

Unit 4: Sculpture

Content Area: **Art**
Course(s): **Sample Course**
Time Period: **MarApr**
Length: **8 Weeks**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Art: Grade

Unit 4: Sculpture

Belleville Board of Education

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Unit Overview

Unit four focuses on sculpture.

- Refer back to previous art classes when students created a sculpture.
- Review definition of a sculpture, a three dimensional work of art.
- Review the difference between two-dimensional art and three-dimensional art.
- Introduce a method of creating a sculpture not used before with this group. Ie: model magic, air dry clay, sculpey, plaster of paris, etc.
- Explore methods of forming the sculpture, and bonding elements of the piece together.
- Add color to the sculpture using an appropriate medium according to the armature.
- Reference artists' work that uses sculpture. ie: Alberto Giacometti, Christo, etc.

Exit Skills

By the end of Unit 4:

- All students will demonstrate an understanding of sculpture by:
 - Defining what a sculpture is.
 - Being able to describe the difference between two-dimensional and three-dimensional art.
 - Using techniques learned to work with a new medium.
 - Creating a sculpture.
 - Adding color to their sculpture.

Enduring Understanding

- Artwork is not always flat.
- There are many methods of creating a sculpture.
- Sculpture can be produced with a variety of different media.
- Artistic progress can be revealed through exploration of new media.
- Balance is important when creating my sculpture if I want it to stand.

Essential Questions

- What did I find enjoyable and interesting in working with sculpture?
- How can my observations of the world affect my art?
- How can understanding sculpture help me outside of the studio?
- How does media choice affect the artwork?

Learning Objectives

After completing the sculpture students will be able to:

Point out differences between previous media and new media.

Demonstrate a strong understanding of balance and structure.

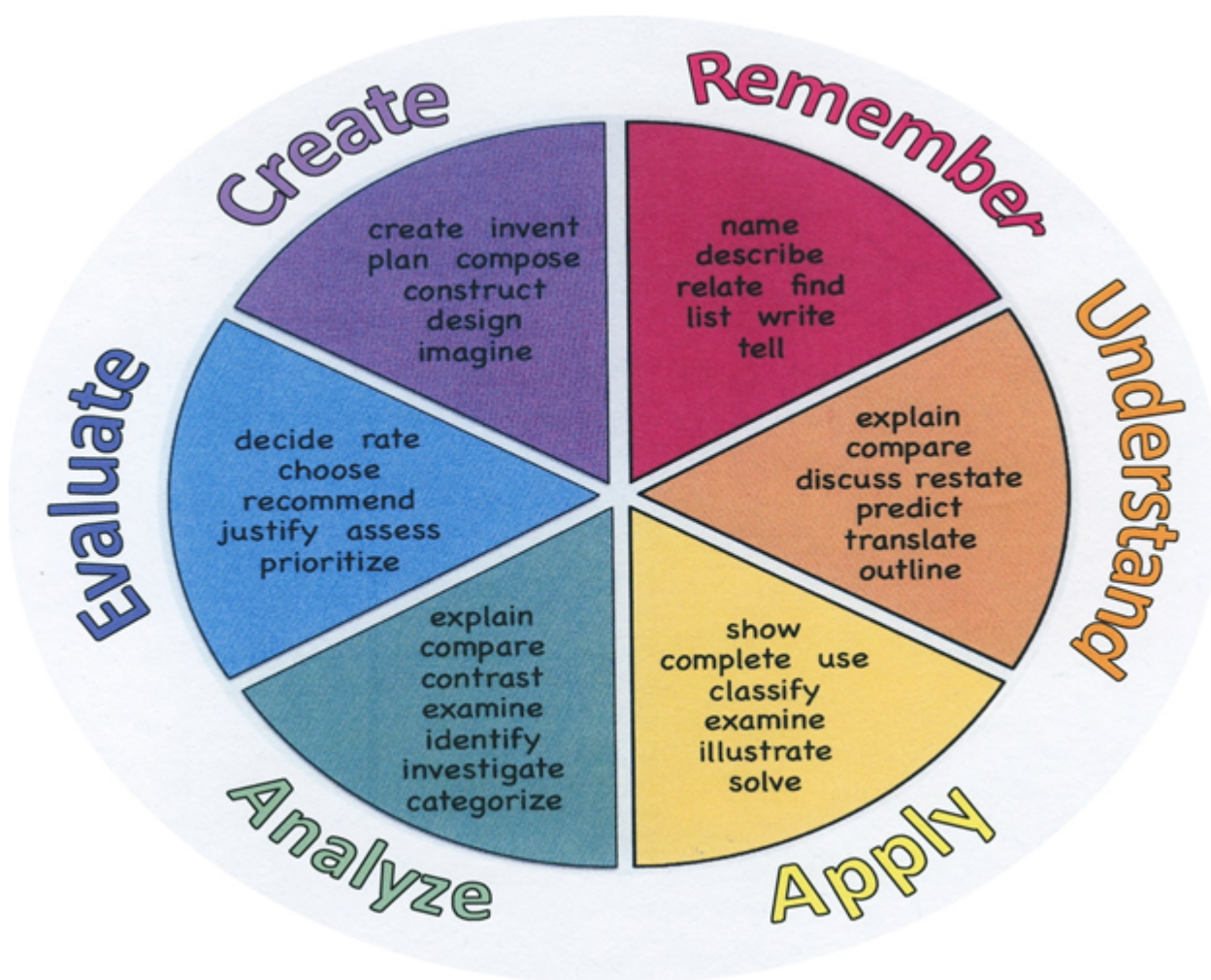
Produce a sculpture that uses the elements of art for design.

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				



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

LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
MA.3.G.A.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
MA.3.MD.D.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
HPE.2.1.4.D.1	Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
HPE.2.1.4.D.4	Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.
HPE.2.1.4.E.4	Summarize the causes of stress and explain ways to deal with stressful situations.
HPE.2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
SOC.6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
SOC.6.1.4.B.3	Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.

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 21st century.

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.

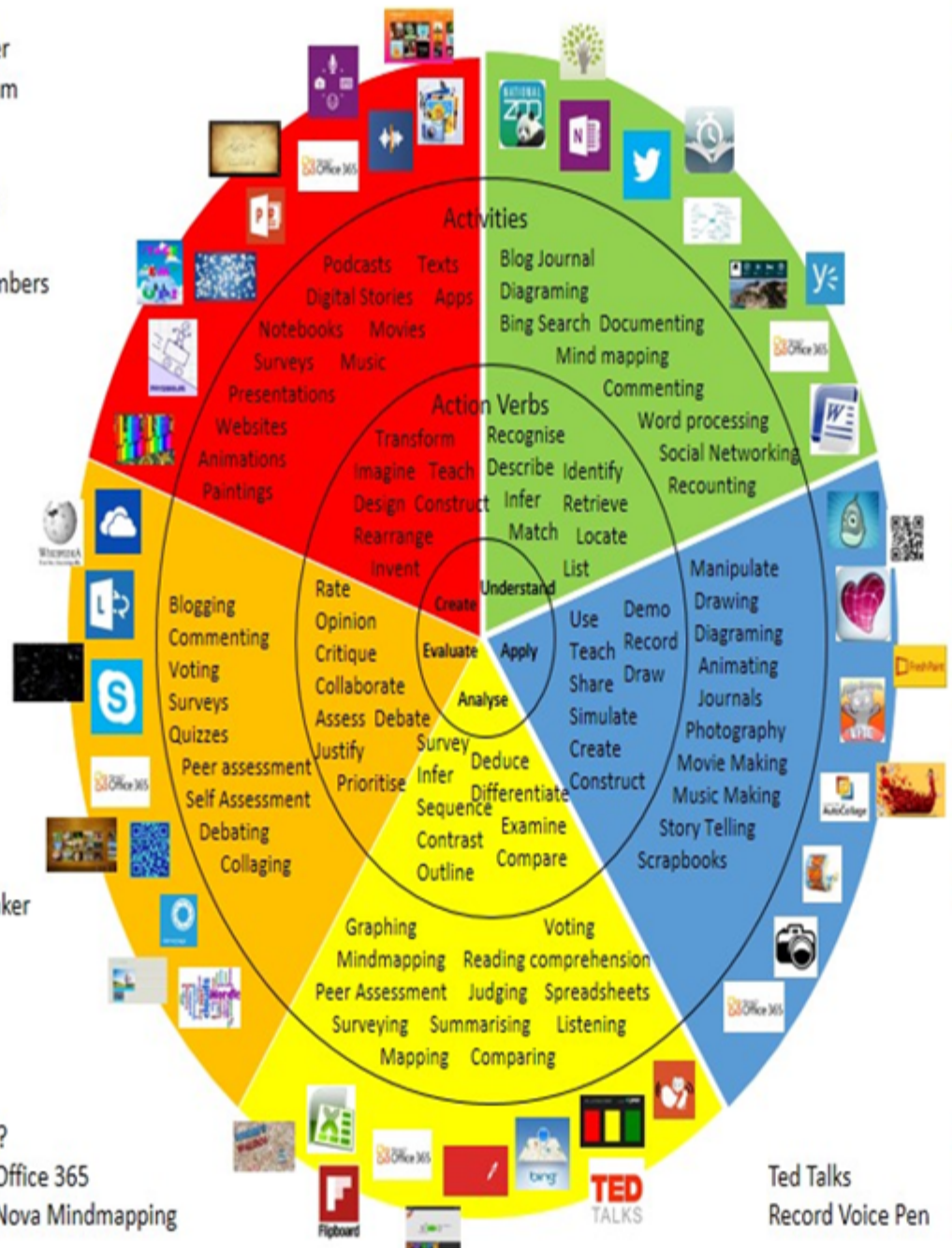
Win 8.1 Apps/Tools Pedagogy Wheel

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



Ted Talks
Record Voice Pen

Differentiation

As a Reminder:

Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

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 clarify
- 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 work presented 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 work presented 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 section.

- 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: Drawing and Painting

NJSLS:

VPA.1.1.5.D.1 - [*Cumulative Progress Indicator*] - Identify elements of art and principles of design that are evident in everyday life.

VPA.1.1.5.D.2 - [*Cumulative Progress Indicator*] - Compare and contrast works of art in various mediums that use the same art elements and principles of design.

VPA.1.2.5.A.1 - [*Cumulative Progress Indicator*] - Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

VPA.1.3.5.D.1 - [*Cumulative Progress Indicator*] - 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.1.3.5.D.2 - [*Cumulative Progress Indicator*] - 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.1.4.5.A.1 - [*Cumulative Progress Indicator*] - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.

Interdisciplinary Connection: Social Studies, Listening and Comprehension.

Statement of Objective: SWDAT create a picture based on a story read aloud by drawing the part of the story

that stands out the most to them.

Anticipatory Set/Do Now: What is china?

Learning Activity: What does china mean? Is it only a country? Discuss porcelain and china with the students and go over a brief description of the history. Read the story of the Blue Willow China to the students. Talk about the story. What part stands out to the students the most? Students will create a drawing on a paper plate based on the story they just heard. Once their drawing is complete, students are to create a border on the edge of the plate to add interest. Students who complete it early will begin painting their drawing with only shades of blue, black and white.

Student Assessment/CFU's:

Materials: White paper plates, pencils, erasers, paints, paint brushes, water, blue willow china examples to look at.

21st Century Themes and Skills:

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.