

Unit 3: Sculpture

Content Area: **Art**
Course(s): **Sample Course**
Time Period: **FebMar**
Length: **10-12 Weeks**
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Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Art: Grade 5

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: Auguste Rodin, Frederic Auguste Bartholdi, etc.

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.

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 sculpture students will be able to:

Describe the medium used for this assignment.

Explain how this medium is similar and/or different from previous media used.

Determine their successes with this sculpture, and where they could use some more work.

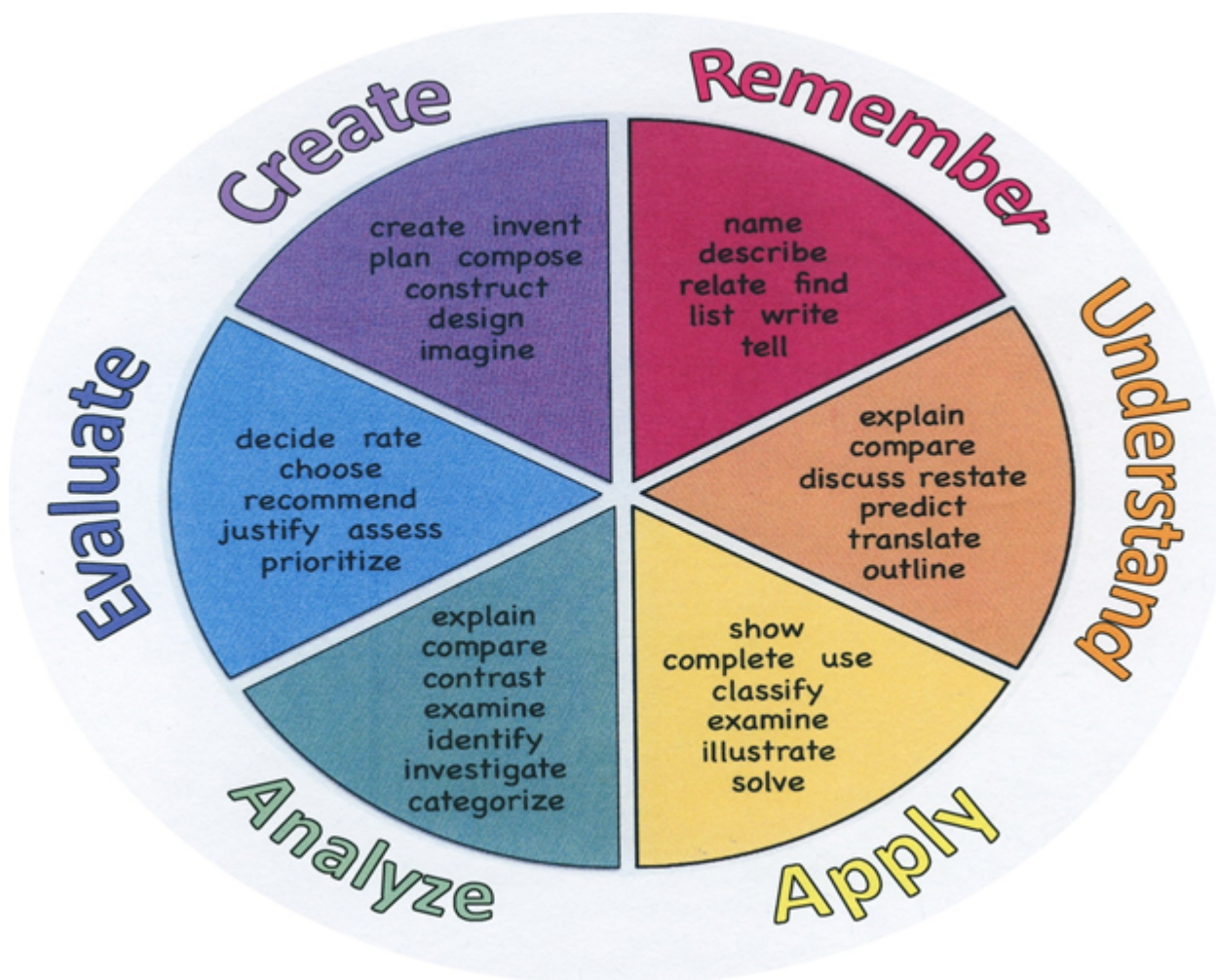
Construct a sculpture using the materials provided.

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

Math, Language Arts, Speaking and Listening, Physical Education.

LA.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
LA.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
MA.5.G.A.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
MA.5.G.B	Classify two-dimensional figures into categories based on their properties.
MA.5.NF.B.7c	Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.
HPE.2.1.6.D.1	Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
HPE.2.1.6.D.4	Assess when to use basic first-aid procedures.
HPE.2.1.6.E.2	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.

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.

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



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 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](https://www.pinterest.com)
- Artsonia, [Artsonia.com](https://www.artsonia.com)
- The Getty Institute, [getty.edu](https://www.getty.edu)
- WebArt, [webart.com](https://www.webart.com)
- Internet, Virtual Museum Tours
- Hand-outs
- YouTube videos related to art history, artists, or art creation.

Sample Lesson

Unit Name: Sculpture

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.1.2.5.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.1.3.5.D.5 - [*Cumulative Progress Indicator*] - 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.B.2 - [*Cumulative Progress Indicator*] - Use evaluative tools, such as rubrics, for self-assessment

and to appraise the objectivity of critiques by peers.

Interdisciplinary Connection: Math, social studies

Statement of Objective: SWDAT build a sculpture by creating a three dimensional gnome with paper mache.

Anticipatory Set/Do Now: What three things do most gnomes have in common?

Learning Activity: Students will begin by preparing their water bottles for construction by weighting them.

Discuss with the class why a weight inside the bottle is necessary for their structure. Demonstrate how to add the correct amount of clay/plaster/quick rock to the inside of the bottle, add water to activate, then uncap and set aside for drying. During the remaining minutes in class demonstrate how to begin building the armature for the skeleton of their gnomes.

Student Assessment/CFU's: Define, describe, explain, self-assessment.

Materials: Water bottles, quick rock, masking tape, paper, paper mache paste, paint, paint brushes, water, paper towels, batting, any additional tools or embellishments the students want to bring in for their gnomes.

21st Century Themes and Skills: Creativity and innovation, problem solving and critical thinking.

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.