

**What is Libby Hathorn's 100 Views Program?**

An opportunity for students to celebrate their chosen icon through poetry, art and technology, whilst fostering community involvement in the school; and a means to showcase it to the world.

[www.100Views.com.au](http://www.100Views.com.au)

## **WORKSHOP 3 3-Dimension and Collage**

Duration: 2 hours

**Each student will choose from below:-**

Brushes

Scissors

PVA glue and fabric glue

Texture additives e.g. sand, natural fibre, wax etc

Old magazines, tin foil, found objects, old tickets, labels, string, wool, pegs, small plastic toys, wire

Staple gun

Stanley craft knife

Newspaper – cardboard

Paint

About 1 square metre of muslin

Strong cardboard base measuring 45 cms square

This workshop will be divided into two sections; 3-dimensional work and collage.

### **3-dimensional work**

This is free-standing, modeled work including relief work, and collage work. Relief work means work that is **built out from a backing board**. It is built out from the wall on three sides.



Examples of this are Cambodian and Egyptian wall reliefs; and Frank Stella, *Kastura*

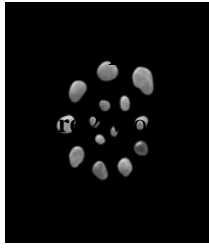
Because students are working from a base, (strong cardboard, plywood etc), the structure does not need so much support, but methods of construction are much the same as for 3-dimensional work. The work will be seen hanging on a wall, remind the students.

In order for the 3-D work to be free-standing it should be made on a **framework or armature**. This can be made of rolled newspaper tubes (show how this is done). Other methods are using folded cardboard, cardboard tubes or boxes, balloons, wire, crushed tinfoil, plastic containers (cut to specific shapes), polystyrene.

Join pieces of the framework together with staples, glue (using pegs or bulldog clips till dry), masking tape, string, rubber bands. Unless the framework is very robust, construct it on a strong cardboard or wooden base for easy moving.

After the framework has been constructed it can be “clothed” in fabric:- old sheeting or other fabric, paper, newspaper, felt, wool, tinfoil etc. Strengthen this with PVA glue or flour and water glue, which must be dried very well or else it will become mouldy.

Papier mache may be use to build up the structure. Make this from ‘mulched’ newspaper soaked in glue. Artworks can be painted and appropriately enhanced with sparkles, small pebbles, wax, twists of string or wool or cotton, beads etc. Drawings or other art work can be glued on.



Pebbles



Wool

As a class, look at the photographs of Mt Everest (or whatever the icon). Discuss how to construct an armature for a 3D work of the icon. Point out that the mountain has other smaller 'mountains' that build on one another to form Mt Everest.

How will students do this?

How can the covering over the armature be placed to present the icon most effectively?

Discuss as a class.

Students, working in pairs, design a small 3-dimensional artwork of the icon on their 45cm base. Allow 90 minutes. Students decorate their work with a lifestyle scene, or students design and construct a relief work depicting a life scene including the icon.

## Collage

See list at the beginning of Workshop 3 for what students will need.

The base for the collage will be A4 size and be made of cardboard or thick paper. Explain that students can make their 3-D or collage work as big as they like when they have more time.

A collage is an artwork made largely by **overlaying** various items. Items can be anything able to be attached to the surface by means of glue, staples, nails or any other method. Use flat items such as papers, foils, fabric, cardboard, photos, labels, students' own drawings or paintings, stencils prints, string or cotton. Suitable thicker items are textured papers and cardboard, buttons, beads, small pebbles, pieces of wood, leaves and found objects.

Ask the class for other suggestions.

Explain that paper can be altered in various ways i.e. cut, cut into patterns, torn, wet, rubbed or scuffed. It may be dyed with tea, coffee and other natural substances. Paper may be scorched or stitched together with thread, stitched to fabric or stapled. It can be coated with coloured paste which can be patterned by combing, stamping or sponging.

**Cornflour paste base for colouring.**

Mix 1 cup of cornflour with 1 cup of water and heat gently.

Gradually add 3 more cups of water and heat to boiling, stirring constantly.

Boil for 2 to 3 minutes until thick.

Let mixture cool completely.

Pour 1 cup of the mixture into a blender or beat vigorously with 1 cup of water, and blend to make a smooth paste. Add more mixture if a thicker paste is required. Strain the paste if necessary. To colour, add pigment to containers of paste. The paste will keep for several days in a refrigerator or cool place.

Material for the collage can be re-arranged several times until the student is satisfied. It can be then glued or stapled to the A4 base. Fix heavier pieces first so that more delicate items will not be damaged. Nails and staples can be covered with paint etc. Students create a collage of the icon and a life event. Allow 60 minutes.

**Some methods of decoration.**

Prints can be made in a variety of ways. Ways suitable for students are

- Rubbing over an existing raised pattern i.e. frottage, e.g.
- rubbing over a coin. Max Ernst *The Forest*
- Printing with an existing object – basket weave, pieces of wood.
- Hand prints and finger prints. Finger prints of all the students in the class make up the icon.
- Stamps made with existing objects, cut from felt glued to a block. Stamp with a block wrapped in string, stamp with bubble-wrap, leaves, coin.
- Stencils can be made by cutting patterns into strong cardboard or acrylic film and using a dabbing motion with a blunt brush.

**Other ideas**

- Paint the mountain in a single block colour, wrap with string or other natural fibres glued on and trickle watery paint over the surface . Paint will dam up in parts giving variety to the surface.
- - See Morris Louis *Alpha Phi*
- Paper folding, like origami, or crushing paper. Solidify by painting with glue or starch mixture.
- Draw life scene and paint and use this to construct a collage. Print or draw icon over the top of this.
- Make ceremonial masks from papier mache and place with drawing/painting or 3-dimensional icon (mountain). Or draw/paint the chosen icon on the mask.
- Writing with ink or paint over a 3-dimensional object.
- Make a photo montage by collecting photos of the icon from travel agents or tourist venues, magazines.
- Make icon and figure from wax dripped over armature and covering.
- Stencil a series of small representations of the icon and glue cut-out figures to form a life-style scene over the top.
- Make a collage of material and gold foil – reflecting local scenery.
- Make a collage inside a sardine can or box.
- Use maps, photos and photocopies to make multiples of one object or the icon itself.
- Use frottage to build up images which can be incorporated into a collage or three dimensional work.
- Weave paper yourself to make a ‘basket work look’. Weave a life-style image into a photo of the icon and then incorporate this into a collage.

Suggest students add to this list.

## Final Word –The 100 Views Icon

Make sure the students understand that in their representation of the icon be it waterfall mountain or historic house, they are including something from their own lives in the artwork.

Whether the students choose to do a painting or a 3-dimensional work for their artwork of their icon, allow them time to **plan their work** as this could be a lengthy project, depending on the students' age and ability. It might involve making sketches, preparing a painting surface, thinking about colour combinations, and consulting with the teacher on the final outcomes. By taking time to plan, students will be more confidence to pursue their own ideas, and often invent new ways of expressing themselves.

The time allowed the students for the creation of the icon artwork to their satisfaction will depend on the teacher's knowledge of the student. The focus on their 100Views icon can lead into different curriculum areas, from science and mathematics to history and literature to be celebrated at the Festival. It is vital students display their completed artistic efforts as a community in an exhibition that also celebrates their individuality, and all their hard work!

And this same work when uploaded to the 100 Views website, showcases their community through young people's eyes to the rest of the world.

Good luck with your 100 Views!



Hokusai, Plate III/

