

Master Metalsmith: David Secrest

SEP. 3 - DEC. 31, 2017

CURRICULUM GUIDE

Exhibit Description

The 2017 Master Metalsmith is David Secrest, a sculptor and blacksmith well known for his incorporation of textures and patterns in forged iron, fabricated steel and bronze sculptures and furniture. Secrest gained his appreciation of craftsmanship from his experience as a son of a potter and painter, as opposed to through a formal arts education. Living in rural Montana has created an isolated environment for Secrest to experiment and problem solve away from the influence of other mainstream artists. While Secrest's works may seem to reference a multitude of historic cultural aesthetics, he prefers those references to be abstract. Viewers have the opportunity for an authentic personal experience with the artwork, informed by their own reactions and emotional responses.

Tennessee Visual Art Standards

STANDARD 2: Students will use knowledge of structures and functions.

STANDARD 5: The student will reflect upon and assess the characteristics and merits of their work and the work of others.

Learning Objectives

The student will...

Kindergarten - 2nd Grade

- (2.2) Experience examples of the principles of design.
- (5.2) Recognize the characteristics and merits of others' work.

3rd Grade - 5th Grade

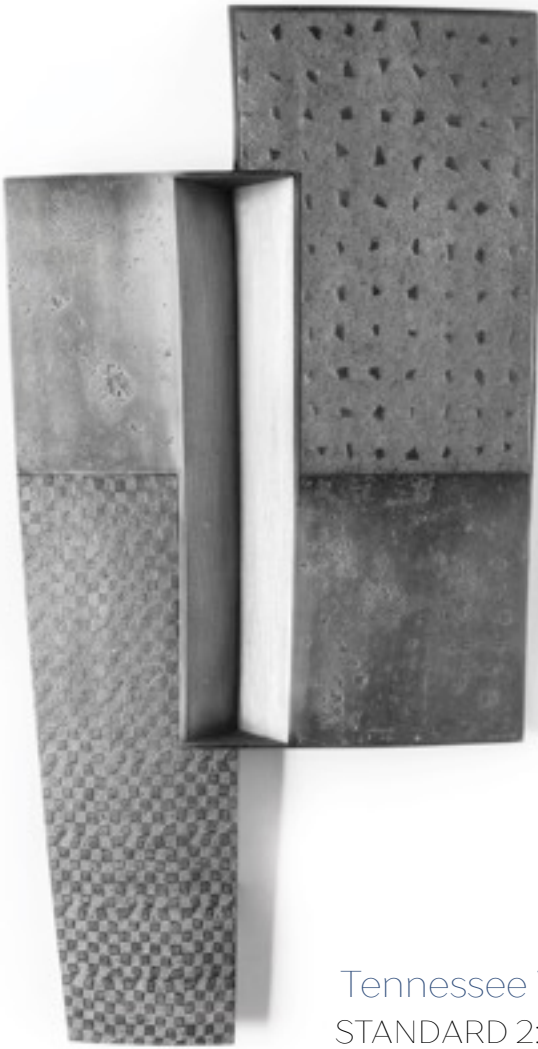
- (2.1) Explain the elements of art in selected artwork.
- (5.2) Analyze and discuss the characteristics and merits of artworks of others.

6th Grade - 8th Grade

- (2.1) Demonstrate an understanding of the elements of art and the principles of design.
- (5.2) Demonstrate an understanding of various interpretations of works of art.

High School

- (2.1) Demonstrate an understanding of the elements of art and the principles of design.
- (5.2) Evaluate artworks in order to understand various interpretations.



Before Your Visit

David Secret prefers his audience to view his work free of extraneous information. If the viewer has no information about the intent of the artist or even the title or year it was created, then the only option is to interpret for themselves. For this reason, the exhibit includes almost no didactic or label information. In this way, the viewer can experience Secret's use of pattern, texture, line, shape and material for themselves. Before your visit to the Museum, have students view images of sculpture in the classroom. Students should answer the following questions based solely on what they see. For each image, ask students the following questions:

- 1) **What is it?** (basic visual description)
- 2) **How was it made?** (the artist's process, as well as elements of art and principles of design)
- 3) **Why was it made?** (function, purpose, or artist's intent)
- 4) **What do you think of it?** (what the viewer likes or dislikes and why)

Compare and contrast the various interpretations as a class.

During Your Visit

Tour

Guided tours are available for groups of 10 or more on Tuesdays through Saturdays from 10:30AM until 4PM and Sundays from 12:30PM until 4PM. All guided tours must be scheduled a minimum of two weeks in advance. Basic tours include a guided tour of the changing exhibitions, the permanent collection and the grounds. The total length of a tour is 45 minutes without a metalworking demonstration, 1.5 hours with one metalworking demonstration and 2 hours with additional demonstrations and/or hands-on activities. Due to special limitations, guided tours are limited to 60 attendees. Please contact the Education Coordinator, Lori Gipson, for additional information at 901.774.6380.

Demonstrations

Demonstrations cannot be scheduled without a guided tour. Demonstrations allow for up to 20 participants per demonstration. Larger groups will be divided.

Forging (30 minutes): Resident blacksmiths demonstrate basic forging techniques, including tapering, bending, twisting and hand-punching a hole as they make a steel hook.

Casting (30 minutes): Learn how various types of molds are created and then watch as molten metal is poured into a mold to make a casting.

Bladesmithing (45 minutes): Two artists create a sword or dagger form using traditional blacksmithing team-striking methods. The demonstration can also explore the tales of Beowulf.

Hands-on Activities

Hands-on activities may be scheduled without a guided tour, in which case general admission is included in the cost of the activity. There is a 10-person minimum to schedule a hands-on activity.

Art Tiles

Casting is the simplest and most direct way of producing a finished shape from metal. Each participant draws a design in a pre-made sand mold, called a scratch block, using a "stylus" tool. Molten metal is then poured into the molds. When the metal is cooled participants have a custom 4" x 4" art tile. FEE: \$35 per person. Additional fees may apply to larger groups.

Copper Bracelets

Students will use hammers and stamps to add their names, symbols and texture to a piece of copper, which will be formed to fit the student's wrist. FEE: \$10 per person.

Chasing Repoussé Copper Tiles

Chasing repoussé is a metalworking technique in which a malleable metal is ornamented or shaped to create a design in low relief. Students will make their own low relief, 2D drawings in copper using a stylus tool to create patterns and textures on metal.

After Your Visit

After your visit to the Museum, have students reflect on what they liked and disliked about the work in *Master Metalsmith: David Secret*.

Kindergarten - 2nd Grade

As a class, create separate lists of what the students liked and disliked about Secret's work. Be sure to include some elements of art and principles of design. Compare and contrast the different interpretations of students.

3rd Grade - 5th Grade

Have students write their own lists of what they liked and disliked about the work in the exhibit. Both lists should include examples of elements of art and principles of design.

6th Grade - 8th Grade

Have students write a short paragraph about their interpretation of one of Secret's sculptures you viewed in the exhibit. Students should include a visual description of the piece, including some elements of art and principles of design. Does the piece remind them of something they have seen or done before?

High School

Have students write a short essay in which they interpret one of the sculptures seen in David Secret's exhibit. Essays should include a visual description of the piece, including the elements of art and principles of design used to organize the piece. Then students should describe their own interpretation of the work. Does it resemble something they have seen before? What meaning or idea do they think the piece conveys?

Vocabulary

Blacksmith – a metalsmith who works with metals containing iron

Texture – actual or implied appearance of a surface as rough or smooth

Pattern – decorative visual repetition

Wrought Iron – form of iron that predates steel, has little or no carbon and is the most malleable of iron types

Steel – a hard, strong, gray alloy of iron with carbon and other elements that is used extensively as a structural and fabricating material

Cast Iron – an alloy of iron and carbon, which has been melted and poured into a shape

Balance – principle of art that is the impression of equality in a picture or sculpture and is categorized as symmetrical, asymmetrical or radial

Line – a point moving in space, which can vary in width, length, curvature or direction

Forging – the process of hammering metal on an anvil or other form to shape, thin or stretch it

Casting – process of sculpture in which a molten metal or substance is poured into a mold and allowed to harden