

# Unit 02: Advanced Methods in Sculpture

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## Standards Alignment

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### New Jersey Student Learning Standards

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#### Capacities of the Literate Individual

#### Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

#### Key Ideas and Details

LA.K-12.NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.K-12.NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Craft and Structure

LA.K-12.NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LA.K-12.NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the

whole.

#### Integration of Knowledge and Ideas

LA.K-12.NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

LA.RST.9-10 Reading Science and Technical Subjects

LA.RST.9-10.1 Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

LA.K-12.NJSLSA.W Writing

LA.RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

#### Text Types and Purposes

LA.K-12.NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.K-12.NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LA.RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

LA.RST.9-10.5 Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

#### Production and Distribution of Writing

LA.K-12.NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

LA.K-12.NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### Research to Build and Present Knowledge

LA.K-12.NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

LA.K-12.NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

LA.K-12.NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Range of Writing

LA.K-12.NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LA.WHST.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

LA.WHST.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LA.WHST.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LA.WHST.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.9-10.2.F	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
VPA.1.1.12.D	Visual Art
VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
VPA.1.2.12	All students will understand the role, development, and influence of the arts throughout history and across cultures.
VPA.1.2.12.A	History of the Arts and Culture
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
VPA.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.1.3.12.D	Visual Art
VPA.1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
VPA.1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
VPA.1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
VPA.1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and

	interpret themes and symbols suggested by the artworks.
VPA.1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
VPA.1.4.12	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
VPA.1.4.12.A	Aesthetic Responses
VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
VPA.1.4.12.B	Critique Methodologies
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

## **Integration of Career Readiness, Life Literacies and Key Skills**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## **Technology / Integration of Computer Science and Design Thinking**

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## **Interdisciplinary Connections: NJSLS for ELA, Social Studies, Science and/or Math Section**

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## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media LiteracyNew Section**

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see Crosswalks

## **21st Century Life and Careers**

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## **Stage I: Desired Results**

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## **Transfer/Overview/Rationale**

### **Transfer / Overview / Rationale**

Unit Rationale

The purpose of this unit...

## **Meaning**

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## **Essential Questions**

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Essential Questions

- How has sculpture in the form of assemblage been a necessity in society and cultures throughout history?
- Why are found object works of art so controversial in the art world?
- How did found object sculptures influence the creation of other monumental works of art?
- How is art a reflection of its time?

- How is art relevant in my life?
- What problem solving skills do I need to create art?
- Where does inspiration come from?
- In what ways do artists influence society?

## **Enduring Understanding/Indicators of Understanding**

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### Enduring Understanding/Indicators of Understanding

- Assembling found objects into an art piece acts as a time capsule that reflects our society and culture.
- After 400 years of Renaissance-dominated aesthetics, the idea of creating art from everyday objects was irresistibly appealing to Dadaists.
- Through art education students are introduced to a range of tools and develop the skills needed to represent their experiences in their fullness, complexity, and contradictions.
- Good design is accomplished by the artists ability to visually communicate a common understanding of the subject with the influence of their emotional relativity and often, technical skill.
- Through art & theory students form new patterns of perception that enables us to see the world with fresh insight

## **Acquisition (Student Learning Objectives)**

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### **Knowledge**

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Knowledge

Students will know...

### **Contemporary Artists background, art and methods:**

- Mary Ellen Croteau
- Tom Deninger
- Chris Gilmour
- James Lake
- Bruce Munro
- Andy Goldsworthy
- Zac Freeman
- Sayaka Ganz
- Michelle Stitzlein

- John Dahlsen
- Sarah Frost
- Emma Hardy
- **Historical Artists**
- Louise Nevelson
- Isaiah Zagar
- Jasper Johns
- Duchamp and Dada Movement
- Andre Breton
- Surrealism Movement
- Robert Rauschenberg
- Man Ray
- Kurt Schwitters
- Picasso
- Joseph Beuys
- Many artists are drawn to making something out of what would generally be considered nothing —taking what most people would view as useless and arranging it in an artistic manner, or placing it with traditional materials or in a particular setting that elevates it from junk to art.
- Mosaic is a classic art form that were one of the principle forms of expression. They were a functional yet decorative feature of Middle Eastern and Mediterranean villas, shops, bath houses, churches and mosques.
- Mosaic is an art form which uses small pieces of materials placed together to create a unified whole.
- Mosaic may be a technique of decorative art, an aspect of interior decoration or of cultural and spiritual significance.
- In modern art, the term "found object" is used to describe an object, found by an artist, which - with minimal modification - is then presented as a work of art. The idea is, that the artist believes that the discovered object possesses a certain aesthetic quality - stemming from its appearance, social or personal history - and therefore displays it for the appreciation of others.
- Found object art dates back to prehistoric era.
- How to develop and write an artist statement

## **Skills**

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### Skills

Student will be skilled at ...

- Using wire to create an armature
- Gathering recyclable materials and found objects, then upcycling them into art forms
- Using masking tape to represent a three dimensional object or figure
- Cutting and assembling soda cans to create a mosaic and three dimensional form
- Designing, creating, and implementing a temporary or permanent art installation within the school and/or community
- Assembling found objects in nature in the style of artists, Andy Goldsworthy
- Creating a tile and upcycled mosaic
- Using safe practices in breaking and arranging tile
- Mixing and applying grout
- Analyzing pieces of art history and contemporary or local artists
- Developing an artists statement that reflects their work and processes
- Creating thumbnail sketches and keeping a sketchbook

## Stage 3: Learning Plan

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### Resource and Mentor Texts

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#### Resources and Mentor Texts

- Understanding by Design 2nd Edition
- 2009 Lowenfeld Lecture by Olivia Gude: Art Education for Democratic Life
- Implementing the Curriculum by John A Michael Art Education Consultant
- 21st Century Skills Map: [http://www.arteducators.org/research/21st\\_Century\\_Skills\\_Arts\\_Map.pdf](http://www.arteducators.org/research/21st_Century_Skills_Arts_Map.pdf)
- [http://www.maryellencroteau.net/mec\\_website/Home.html](http://www.maryellencroteau.net/mec_website/Home.html)
- <http://www.jameslakesculpture.co.uk/>
- <http://www.chrisgilmour.com/en.opere.html>
- <http://www.tomdeiningart.com/works.html>
- <http://www.bruceunro.co.uk/>
- [http://www.morning-earth.org/ARTISTNATURALISTS/AN\\_Goldsworthy.html](http://www.morning-earth.org/ARTISTNATURALISTS/AN_Goldsworthy.html)
- <http://zacfreemanart.com/artwork/>
- <http://www.sayakaganz.com/>
- <http://www.artgrange.com/MichelleSculpture/michellessculpture9.html>
- <http://www.johndahlsen.com/>
- <http://www.sarahfrost.info/>
- <http://emmahardy.net/index.html>
- <http://www.groundsforsculpture.org/index.cfm>
- <http://www.visual-arts-cork.com/definitions/found-objects.html>
- [http://www.moma.org/collection/details.php?theme\\_id=10135](http://www.moma.org/collection/details.php?theme_id=10135)

### Formative Assessment Strategies

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#### Formative Assessment Strategies

- While students are working on the project, teacher will be conducting daily observations of student progress, effort, and participation. At the conclusion of the project, a one to one conference will be held with each student about the creative process and their final presentation of their design. Teacher will conduct a positive critique with the student.

### Learning Activities/Unit of Study

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#### Learning Activities/Unit of Study

- Wire & Metal Sculpture
- Mosaic

- Found Object
- Installation
- Cardboard
- Paper
- Paper Mache
- Plaster
- Writing and artist statement
- Looking at artwork from other artists

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## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for

students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans**

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### **Gifted & Talented Strategies**

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

### **Students at Risk of School Failure**

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the

instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.