. Would you like it to be in the Antarctic? The jungle? The high street? Again, use your sketchbook.

Think about how you would apply your colours to the walls? Would each wall be one colour? Would you introduce pattern? Images? Again, use your sketchbook.

Finally, either make a model using card, paint, fabric etc to share your vision, or make a 2d artwork.

## See This Resource Used In Schools...





# You May Also Like...

## Pathway: Brave Colour



[This is featured in the 'Brave colour' pathway](#)

## Talking Points: Yinka Ilori





## Talking Points: Morag Myerscough



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## Sculptural Challenge No 2: Colour, Light and Form

A sculptural challenge to encourage the exploration of colour, light and form.

AGES 9-11

AGES 11-14

Questions for Children:

Can you imagine what it would be like to be in a room with the installations in the videos above? How would it make you feel? What do they remind you of?

How do you think the colour affects the mood?

## Sculptural Challenge!

Using the artwork in the videos above as your inspiration, think about how you might design a sculptural installation which involves light, form and colour.

You won't be building a life-size sculptural installation (not today anyway!) but instead you can either make a model or create a piece of 2d artwork which shares your vision. Remember, because you are not creating the artwork then you can really be imaginative and dream!

Here are some clues, but you may have your own ideas too:

Use your sketchbook to "collect" colours that you like. Find them in magazines by cutting swatches out, find them by mixing paints, find them by mixing other materials. Record them, test them, label them, make notes (what colours did you mix?), name them (the names you give them might help you to describe the affect they have on you).

Think about the kinds of forms (shapes) you would like the coloured light to fall on to. Would you

like the coloured light to surround a person, or would you like the person to pass near the objects? How would the person enter the space? Would the space be very small or very large? How would you want the person to feel? Again, use your sketchbook to plot and plan.

Think too about the space you would like the coloured light to be in. Would you like it to be a dark space so that the lights show up against the darkness, or would you prefer a light space, so that it feels floaty and ephemeral?

Think about how you would apply your colours to the walls? Would each wall be one colour? Would you introduce pattern? Images? Again, use your sketchbook.

Finally, either make a model using card, paint, fabric etc to share your vision, or make a 2d artwork. If you make a small space, you might like to be inspired by the [Mini Art World](#) Resource and use coloured filters and torches to replicate the space.

## You May Also Like...

Pathway: Brave Colour



[This is featured in the 'Brave colour' pathway](#)

**Which Artists: Liz West**



**Talking Points: Carnovsky**





## Talking Points: Olafur Eliasson



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## Flying Minpin Birds

Roald Dahl's *The Minpin Birds* inspired Arbury school pupils to design and make their own birds for a tiny Minpin to ride upon. Alongside this project, the class drew their own maps of imaginary worlds and imagining themselves as Minpins.