STEAMPUNK ROBOTS

A Kit Bash Sculpture Unit

STEAM PUNK– a science fiction/fantasy world that explores an alternate Victorian history setting where steam power developed as the main source of energy, not electricity.

MATERIALS

- Masking Tape
- Pencils and Paper
- Cardboard
- Hot Glue Guns
- Black Spray Paint
- Metallic Paint
- Wire
- Pliers and Scissors
- Found recycled materials sourced from op shops/local recycling centres.

WEEK 1

Introduce students to the project– over the next few weeks we are going to make our own steampunk robots.

Explore and begin an inquiry into what is steampunk.

Here are some ideas to get started:

- Look at movies in this genre such as 'Steam boy', 'Hugo' and '20,000 Leagues under The Sea'. Watch a short snippet from one of these movies.
- Look at steampunk fashion from Oamaru's fashion show (Oamaru is known to be the unofficial Steampunk capital of New Zealand).
- Look at the artists Nemo Gould, Vladimir Gvozdev, Greg Broadmore and jewellery from Jules Vine at Quoil or the website 'Romance Rewound' in Hokitika.
- Visit the shop 'Clockwork Steampunk Emporium' with your class in the Old Bank Arcade Wellington.

Draw Steampunk robots. Students begin by designing their robot. Play a drawing game to start generating ideas. Have a range of steampunk objects or pictures e.g. irons, teapots, top hat, monograms, trains, cogs etc, for students to choose from. Students have to pick two items to include/mash into their drawing of a robot. They choose these objects, take them back to their seat and start drawing their robots.

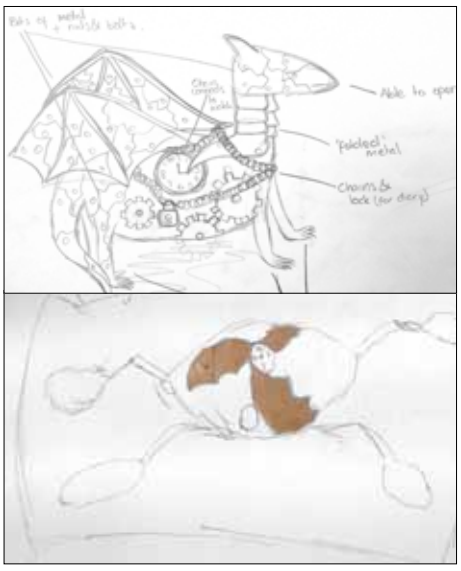
Drawing aid: if students have difficulty starting, have some printed templates on hand of basic robot shapes they could add to, to get started.

WEEK 2

Refine drawings. In this class students need to decide on which robot drawing they will extend into a sculpture for week 3.

Add metallic colouring in pencils or paint for that finishing robotic touch.

Students' robot drawings



Resource by
Esmé Hanton
Educator

PĀTAKA ART + MUSEUM

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KIT BASH– the art of making a model by taking bits out of commercial kits or adding found/ recycled objects.

WEEK 3

Introduce students to kit bashing– and explain this is how we are going to make our robots.

Watch Pukeko Pictures' amazing video on how they made the miniature sets for the 'Thunderbirds are go' TV series. This is kit bashing at its best! Follow the link which explains how old parts of washing machines were used for the space caves, and house hold items like lemon squeezers for rockets! www.youtube.com/watch?v=ZrF1iWwDbRQ

Instruct students that we will use materials from op shops and recycle centres to make our robots, such as pieces from old smashed up toys, plastic milk bottle tops and cardboard rolls. Explain that to begin with they will look like they are made out of rubbish but at the end we will spray paint them to look metallic. Show them the pile of recycled pieces and let them choose a few that they think could connect to their robot drawing to get ideas generating. Take these pieces back to their desks while they move onto the next step of making an armature.

Make an armature out of cardboard and masking tape– this is a very basic skeleton structure that all the recycled bits will stick to. It has to be really strong. Students will look at the robot in their drawing and try to make a base structure that looks like their robot, e.g. if their robot has four legs their armature will have to stand on four legs. Look at the pictures opposite to see the armatures we made.

(When I taught this unit I invited a Pukeko Pictures animator to come and talk to the students (see the top photo). I am a big fan of getting professional creative people to come into the class to encourage students and allow them to see how there are many future possibilities in a creative career)

Note Some students may need week 4 to continue work on their armature. I can't stress the importance of the armature enough if a student has a weak flimsy armature they will struggle with the next stage.

WE NEED STRONG STURDY ARMATURES!

Professional from Pukeko Pictures speaking to students about how to make armatures

Exploring the recycled materials

Armatures made by students

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DRY BRUSH– a painting technique which uses a dry, bristle brush. The paint is applied lightly, dusting the surface to create brush strokes that have a scratchy appearance.

WEEK 4

Rummage through the collected recycled materials and gather objects that will suit your robot. Students need to think of their robot like a puzzle and find pieces that fit well together.

Stick the outer shell of your robot on with hot glue guns. Let students know that the crazier they are with it the better their robot will look! Remember robots have lots of little buttons, cogs, screws and quirks! Make it a believable robot!

WEEK 5

Continue making robot.

WEEK 6

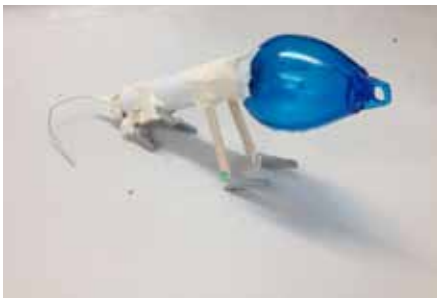
Add finishing touches to the robot, check everything is stuck down and secure. If you are finished, is there anything else you can add? Perhaps pieces of clothing like a top hat, or a weapon?

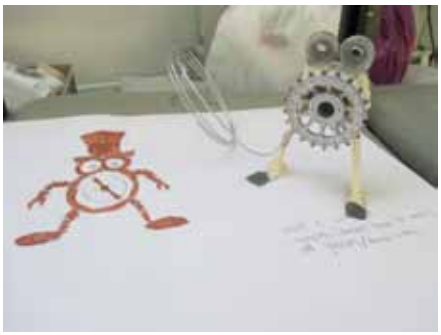
WEEK 7/8

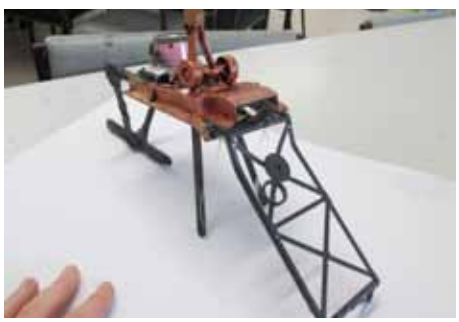
Spray robot black and let it dry.

Demonstrate how to dry brush. After their robots are dry students will dry brush the metallic paint over the spray painted robot to give the illusion that they are made from rusty metal. Students will build layers slowly.

MARVEL AT YOUR COMPLETED STEAMPUNK ROBOT!







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