Unit 3: Sculpture

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Fourth Grade Art

Unit 3: Sculpture

Belleville Board of Education

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Unit Overview

Unit three 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: Jeff Koons, Auguste Rodin, etc.

Enduring Understandings

- 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?

Exit Skills

By the end of Unit 3:

- 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.

New Jersey Student Learning Standards (NJSLS)

VPA.1.1.5.D.2	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	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
VPA.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.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.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.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.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.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.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.1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
VPA.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.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.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
VPA.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.
VPA.1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.
VPA.1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

Interdisciplinary Connections

LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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 way s 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.

Learning Objectives

After completing sculpture students will be able to:

- **Describe** how this medium is different from media used for past projects.
- **Indicate** a higher knowledge of construction and balance.
- **Generate** a sculpture that shows a strong understanding of three-dimensional design.

Suggested Activities & Best Practices

1. Using the smartboard, show students images of famous sculptures and have them learn basic critique strategies with them. Use the pictures to also get students thinking about the materials, technique and time some of these pieces of art took to create.

2. Talk about how technology might be able to help us make sculptures today, watch videos on current sculpture making techniques, including 3D printing.

Assessment Evidence - Checking for Understanding (CFU)

- Project (Summative)
- Portfolio (Benchmark)
- Participatory Assessment (Alternative)
- Peer Reviews (Formative)
- Sample Assessment: "Set up a slide-show of different pieces of art and have students decide if it "counts" as a sculpture and explain their judgment."

In addition to the assessments listed above, the following assessments can be used to track progress:

- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Self- assessments
- Teacher Observation Checklist
- Think, Pair, Share
- Unit review/Test prep

Primary Resources & Materials

- 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.

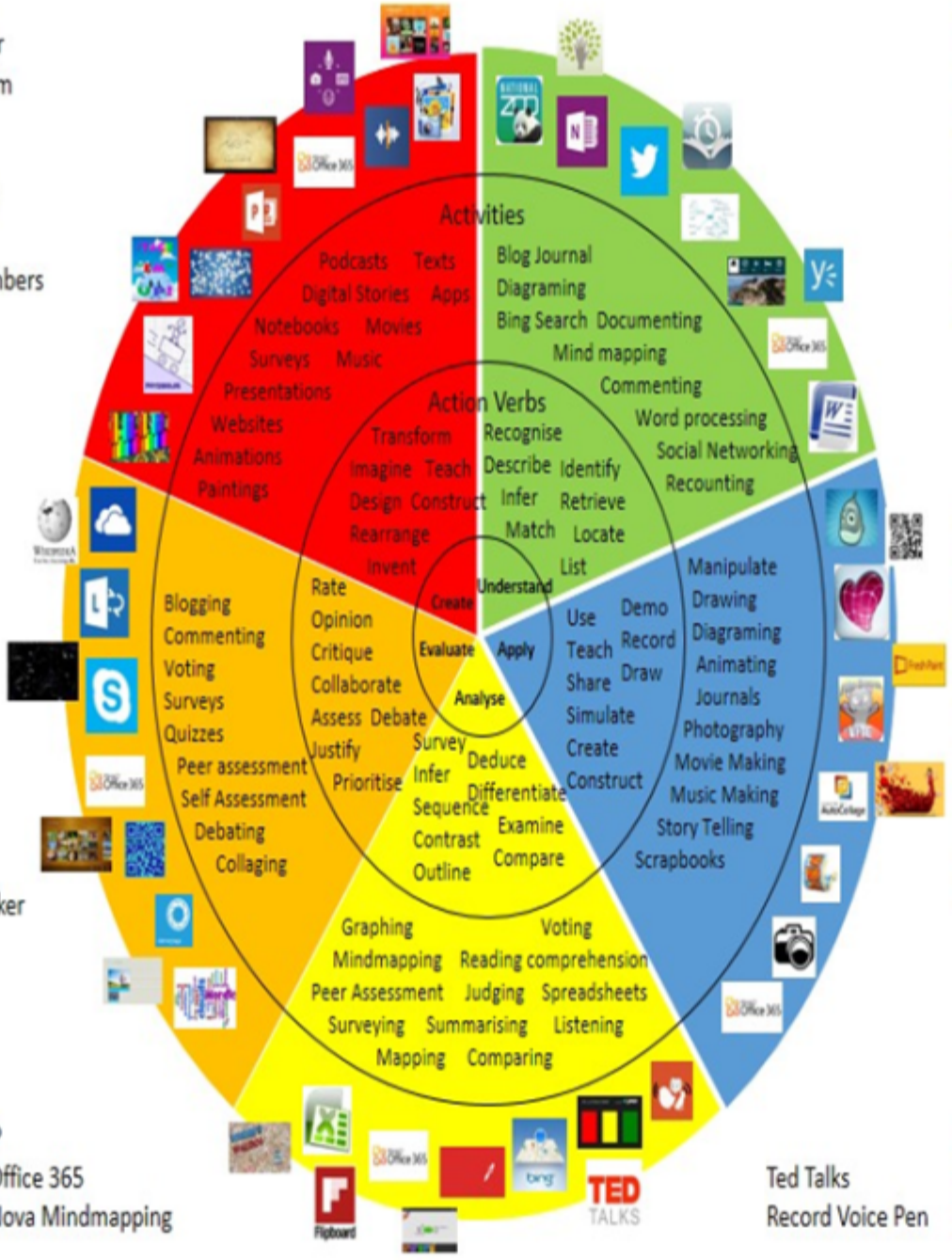
Technology Infusion

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

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

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Life and Career Skills
- Media Literacy

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies,

	understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Global Awareness
- Health Literacy

Differentiation

- When working on a project, students who are struggling with finishing a project will be given more time to do so.
- At the beginning of each class, to ensure that all students are aware of their goal, it will be written clearly on the board and read aloud.
- When working on a project for multiple weeks, an oral review of the work already completed to remind students of their progress will be given.

Differentiations:

- **Extra time to complete assignments**
- **Repeat directions**
- **Use manipulatives**
- **Multisensory approaches**
- **Additional time**
- **Preview vocabulary**
- **Visual presentation**

Hi-Prep Differentiations:

- **Independent research and projects**
- **Project-based learning**

Lo-Prep Differentiations

- **Choice of books or activities**
- **Goal setting with students**
- **Varied supplemental materials**

Special Education Learning (IEP's & 504's)

1. Giving students earlier access to the materials used for sculpture making to make sure they are comfortable with the material.
2. Using hands-on assistance to help students learn different clay-building techniques.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- check work frequently for understanding
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner

English Language Learning (ELL)

1. Slower rate of speech and verbal emphasis on important phrases and directions. Ex: "build" and "roll"
2. Thumbs up/down method to check for understanding when working on a project.
3. Visual cues (such as facial expression) to praise student and their work.

- 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)
- decreasing the amount of workpresented or required
- tutoring by peers

At Risk

1. Using thumbs up and verbal praise to highlight student's successes in the project as well as to keep them on track.

2. Using fist-to-five to check for student understanding after directions for projects are given.

3. When student understands concepts, having them "lead" students at their table in group building/sculpting examples

- 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
- 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
- marking students' correct and acceptable work, not the mistakes
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

1. When student is done with their project, have them draw up an idea for a second sculpture they would like to create.

2. Have students verbally explain how they created their project to familiarize them with art-making vocabulary.

- Advanced problem-solving
- Allow students to work at a faster pace
- Create a plan to solve an issue presented in the class or in a text
- Higher order, critical & creative thinking skills, and discovery
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Sample lesson located in Unit 1.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: