Utah Biennial: The Present as Influenced by the Past

Building a Hive
A collective wall sculpture

Summary:
Students will create individual hexagon shaped artworks that, when attached to the wall, create a collective wall sculpture in the form of a beehive honeycomb.

Curriculum Ties:
Visual Arts- Fine Arts- Grades 3-5

Materials:
- Hexagon template PDF (Provided)
- Crayons, markers, or colored pencils
- Glue Sticks
- Scissors
- Tape (to attach the hexagons to the wall)

Resources:
Website: Honeycomb
http://en.wikipedia.org/wiki/Honeycomb

Background For Teachers:
Students should understand the following vocabulary for this activity:

Shape- shape pertains to the use of areas in two-dimensional space that can be defined by edges, setting one flat specific space apart from another. Shapes can be geometric (e.g.: square, circle, hexagon, etc.) or organic (such as the shape of a puddle, blob, leaf, boomerang, etc.)
Shapes are defined by other elements of art: Space, Line, Texture, Value, Color, shape, form.

Color- Color is the element of art that is produced when light, striking an object, is reflected back to the eye.
There are three (3) properties to color. First is hue, which simply means the name we give to a color (red, yellow, blue, etc.).

The second property is intensity, which refers to the strength and vividness of the color. For example, we may describe the color blue as "royal" (bright, rich, vibrant) or "dull" (grayed).

The third and final property of color is its value, meaning its lightness or darkness. The terms shade and tint are in reference to value changes in colors.

**Pattern**- pattern means the repetition of an element (or elements) in a work. An artist achieves a pattern through the use of colors, lines or shapes.

**Repetition**- repetition is created when objects, shapes, space, light, direction, lines etc. are repeated in artwork.

**Intended Learning Outcomes:**
To learn to visualize an event and recreate it using drawing/ painting.
To learn to tell a story with no words.
To understand how repeating shapes create a pattern.
To learn how shapes fit together in a pattern.
To learn how many artworks can come together to form a single artwork
To learn about sculpture/ 3-Dimensional forms.
To learn about different people and their families.
To understand that even though we are different, we can find similarities.

**Instructional Procedures:**
Look at the images of a honeycomb and talk about the pattern created by the hexagons. Talk about how each hexagon is an individual shape, but when placed next to another, they become something greater or larger. Next, ask the students to think about a story, event or memory that they remember made them happy, but also something that includes themselves with family, friends or pets. Using the hexagon template provided, have the students draw and color their story inside the hexagon shape and the rectangle that surround it. Remind them to not color in the triangles because they will be used to glue the flat hexagon into a sculpture. When the students are finished with their drawings, they can cut them out. Remember to cut only on the solid black lines and not the dotted lines (the dotted lines are to be folded.) The student can then get a piece of masking tape and place their hexagon sculpture on the wall. Each student is encouraged to place their sculpture anywhere on the wall as long as it touches one or more of the others.

Questions to be asked during the discussion will be the following:
What do you see?
What types of shapes do you see?
Are those shapes repeating?
What is the honeycomb made from?
What made the honeycomb?
What insect lives in a beehive?
How many bees do you think it took to make the beehive?
What color is the honeycomb?

Questions to be asked during the art making process:
What story, event or memory did you chose to draw and why?
How will you draw it?
Will you use crayons, markers or crayons and why?
How can you use the surrounding rectangle in the drawing?
What does 3-Dimensional mean?
Are the single images more interesting than the collective wall sculpture? Why or why not?
Why did you choose to put your sculpture on the wall where you did?
What do you think the sculpture would look like if your entire school made their own hexagon sculptures and placed them on the same wall of your school?

Extensions:
Have the students draw each of their family members, friends, and pets in individual hexagons and place them on the wall next to each other.

Instead of a story, event or memory, have the students create a pattern in the hexagon.

Example Images: