

Exploring Sculpture

Giant Origami and Other Techniques

Teacher: Rachael Wells

Grade Level or class: 7th grade

NCAS Standards:

Artistic Process: Creating

Anchor Standard: Generate and conceptualize artistic ideas and work.

Performance Indicators: Develop criteria for making a work of art or design to meet an identified goal. Students create a sculpture that is at least considered to be one type of sculpture.



Artistic Process: Responding

Anchor Standard: Receive and analyze artistic work.

Performance Indicators: Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.

Project Summary and Rationale:

This lesson focuses on the different types of sculpture, and how sculpture is perceived in different ways depending on how it is presented. We also talk about how sculpture takes up space, and is therefore more or less relatable than 2D art. Students take what they learn from a presentation on sculpture and make their own and in pairs. The goal is for their sculpture to fit at least one type of sculpture we investigated that day. A presentation investigation wraps this lesson up.

Enduring Understanding

- Visual imagery influences understanding of and responses to the world.
- People evaluate art based on various criteria.

Essential Questions

- How does art change with its surroundings?
- How does the meaning of art change depending on how it is displayed?

Knowledge Objectives/Learning Targets-

Students will:

- Know the element of art FORM and what it means.
- Know the different types of sculpture and how they're made.
- Know how different mediums can accomplish different objectives.

Skills Objectives/Learning Targets

Students will:

- Create a sculpture that fits at least one part of the criteria (

Resources:

- <https://docs.google.com/presentation/d/1N55Epw1sjfSIPCJTSo7x-56TtNFo64pSdyHagyRc8QA/edit?usp=sharing>

Materials:

- Paper, hot glue, tape, wooden sticks, etc.

Vocabulary: Form, sculpture, sculpture in the round, relief sculpture, kinetic sculpture.

Motivation:

- Presentation on FORM and different types of sculpture.

Lesson Sequence.

Introduction-

- Students will be introduced to form and the different types of sculpture in these slides:
<https://docs.google.com/presentation/d/1N55Epw1sjfSIPCJTSo7x-56TtNFo64pSdyHagyRc8QA/edit?usp=sharing>
- Students will then see different examples of attachment for paper and wooden sticks. They practice briefly.

Implementation-

- Students make their sculpture. It has to qualify as at least one of these types of sculpture: relief, kinetic, sculpture in the round.

Conclusion-

- Class comes together to display the sculptures in the classroom on a table.
- Talk about what each sculpture qualifies as and why
- Take sculptures into the hallway and hang them on the board. What difference does hanging do to some sculptures? Are some sculptures meant to hang while others aren't and why?

Differentiated Strategies:

- Present instruction/resources verbally and visually.
- Modify tools and materials for use by students with disabilities.
- Adjust timelines to provide additional time for students with disabilities to complete work.
- Provide various means through which students with disabilities can communicate their ideas or questions.
- Encourage students with high ability to modify or interpret outcomes to capture greater levels of complexity or sophistication in interpretations of ideas or topics.
- Provide varying means through which students can express what they have learned.
- Encourage students to explore various subtopics of a larger topic or issue.
- Identify student readiness and learning differences and modify instruction to meet varying needs of students.
- Have students work in groups with defined jobs, allowing for writing and verbal abilities to share thoughts/opinions.

Assessment:

Formative: Students talking about and sharing their artwork, student check-ins

Summative: Completed sculptures and critique involvement.