

# Unit 4: Casting

Content Area: **Performing Arts**  
Course(s):  
Time Period:  
Length: **Approximately 6 Weeks**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Casting Summary

Artists will be working with a selection of materials such as resin, salt dough, and paper mache to create casted works. Artists will demonstrate additional artistic principles such as color theory, line design, and basic painting skills. This unit stresses and questions the harmony between decorative elements and function. Artists will explore and expand upon knowledge of traditional and cultural folk art.

## Learning Objectives

- Consider how culture influences decorative arts
- Define and identify motifs in art
- Define, identify, and consider the influence of folk art in America
- Demonstrate knowledge of the cast/mold process
- Demonstrate patience and perseverance in procedure
- Evaluate form's role in creating 3D works
- Expand on working definitions of 3D construction
- Explain the casting process
- Use a variety of materials to cast a reproducible object

## Essential Skills

- Artists will be able to analyze and interpret artwork.
- Artists will be able to analyze the role and responsibility of an artist.
- Artists will be able to compare and contrast periods of art movements.
- Artists will be able to critique and give constructive feedback on own artwork and artwork of others.

- Artists will be able to develop a rich fine arts vocabulary.
- Artists will be able to discuss global and social issues through artworks of the postmodern world
- Artists will be able to discuss the post modern art movement
- Artists will be able to discuss the roles of artists in local communities.
- Artists will be able to discuss the use of art as a form of visual communication.
- Artists will be able to display knowledge of various media and their properties.
- Artists will be able to examine art’s place in the world.
- Artists will be able to examine self as an artist.
- Artists will be able to identify and apply color relationships using color theory.
- Artists will be able to properly and appropriately care for, store, and present artwork.
- Artists will be able to safely use and store art materials.

## Standards

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VA.9-12.1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
VA.9-12.1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
VA.9-12.1.5.12adv.Cr2b	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
VA.9-12.1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
VA.9-12.1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
VA.9-12.1.5.12prof.Cn10a	Document the process of developing ideas from early stages to fully elaborated ideas.
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.8.CAP.4	Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
WRK.9.2.8.CAP.6	Compare the costs of post-secondary education with the potential increase in income from a career of choice.
WRK.9.2.8.CAP.7	Devise a strategy to minimize costs of post-secondary education.
WRK.9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.
WRK.9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

## Instructional Tasks/Activities

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Students will correctly demonstrate, perform, identify, discuss, analyze, compare:

- Hand sculptures

- Packaging tape sculpture
- Paper mache bowl
- Small object casting

## **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- In class participation
- In class projects
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Quizzes and tests
- Rubric
- Teacher Collected Data
- Teacher observation
- Test
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs

- Google Slides
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify
- Use Google Docs to complete written assignments, critiques, and project goal tracking
- View media of Masters works in Mixed Media to analyze and discuss

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Special Education**

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Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Differentiation**

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- alter format of materials (type/highlight, etc.)
- color code materials

- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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## **Resources**

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- <https://www.youtube.com/watch?v=rPTBHshlYks>
- <https://www.youtube.com/watch?v=BCslOlkhvIQ>

## **Unit Vocabulary**

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- Asymmetrical
- Balance
- Bas-relief
- Casting
- Negative space
- Positive space

## **Artistic Materials**

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- Acetone
- Brayer
- Cardboard
- Cyanotype mediums
- Gelli plate
- Ink printer
- Matt knife
- Nature organic materials
- Newspaper
- Printing ink
- Printing papers
- Scissors
- Sponge
- Water

## **Unit Artists**

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- Andy Worhol
- Barbary
- Calder
- Delta Martin
- Karen Lederer
- Pablo Picasso
- Pablo Picasso
- Swoon

