

# Unit 3: Women in Sculpture and 3D Arts

Content Area: **Performing Arts**  
Course(s):  
Time Period:  
Length: **Approximately 12 Weeks**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Women in Sculpture and 3D Arts

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### Learning Objectives

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- Compare and contrast 3D and 2D arts
- Consider “Women’s Crafts” such as quilting and other fiber making, decorative painting, and pottery
- Consider formal components and principles of sculpture
- Consider the influence of textiles and patterns in the Fine Arts world
- Consider the role of folk and traditional arts in domestic scenarios
- Create and evaluate works that are “in the round”
- Create varied three dimensional works that call to question the intention of materials, color, and context of function
- Define and identify shape and form in sculpture
- Define folk art and traditional/functional arts
- Define sculpture and 3D arts
- Define unity as it applies to sculpture
- Evaluate works of female sculpture artists such as Alexis Granwell, Louise Nevelson, and Sandy Skoglund, Alison Stigora, Diana Al Hadid

### Essential Skills

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- Artists will be able to choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
- Artists will be able to choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
- Artists will be able to compare uses of art in a variety of societal, cultural and historical contexts and

make connections to uses of art in contemporary and local contexts.

- Artists will be able to critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
- Artists will be able to demonstrate acquisition of skills and knowledge in a chosen art form.
- Artists will be able to 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.
- Artists will be able to document the process of developing ideas from early stages to fully elaborated ideas.
- Artists will be able to 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.
- Artists will be able to experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
- Artists will be able to individually and collaboratively formulate new creative problems based on student's existing artwork.

## Standards

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VA.9-12.1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student's existing artwork.
VA.9-12.1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
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.9-12.1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
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.
VA.9-12.1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.

## Instructional Tasks/Activities

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

- Art vocabulary exercises and activities

- Mini Nevelson found object sculptures
- Mini Nevelson found object sculptures goal tracker
- Sculpture reflection worksheet
- Sewing/stitching panel (traditional Dutch announcement sampler and sketch)
- Textile project: completed embroidery and pattern making project
- Textile project: embroidery and pattern making tester

## **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- Daily draw warm ups
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- In class projects
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Quizzes and tests
- Rubric
- Sketchbook checks
- 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 writing assignments, critiques, and a manage project goal tracking

## **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

## **Instruction/Materials**

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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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## **Unit Vocabulary**

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- Craft
- Embroidery
- Fiber
- Folk art
- Form
- In the round
- Quilting
- Sculpture
- Sewing
- Shape
- Stitching
- Textile
- Three dimensional
- Traditional
- Unity

## **Artistic Materials**

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- Acrylic paint
- Colored pencils
- Embroidery floss
- Embroidery hoops
- Fabric
- Found objects
- Gesso
- Hot glue and hot glue guns
- Measuring tape
- Paintbrushes
- Rulers
- Sewing needles
- Tracing paper
- Wire

## **Unit Artists**

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- Alison Stigora
- Diana Al Hadid
- Louise Nevelson
- Sandy Skoglund

- Yayoi Kasuma

## **Resources**

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- PowerPoints
- Drawing on the Right Side of the Brain
- Internet
- Juxtapoz Magazine
- The Moma Reference Guide
- World Art reference guide