Unit 5: Sculpture

Content Area: **Art**
Course(s): **Sample Course**
Time Period: **May**
Length: **6 Weeks**
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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Art Kindergarten

Unit 5: Sculpture

Belleville Board of Education

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Unit Overview

Unit five focuses on three dimensional art.

- Define sculpture as artwork that is created with height, length, and width, rather than on a flat surface.
- Discuss the basics of sculpture formation (based on the medium available). For example, model magic should use techniques such as forming a sphere, rolling a coil, combining pieces to one another, etc.
- Focus on strengthening motor skills and allowing students to learn how to balance their sculpture.
- Completed sculptures should have color added to them through whichever medium is available to the teacher. ie: paint, watercolor, paint marker, marker, oil pastel, etc.
- Stress the importance of color mixing learned earlier in the year. Too many colors will not produce a good result.
- If using paint as the medium, explain how to hold a paintbrush properly. Discuss various methods of application of the paint to the sculpture. Remind students to wash brushes in between colors, so not to mix colors they do not intend to mix.
- If using another medium for color application review how to hold the medium for best results, proper application, and safety information.
- Reference artists' work that uses sculpture. ie: Michelangelo, Alexander Calder, etc.

Exit Skills

By the end of Unit 5:

- All students will demonstrate an understanding of sculpture by:
    - Defining what a sculpture is.
    - Noting the differences between two-dimensional art and three-dimensional art.

o Showing development of motor skills by demonstrating different techniques learned in class.
o Creating sculptures that are balanced and stand on their own.
o Adding color to their sculpture to enhance their art.

Enduring Understanding

- Artwork does not have to be two-dimensional.
- There are many different types of sculpture.
- Sculptures can be created out of just about anything.
- Sculptures need to be well thought out in order to balance and stand on their own.
- There are many different methods of adding color to a sculpture.

Essential Questions

- What is a sculpture?
- What makes artwork three-dimensional?
- What is the difference between two-dimensional art and three-dimensional art?
- How can I be sure that my sculpture will stand on its own?
- Why do I need to worry about balance?

Learning Objectives

After completing sculpture, students will be able to:

Demonstrate an understanding of three dimensional art.

Solve issues of balance.

Generate a three dimensional sculpture.

Action Verbs

Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy. These are useful in writing learning objectives, assignment objectives and exam questions.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose

Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				
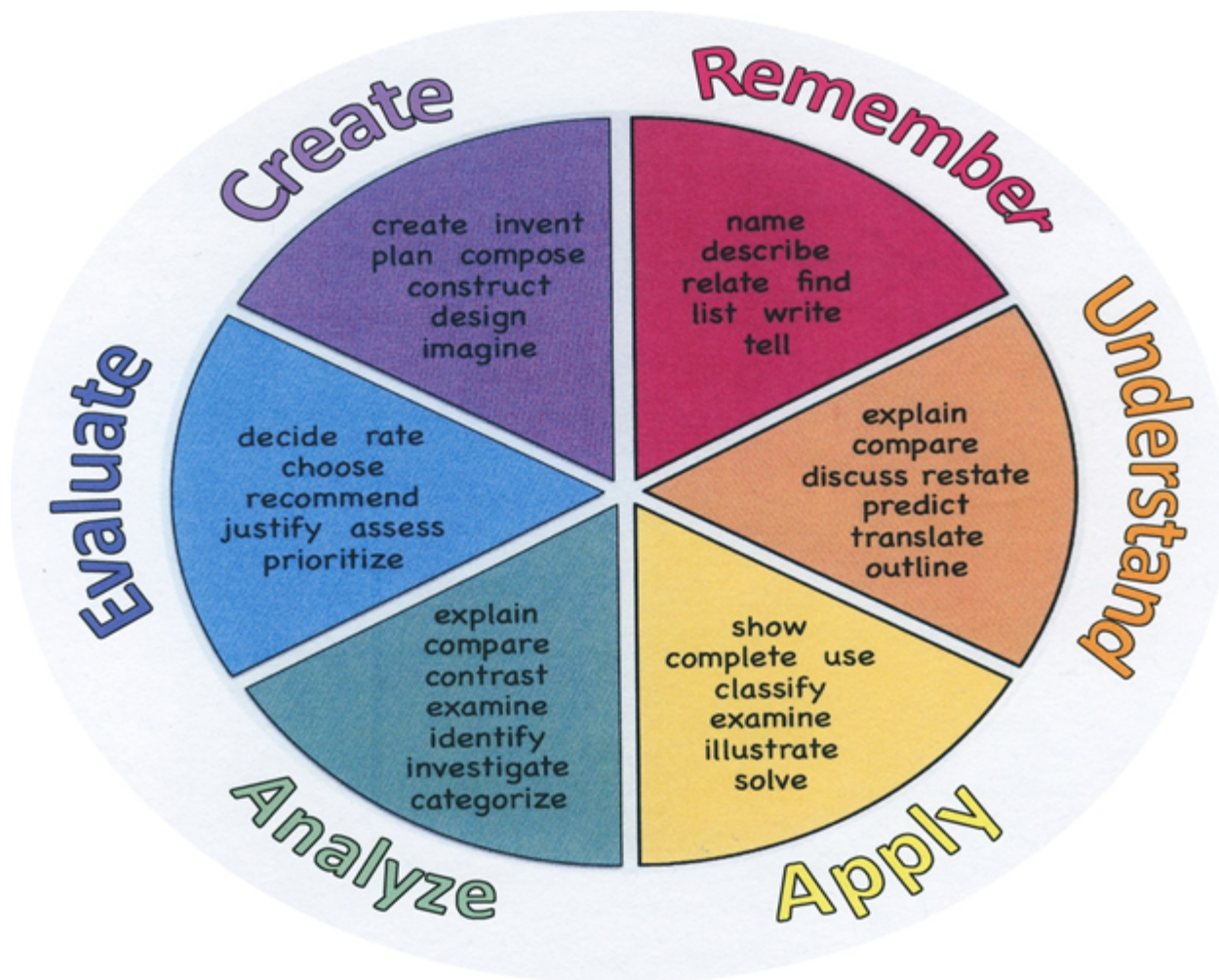
Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

MA.K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
MA.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
MA.K.G.A.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
MA.K.G.B.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
MA.K.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
MA.K.G.B.6	Compose simple shapes to form larger shapes.
HPE.2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

HPE.2.1.2.D.CS1	Using personal safety strategies reduces the number of injuries to self and others.
HPE.2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.
SCI.K-PS2-2	Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.
SCI.K-PS2-1	Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21stcentury.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
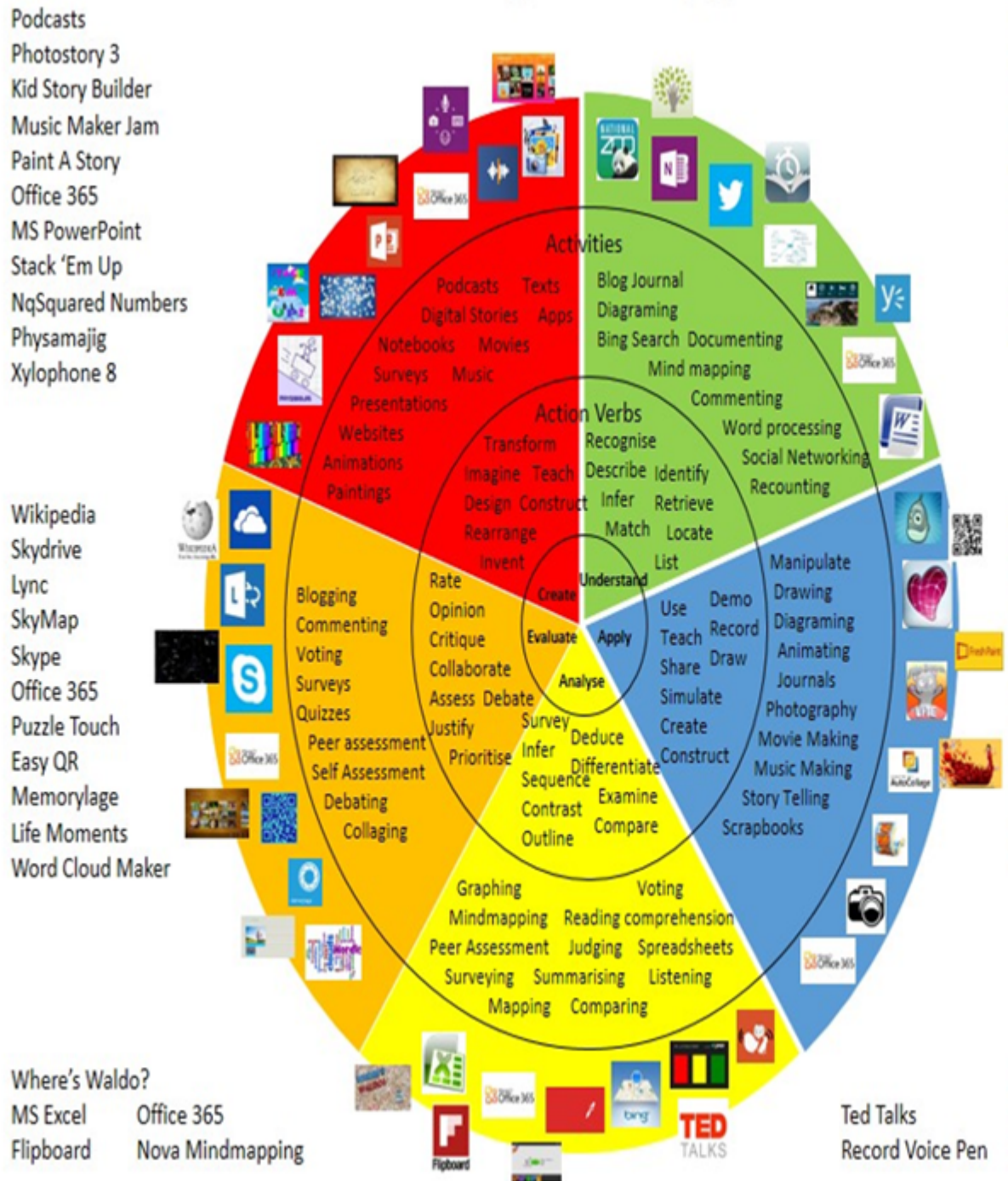- Health Literacy

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

Technology Infusion

SmartBoard (where available), Projector, ipad, Computer, Internet for reference or websites with relevant art information.

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel   Office 365
Flipboard   Nova Mindmapping

Activities

Podcasts   Texts
Digital Stories   Apps
Notebooks   Movies
Surveys   Music
Presentations
Websites
Animations
Paintings

Action Verbs

Transform   Recognise
Imagine   Teach   Describe   Identify
Design   Construct   Infer   Retrieve
Rearrange   Match   Locate
Invent   List

Create   Understand

Rate
Opinion
Critique
Collaborate
Assess   Debate
Justify
Prioritise

Evaluate   Apply

Analyse

Survey
Infer   Deduce
Differentiate
Sequence
Contrast   Examine
Outline   Compare

Blogging
Commenting
Voting
Surveys
Quizzes
Peer assessment
Self Assessment
Debating
Collaging

Use   Demo
Teach   Record
Share   Draw
Simulate
Create
Construct

Blog Journal
Diagraming
Bing Search   Documenting
Mind mapping
Commenting
Word processing
Social Networking
Recounting

Manipulate
Drawing
Diagraming
Animating
Journals
Photography
Movie Making
Music Making
Story Telling
Scrapbooks

Graphing   Voting
Mindmapping   Reading comprehension
Peer Assessment   Judging   Spreadsheets
Surveying   Summarising   Listening
Mapping   Comparing

Ted Talks
Record Voice Pen

Differentiation

As a Reminder:

The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Resources:

- As needed, provide more instruction that is on level or below grade level for the students who are struggling.
- Repeat directions as needed.
- Modified expectations for task completion.
- Project-based learning.
- Pairing oral instructions with visual.
- Monitor progress, reteach as needed, and extend student thinking.
- Utilize multiple intelligences teaching strategies.
- Added time to complete assignments.
- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards http://www.state.nj.us/education/modelcurriculum/success/math/k2/

Special Education

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating

- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

ELL

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Intervention Strategies

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes

- marking students' correct and acceptable work, not the mistakes

- modifying tests to reflect selected objectives

- providing study guides

- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test

- tutoring by peers

- using authentic assessments with real-life problem-solving

- using true/false, matching, or fill in the blank tests in lieu of essay tests

- using videos, illustrations, pictures, and drawings to explain or clarify

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this secion.

- Admit Tickets

- Anticipation Guide

- Common benchmarks

- Compare & Contrast

- Create a Multimedia Poster

- Define

- Describe

- Evaluate

- Evaluation rubrics

- Exit Tickets

- Explaining

- Fist- to-Five or Thumb-Ometer

- Illustration

- Journals

- KWL Chart

- Newspaper Headline

- Outline

- Question Stems

- Quickwrite

- Quizzes

- Red Light, Green Light

- Self- assessments

- Socratic Seminar

- Study Guide

- Teacher Observation Checklist

- Think, Pair, Share

- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

- Color Wheel poster, or printout
- School and town libraries
- Various internet websites for art education.

Ancillary Resources

- Pinterest, Pinterest.com
- Artsonia, Artsonia.com
- The Getty Institute, getty.edu
- WebArt, webart.com
- Internet, Virtual Museum Tours
- Hand-outs
- YouTube videos related to art history, artists, or art creation.

Sample Lesson

Unit Name: Color

NJSLS:

1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

1.3.2.D.5 Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.

1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork.

Interdisciplinary Connection: Geometry

Statement of Objective: SWDAT recite and understand ROYGBIV by creating a drawing of birds and coloring them in in ROYGBIV order.

Anticipatory Set/Do Now: What order are the colors in a rainbow?

Learning Activity: Students will use masking tape to create circles on a sheet of paper. Each circle will represent a bird, we will add faces, legs and feathers. Once the drawing is completed students will sharpie over the pencil lines. Students will then color in their birds in ROYGBIV order.

Student Assessment/CFU's: Fist-to-five, Thumb-o-meter

Materials: Tag board cut to 6x18", pencils, erasers, masking tape rolls, sharpies, markers.

21st Century Themes and Skills: Creativity and Innovation, Critical Thinking and Problem Solving.

Differentiation: Visual demonstrations and aides available for visual learners; Class discussion and explanation for auditory learners; Physical creation, hands-on work, for kinesthetic learners.

Integration of Technology: Examples will be shown on my computer, or my ipad, whenever applicable.