

BOCA RATON MUSEUM OF ART



Harvey K. Littleton

American, born in Corning, New York (1922- 2013)

Ruby-Orange Mobile Arc, 1982

Blown, cut and polished art glass

14 $\frac{3}{4}$ x 18 $\frac{1}{2}$ x 2 $\frac{1}{4}$ inches (includes the base)

Permanent Collection 2008.8.2A

Gift of the Estate of George Epstein

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Visual Arts

Skill: critical analysis

Motivation: Museum trip

Materials: chart paper

Vocabulary: critical analysis, still-life, realistic, abstract, arc, mobile

Visual Arts Standards Grades 6-8

VA.68.C.1.2/VA.68.C.1.3/VA.68.C.2.3/VA.68.C.2.4/VA.68.C.3.1/VA.68.C.3.3/VA.68.H.1.1

VA.68.H.1.3/VA.68.H.1.4/VA.68.H.3.1/VA.68.H.3.2/VA.68.O.3.2/VA.68.S.1.1

Florida Standards

Grade 6: LAFS.6.L.3.6/LAFS.6.W.1.1/LAFS.6.RL.1.1/LAFS.6.RI.1.2

Grade 7: LAFS.7.L.3.6/LAFS.7.W.1.1/LAFS.7.RI.1.1/LAFS.7.RI.1.2

Grade 8: LAFS.8.L.3.6/LAFS.8.W.1.1/LAFS.8.RI.1.1/LAFS.8.RI.1.2

Aim: How can we describe the characteristics of *Ruby-Orange Mobile Arc* by Harvey K. Littleton?

Procedure:

- Define and discuss critical analysis.
- Introduce or review the vocabulary.
- Inform the students that the artist was born in Corning, New York.
- Elicit information about New York (location, climate, capital city).
- Discuss and explain the concepts of realistic and abstract art.
- Is the glass sculpture more realistic or more abstract?
- What does the glass sculpture bring to mind (the letter U, a horn, a smile).
- Why do you suppose the artist chose this particular shape?
- Have the group describe the colors (bright, dull, warm, or cool).
- Do the colors affect your mood in any way (cheerful, calm, or not at all)?
- What kind of mood do you suppose the artist was in when he created this glass piece?
- Discuss the artwork in terms of lines (straight, curvy, or diagonal).
- Have the students describe the shapes (organic, geometric, wavy).
- How do you suppose the glass feels to the touch (smooth, cool, hard)?

Summary: Elicit critiques (I like or dislike the glass because ...); record the responses.

Follow Up: Describe a shape that you would like the artist to create in glass.

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Language Arts

Skill: Vocabulary - adjectives

Motivation: Museum trip

Materials: index cards

Vocabulary: adjective, noun, realistic, abstract, classify, arc, mobile, ruby

Florida Standards

- Grade 6: LAFS.6.L.3.6/LAFS.6.RL.1.1/LAFS.6.RL.1.2/LAFS.6.RI.1.2
- Grade 7: LAFS.7.L.3.6/LAFS.7.RI.1.1/LAFS.7.RL.1.2/LAFS.7.RI.1.2
- Grade 8: LAFS.8.L.3.6/LAFS.8.RI.1.1/LAFS.8.RL.1.2/LAFS.8.RI.1.1

Aim: How are adjectives used to describe *Ruby-Orange Mobile Arc* by Harvey K. Littleton?

Procedure:

- Define adjectives: an adjective is a word that describes a noun.
- Review nouns: nouns are people, places or things.
- Give a few examples of adjectives and elicit a few more from the class.
- Introduce/review and discuss the vocabulary.
- Record the following elicited adjectives on index cards:
 - a) texture (smooth, rough, soft or hard).
 - b) moods evoked by the sculpture (happy, sad or none at all.).
 - c) shapes (organic, geometric, etc.).
 - d) lines (straight, curvy, or diagonal).
 - e) colors (bright, dull, warm or cool).
 - f) energy or motion (intensity, direction, none).
- Have the students classify the adjectives on the index cards into categories.

Summary: Use five adjectives to describe yourself.

Follow Up: Write five sentences describing family members or friends.

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Creative/Journal Writing Suggestions

- Pretend you are an art dealer; persuade a customer to purchase the glass sculpture.
- Write a letter to a friend or relative describing the artwork.
- Write a letter to the artist suggesting what you would like to see him create next.
- Explain what emotions were evoked in you by the glass.
- Did the sculpture spark any memories?
- Change the title of the glass sculpture and explain the new name.
- Predict what the artist might create next.
- Compose a jingle or a poem about the glass.
- Compose a jingle or a poem about the artist.
- Use this sculpture as the logo for a sports team, a business or a musical group.
- Use the glass in an advertisement to sell a product or a service.
- Write about a glass sculpture that would tell something about you or your family.
- In which room of your house would you install this glass work and why?
- Compile a list of questions to ask the artist during an interview.
- Would you change anything in the work? Add or remove anything?
- Why do you suppose the artist chose these shapes for his glass sculpture?

Florida Standards

- Grade 6: LAFS.6.W.1.1/LAFS.6.RI.2.6/LAFS.6.RL.1.1/LAFS.6.W.1.2
- Grade 7: LAFS.7.W.1.1/LAFS.7.RI.2.6/LAFS.7.RI.1.1/LAFS.7.W.1.2
- Grade 8: LAFS.8.W.1.1/LAFS.8.RI.2.6/LAFS.8.RI.1.1/LAFS.8.RL.1.2

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Math Suggestions

- Have the students draw a shape with the same dimensions as the work.
- Convert the inches into metric measurement.
- Convert the inches into non-standard measurement.
- Describe and explain any observable patterns.
- Estimate the weight of the work in both standard and metric measurement.
- Use non-standard measurement as a method to measure the piece (pencil, finger, hands).
- Estimate the amount of time it took for the artist to create this masterpiece.
- Find the volume.
- Calculate the elapsed time between the birth of the artist and the present; convert the years into months, weeks, days, hours, minutes and seconds.
- Calculate the elapsed time between the creation of the work of art and the present; convert the years into months, weeks, days, hours, minutes and seconds.
- Calculate the artist's age when he completed this work; convert the years into months, weeks, days, hours, minutes and seconds.
- Classify the numbers as odd or even.
- List objects that have approximately the same dimensions as the sculpture.

Florida Standards

- Grade 6: MAFS.6.G.1.1/MAFS.6.G.1.3
- Grade 7: MAFS.7.G.1.3/MAFS.7.NS.1.3/MAFS.7.G.2.6/MAFS.7.G.1.2