

# 01 Public Art-Claes Oldenburg Inspired Sculpture

Content Area: **Art**  
Course(s):  
Time Period: **Cycle**  
Length: **4 weeks**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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Experience with and knowledge of the arts is a vital part of a complete education. The arts are rich disciplines that include a vibrant history, an exemplary body of work to study, and compelling cultural traditions. An education in the arts is an essential part of the academic curriculum for the achievement of human, social, and economic growth. The arts offer tools for development. They enable personal, intellectual, and social development for each individual.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand that: Throughout history people have used public art to express ideas and persuade others.

Public art tells us what was important to different cultures throughout history.

## **CONTENT AREA STANDARDS**

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VPA.1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
VPA.1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
VPA.1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
VPA.1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LA.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
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	Utilize critical thinking to make sense of problems and persevere in solving them.

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## STUDENT LEARNING TARGETS

## **Declarative Knowledge**

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Students will understand that:

1. understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others.
2. be conscientious of the impacts of their decisions on others and the environment around them.
3. think about the near-term and long-term consequences of their actions.
4. understand how to bring innovation to an organization.
5. visual art in world cultures provides insight into the lives of people and their value.
6. advanced techniques for using acrylic paints and different brushes are used to get desired results.
7. various tools are used in graphic art to create strong visual images.
8. power, politics, beauty, identity are conveyed through art made for public display.
9. the meaning behind a work of art may be determined by the observer.
10. Culture impacts artistic expression.
11. Art is a universal language which can express things that words cannot.

## **Procedural Knowledge**

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Students will be able to

1. act in ways that contribute to the betterment of their teams, families, community and workplace.
2. be reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good
3. readily access and use the knowledge and skills acquired through experience and education to be more productive.
4. make connections between abstract concepts with real-world applications.
5. make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
6. regularly think of ideas that solve problems in new and different ways. contribute those ideas in a useful and productive manner to improve their organization.
7. consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value.

8. seek and apply new methods, practices, and ideas from a variety of sources.
9. take action on their ideas.
10. utilize critical thinking to make sense of problems. persevere in solving them.
11. demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
12. engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues.
13. build on others' ideas.
14. express their own ideas clearly
15. acknowledge new information expressed by others.
16. qualify or justify their own views in light of evidence presented.
17. analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally).
18. evaluate the motives (e.g., social, commercial, political) behind presentation of information.
19. analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
20. Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
21. Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
22. Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.

## **EVIDENCE OF LEARNING**

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## **Alternate Assessments**

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- Portfolios
- Student/Teacher Conferences
- Projects

## **Formative Assessments**

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Observation, class discussion,

answering questions, Why do People create public art? How can students use art to express their views outside of the classroom? How does culture impact artistic expression?

## **Summative Assessments**

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Final project

Self-evaluation rubric

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Handout “Create a prototype for a work of art to persuade the public”

Teacher made power point of examples of public art in different cultures throughout history

teacher prepared rubric, teacher made video of Claes Oldenburg Sculptures

MoMA video of an installation of "BLT Sandwich”

Other supplies:

model magic

found objects

acrylic paints

glue

gloss

## **INTERDISCIPLINARY CONNECTIONS**

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Employ valid and reliable research strategies. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity. Work productively in teams while using cultural global competence. Literary responses (critical) Applicable career options are discussed as they arise throughout the course; career options include but are not limited to business, journalism, education, psychology, social work, politics, research and art.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.