Unit 3: Clay Relief Sculpture

Content Area: **Visual Arts**
Course(s): **Visual Arts**
Time Period: **Week 11**
Length: **10 Weeks**
Status: **Published**

Unit Overview

In this unit, students will create a relief sculpture using clay. The relief sculpture will represent a building and will be constructed using the principles of design. The sculpture will include a variety of architectural elements.

Standards

VPA.3-5.1.1.5.D.1	Identify elements of art and principles of design that are evident in everyday life.
VPA.3-5.1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
VPA.3-5.1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
VPA.3-5.1.3.5.D.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
VPA.3-5.1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
VPA.3-5.1.3.5.D.3	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
VPA.3-5.1.3.5.D.4	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
VPA.3-5.1.3.5.D.5	Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.
VPA.3-5.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
VPA.3-5.1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
VPA.3-5.1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
VPA.3-5.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
VPA.3-5.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works

of dance, music, theatre, and visual art.

Essential Questions

- How do underlying structures unconsciously guide the creation of art works?
- What roles do unity and balance play in the creation of sculptures?
- What is the difference between a thoughtful and thoughtless artistic judgment?

Application of Knowledge and Skills...

Students will know that...

- 1. There are many different building materials, e.g. brick, concrete, wood, glass, or clay.
- 2. The principles of design are: unity, contrast, variety, emphasis and balance.
- 3. Architectural elements are the unique details and parts that come together to form a structure, e.g. windows, doors, and arches.
- 4. Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.
- 5. Colors opposite each other on the color wheel are contrasting. Colors near each on the color wheel are monochromatic. It is aesthetically pleasing to use either contrasting or monochromatic colors in artwork.

Students will be able to...

- a. Identify different building materials.
- b. Identify the different principles of design: unity, contrast, variety, emphasis and balance.
- c. Give examples of the different architectural elements present in a typical home.
- d. Evaluate the aesthetic merits of artwork.
- e. Differentiate between contrasting and monochromatic color schemes.

Assessments

- Mid-Year Benchmark Assessment Summative: Benchmark Assessment Students will complete a benchmark assessment that includes a performance drawing task and closed-response questions. 1.1.5.D.1 1.2.5.A.2 1.2.5.A.3 1.3.5.D.1 1.3.5.D.2 1.3.5.D.3 1.3.5.D.4 1.4.5.A.1 1.4.5.A.2 1.4.5.A.3
- Architectural Elements Formative: Other visual assessments In addition to a variety architectural elements, students will include in their clay relief sculptures variations of similar architectural elements. For example, students should have at least two types of windows for a building sculpture. This feature will improve the aesthetics of the sculpture by further utilizing the design principle of variety. 1.3.5.D.1 1.3.5.D.4
- Building Materials Diagnostic: Other written assessments Students will list as many types of building materials as possible. 1.1.5.D.1 1.2.5.A.2
- Clay Relief Sculpture Formative: Other visual assessments Students will create a clay relief sculpture. The sculpture will represent a building and will incorporate the principles of design. The sculpture will also include a variety of architectural elements. 1.3.5.D.1 1.3.5.D.4
- Critique Formative: Other written assessments Students will critique their own artwork. The students will describe their artwork, analyze the compositional design, and evaluate the aesthetic merits of their work. 1.4.5.A.1 1.4.5.A.2 1.4.5.B.1 1.4.5.B.3
- Critiquing Peers Formative: Other written assessments Students will be assigned to write a critique of one of their peers' artwork. The students will describe the artwork, analyze the compositional design, and evaluate the aesthetic merits of the work. The critique will offer constructive criticism. 1.4.5.A.1 1.4.5.A.2 1.4.5.B.1 1.4.5.B.3
- Paint Sculpture Summative: Visual Arts Project Students will paint their clay relief sculpture using color theory. The colors they choose will be either monochromatic or contrasting. 1.1.5.D.1 1.3.5.D.1 1.3.5.D.2 1.3.5.D.4 1.3.5.D.5

Activities

- Discuss different types of building materials
- Draw on the board representations of different building materials
- Demonstrate how to create a relief sculpture
- Demonstrate how to keep clay moist, but not slippery
- Demonstrate how to create recesses in clay
- Demonstrate how to score the clay surface before adding more clay, in order to build up the surface
- Dry the clay sculpture
- Fire the clay in a kiln
- Recall color theory and discuss monochromatic and contrasting colors

Activities to Differentiate Instruction

- All students will include at least three different architectural elements (windows, doors, and roofs); advanced students may choose to include up to six different elements
- Students work at their own pace/teacher-reduced project expectations
- Review and repeat instructions

- Use proximity control
- Incorporate frequent modeling and prompting
- Use visuals, when possible, to accompany instructions
- Preferential seating

Integrated/Cross-Disciplinary Instruction

During the students' social studies lessons, they will learn different Native American architectural styles, which are representative of their regions. Students may choose to model their sculptures on one of these styles.

Resources

- Adventures in Art, Grade 4 by Laura Chapman, Davis Publications, 1998
- Art supplies