

**Ideal Inspiration Teaching Poster**



*Allegorical figure representing Sculpture*  
From the collection of The John and Mable Ringling Museum of Art

Take a good look at the image on the front of the poster. *Sculpture* is larger than life and identified by the items in her hands. Her right hand holds a mallet which is a tool resembling a hammer, but with a large head (usually wooden), used for beating, flattening, or smoothing. Her left hand contains a chisel, a tool typically made of hardened or tempered steel used for carving and/or cutting a hard material such as wood, stone, or metal. The smooth texture of the sculpture is attributed to the use of limestone, a sedimentary rock consisting of mainly calcium.

Notice the shading of the clothing and her hair created by gentle cascading lines in her gown and soft lines in her hair. The figure is accurately

portrayed with great detail to the human figure, therefore classifying it as realistic sculpture.

Sculpture is located on the front of the Museum to welcome visitors, as well as inform them of what they will encounter on their visit. As you explore the Museum, you will find sculpture, architecture, painting, and music displayed in artworks, buildings, and on the ground. Pay close attention so you don't miss a single detail of The John and Mable Ringling Museum of Art.

**\*Sunshine State Standards**

**Visual Arts:**

The student understands and applies media, techniques, and processes. (VA.A.1)

The student creates and communicates a wide range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts. (VA.B.1)

The student assesses, evaluates, and responds to the characteristics of works of art. (VA.D.1)

**Language arts:**

The student uses the reading process effectively. (LA.A.1)

The student uses the writing process effectively. (LA.B.1)



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The student uses listening strategies effectively. (LA.C.1)

### **Math:**

The student describes, draws, identifies, and analyses two-and three-dimensional shapes. (MA.C.1)

### **Music:**

The student listens to, analyzes, and describes music. (MU.D.1)

### **Science:**

The student understands that all matter has observable, measurable properties. (SC.A.1)

### **Social Studies:**

The student understands the world from its beginnings to the time of the Renaissance. (SS.A.3)

\*Standards as of 2005 and subject to change.



## Ideal Inspiration Teaching Poster

### Introduction

Goal: To introduce students to sculpture, focusing on its role of representing and instilling inspiration.

#### Objectives

Students Will:

1. Learn the characteristics of sculptural artwork.
2. Learn the history and characteristics of allegorical sculptures.
3. Understand inspiration through art and history.

*The Ideal Inspiration Teaching Poster* is designed as a resource for classroom teachers to prepare students for a visit to The John and Mable Ringling Museum of Art. Using this poster with the accompanying information and suggested activities will help students understand more about sculptures, especially those on display at The John and Mable Ringling Museum of Art. Students will analyze and discuss a full range of sculptures. Students will be inspired by different means to create artworks and writings using various resources.

### About the Art

#### Sculpture

What makes a sculpture recognizable as a sculpture? They look like people, animals, imaginary creatures, are abstract or non-representational. Sculptures are like pieces of "real life." They are three-dimensional forms that we can walk around, look at from all different sides, and maybe even walk through!

There are no rules on what can be made into a sculpture. If you have an idea, you can give it a form. Have you ever seen a sculpture that makes you really wonder what it is? Does this still make it a sculpture? Sculptors use many different ways to shape their work. The four processes of making sculptures are:

- Carving:** subtraction from an original material
- Modeling:** subtraction or addition to an original material
- Casting:** reproduction
- Construction:** separate materials combined together

Sculptors used their hands, tools, machines, feet, and some have even been know to lick their sculpture into shape!

Just as there is no wrong way to make a sculpture, there is one type of material that all sculptors use. Most of the sculptures you will find at the Ringling Museum are made of bronze or limestone, but sculptures can be made of wood, marble, ice, or even butter!



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### **Allegories of the Arts**

Allegorical sculpture refers to sculptures that symbolize and personify abstract ideas. The most commonly seen examples are statues of "Justice" traditionally holding scales and wearing a blindfold to represent her impartiality. *Sculpture, Painting, Architecture, and Music* were represented as women in the Greco/Roman style with different attributes to identify them. The Greco-Roman approach used human form and its posture, gesture, and clothing to wordlessly convey social values. Greco-Roman refers to the cultures of Ancient Greece and Ancient Rome and reflects the essential unity of the Mediterranean world at the time when those cultures flourished.

Most people like to collect things, and Mr. John Ringling, the Museum's founder, collected sculptures. The sculptures we see today are all a part of his important collection. When planning his Museum, John Ringling chose architect John C. Phillips to design it. Working on the central block of the Metropolitan Museum of Art, Phillips saw Beaux-Arts architecture. Beaux-Arts architecture incorporated sculptural decorations and is known for its smooth integration of sculpture with architecture. As an example, *Sculpture*, as shown on the front, is poised peacefully atop the entrance of the Ringling Museum as a grand figure of inspiration next to *Painting, Architecture, and Music*.



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### Looking and Discussing

Ask students to look quietly for a few moments at the poster. Ask students to think in detail about what they see. Record their observations on an overhead or board for the class to view.

#### **Description:**

Ask the following questions:

- Are the sculpture's eyes open or shut? How do you know?
- What is she holding in her hands?
- Describe the sculpture's clothing.
- Describe her pose. Is she looking towards you or away from you?
- Describe the expression on her face.
- What words would you use to describe the sculpture?

#### **Analysis:** How is the work organized?

- Looking at the sculpture, do you think she is life size? Smaller? Larger?
- What color is the sculpture?
- What is the sculpture made out of?
- What shapes do you notice on the sculpture?
- What textured do you notice on the sculpture?

#### **Interpretation:** What does it mean?

- What do you think the sculpture is thinking about?
- What emotion or feeling do you sense looking at her face?
- Whom might the sculpture be inspiring? What might she be inspiring them to do?

#### **Judgment:** What do you think of the work or art?

- Do you think the sculpture would be pleased with her figure? Why or why not?
- Is this a good work of art? Why or why not?
- Where do you think the sculpture should be displayed?



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### Suggested Classroom Activities:

#### Sculpture Collage

Separate students into groups. One student from each group should collect the following materials:

- 1 piece of construction paper
- glue/tape
- feathers
- magazines
- markers/crayons
- fabric
- newspaper
- tissue
- piece of paper with an allegorical sculpture written on it (different for each group)

Students should then be instructed to use anything available from the materials to create a collage on their construction paper to represent their assigned allegorical sculpture. Remind students what a collage is, and that drawing alone will not be sufficient. Once students have completed their collages, each group should take turns presenting their collages to the other students. The class should try to guess which allegorical sculpture the group is representing. Once the allegorical sculpture has been revealed, the groups should explain why their collage represents that allegorical sculpture. **Curriculum Connections:** Art and History

#### Aluminum Foil Sculptures

Give each student a large piece of aluminum foil. Have the students experiment with the foil, creating shapes. Once students have a good "feel" of the foil, explain to them they will be creating a sculpture of themselves with the foil. They may want to create just their head, or may like to do their entire body. Remind students not to forget details, such as their eyes, nose, mouth, etc. Provide popsicle sticks, plastic forks, and other objects that may assist in their creations. **Curriculum Connection:** Art and Science

#### Inspiring Act

Explain to students that literature is often used as an inspiration for art. Provide students with many different poems or as a teacher, decided to write a poem that you would like to use with the class. Poems by Wallace Stevens, M.C. Richards, and Kenneth Koch use words to set up pictures in the imagination. Using photos, drawings, and recycled magazine pages, each student should create a collage that represents the poem. Students may also be divided into groups of three or four and determine how a sculpture may look if it were derived from poetry. They can share with their classmates, pretending they are the sculptures from the poetry.

**Curriculum Connections:** Art and Language Arts

#### Compare and Contrast the Allegorical Sculptures

Collect images of allegorical sculptures. Have each student choose two allegorical sculptures. Explain to them they will be comparing and contrasting the similarities and differences of their



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choice. Student should use a Venn Diagram for easy comparison of the two. On the left side of the diagram, students should explain the characteristics that distinguish one. On the right side, students should record the characteristics that define the other. Where the two circles of the diagram intersect, students should write the characteristics that the two have in common.

**Curriculum Connections:** Art and Language Arts

### Poetic Inspiration

Explain to students the requirements of a Cinquain Poem.

Line 1: Write a noun. (suggesting the name of the allegorical sculpture);

Line 2: Write two adjectives describing the noun on Line 1;

Line 3: Write three words ending with -ing (action words) that describe what the noun on Line 1 might do;

Line 4: Write a phrase describing the noun on Line 1; and

Line 5: Write a synonym of the word on Line 1.

Have each student write a Cinquain Poem about one of the allegorical sculptures. When they have completed their poems, allow them to share with the class!

### Investigating Sculptures

Divide children into groups of two or three. Assign each group a sculpture that can be found at The John and Mable Ringling Museum of Art. Explain to students they are to access the Internet or use the library to locate both a picture of their assigned sculpture and two interesting facts about their sculpture. When complete, have groups present their information and facts to the class.

Sculptures at the Ringling Museum of Art:

-David

-The Nile

-Hermes Binding his Sandal

-Apollo Belvedere

-Dying Gaul

-Laocoon

-Discobolus

-Gazelle

-The Tiber

-Fountain of Oceanus

-Scythian Knife Grinder

-Venus

-Furietti Centaur

-Fountain of the Tortoises

-Biga

It is recommended that teachers preview the sculptures beforehand for age appropriateness.

**Curriculum Connections:** Art, Language Arts, and Technology



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### **Timeline**

A time line is a very useful device for graphically illustrating art history or any other kind of history because it gives students a visual representation of consecutive events.

To use a time line, a student must know how to read dates and understand their meaning. The length of the time line, as well as the span of the intervals, are determined by the subject and the period of history which it illustrates.

Since art can be considered a reflection of time, it is important to study some of the developments of sculptures. Invite you students to help construct a class time line.

### **c. 2,500,000 – 200,000 years ago**

#### **Paleolithic Art of Old Stone Age Sculpture**

Art made by early humans falls into two main categories: portable pieces, such as small figurines or decorated objects, and cave art. Portable art was carved out of bone, antler, or stone, or modeled in clay.

### **2700 – 1070 BC**

#### **Ancient Sculpture**

Egypt and Mesopotamia produced numerous sculptural forms in which ritual significance was emphasized over aesthetic qualities. Ancient sculpture was noted for its expressive portrait sculptures of kings and its excellent relief sculptures.

### **1075 – 1125**

#### **Romanesque Sculpture**

Sculpture and painting incorporated a broad range of subject matter, including theological works, reflecting the revival of learning. Monumental art that imitated the Classical sculptural style covered the interior walls of churches.

### **1100 – 1400**

#### **Gothic Sculpture**

Column sculpture, standard elements of Goth Church design, appear to interact with each other as well as worshippers. Pious, formal, and devotional saints are often portrayed.

### **1450 – 1600**

#### **Renaissance Sculpture**

A period of great creative and intellectual activity that built on the Classical works of the Greeks and Romans but became more realistic and true to life. Artists studied the natural world in order to perfect their understanding of such subjects as anatomy and perspective.

### **1386 – 1466**

#### **Donatello**

Master of sculpture in both marble and bronze, one of the greatest of all Italian Renaissance artists.



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### **1475 - 1564**

#### **Michelangelo**

Italian painter, sculptor, architect, and poet. He considered the male figure to be the foremost subject in art, and explored its range of movement and expression. Michelangelo created **David** the colossal stature in the center of Florence.

### **1598 – 1680**

#### **Gianlorenzo Bernini**

Italian artist known as one of the greatest sculptors of the 17<sup>th</sup> century and an outstanding architect as well. Bernini heavily influenced the Baroque style of sculpture.

### **1600 – 1800**

#### **Baroque Sculpture**

Realistic, emotionally affecting, and best exemplified by dynamism, technical perfections, and originality. This movement was encouraged by the Catholic Church, the most important patron of art during the 17<sup>th</sup> century, being seen as a return to tradition and spirituality.

### **1756 – 1833**

#### **William Rush**

First American sculptor, he worked in wood and carved an image of George Washington.

### **1800 – 1900**

#### **Neoclassic Sculpture**

The rise of Neoclassical Art was part of a general revival of interest in classical thought. Sculpture focused on intimate, decorative style, and classical purity with strict attention to original examples.

### **1840 – 1917**

#### **Rodin, (Francois,) August Rene**

French sculptor regarded as the foremost sculptor of the 19<sup>th</sup> and early 20<sup>th</sup> century.

### **1900 – to present**

#### **Modern Sculpture**

Free from extreme realism, liberated and highly original application of the art which often incorporates movement and kinesthetic.