

Sculpture unit lesson plan



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Unit Title and Theme: Exploring Identity through Sculpture Finding

meaningful links between students' self-discovery and individual identity and the way they relate and interact with society as a whole, while building on their current knowledge of 3D art and introducing new ways to think of sculpture. Key Vocabulary: Universal Identity Symbolism Diversity

Metaphor Tolerance Interdependence Stereotypes Discussion Topics: Over-arching ideas that will be addressed throughout the unit... Shared and

Personal experiences The United States as “ tossed salad” vs. melting pot”

Question importance: individual over group, or vice versa? Explore the

benefit of self-awareness and constructive expressions Course Level/Learner

Characteristics: Grandview High School is an alternative program serving

about 240 “ at-risk” students in grades 9-12 in Milwaukee, Wisconsin. The

course is a basic high school “ Sculpture 101” and has just under 30 students enrolled from all four grades, ages 15-18+. Students in this course have had some art experience, but have not necessarily been selected because of any particular artistic strength.

These students have been labeled “ at risk” and transferred to this

alternative program for any number of reasons, but a large percentage of the population is school-age parents. Poor or irregular attendance tends to be the biggest factor in lack of academic success, not behavior issues or

learning disabilities. 1. Lesson Number and Title: #2 – “ All Different” (Paper

Mache Monsters) 2. Objectives (with WI-DPI Academic Standards for Visual

Arts) Technical Skills: ? Use sketching to brainstorm ideas and create a rough blueprint for their creation. (C6, H4) ? Use wire, newspaper and other

materials to create a sturdy armature that acts as a foundation for their sculpture.

(C8) ? Use paper mache to create a 3D creature. (E3) ? Use paint and other embellishments to communicate desired characteristics. (E1) Formal Content: ? Explore the idea of self-portrait through the use of symbolism and metaphor. (K1, G4) ? Create a dynamic figure through a creative use of space that engages the viewer.

(C1, E1) ? Understand how color, pattern and texture can be used to aid the delivery of their concept. (C3) Looking and Talking: ? Talk about individualism and the importance of celebrating our differences. (I1, L6) ? Understand and use key vocabulary. (A2, D5) ? Compare the idea of portraiture throughout history. (G1, I5) ? Discuss “ non-traditional” self-portraits.

(B3, I4) ? Look at the work of paper mache artist, Louie Rochon. (J10) Expressive: ? Have time to think about what makes them unique. (L3) ? Brainstorm various ways their personality can be depicted and make judgments about what will be most effective. (L1) ? Use mixed media to create and embellish a work that they feel describes who they are.

(E5, J2,) ? Share their findings with the class in critique. (C9, J10) 3.

Integration with Other Subject Areas: Art History: portraiture throughout time

Engineering: problem-solving to carefully balance their dynamic poses

Biology: studying the physical characteristics of various animals to combine

those qualities in their work English: Discuss the meaning of literary terms

like metaphor & Discuss visually application in artwork 4.

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Motivation/Introduction: Class will begin with a question: Is it more important to our society to emphasize our similarities or our differences? Students will take a few minutes to journal about this and then we will begin a short discussion. This will be followed by a PowerPoint presentation.

In this slideshow, students will get a quick history of portraits from Renaissance to Fauvism. Then they will see examples of non-traditional self-portraits, including sculptures and installation. The class will be introduced to their assignment, and have the opportunity to see paper mache art by Washington artist, Louie Rochon. Students will be given a hand-out summarizing the presentation, the assignment expectations and the assessment procedure, including how points will be awarded.

This will help the students follow along during the introduction, and will serve as a useful tool to those who miss this class. 5. Demonstration: Students will see demonstrations throughout this lesson, including but not limited to: armature construction, preparing and using paper-mache, creating details from Sculpt-a-mold or modeling clay, and paint-mixing techniques. Students will see a sample begun in a previous class, so that I have an example to show them in a “ hands-on” way. 6. Art Making Procedure & Activities/Step-by-Step Plan: Supplies and Equipment List: WireWire-Cutters Wire meshGloves NewspaperBuckets Masking-tapePencils Paper-Mache pastePaint-brushes BalloonsScissors Sketching paper Paint Disposbale paint palettes (freezer paper)Tissue paper Glue Misc.

Embellishments (feather, beads, paper, pipe-cleaners, etc... as requested by the students) Organization/Distribution of Equipment/Supplies: Regular

supplies will be in their normal, labeled locations, where the students know where to find them and can easily return them when finished. The station for paint, paint-brushes, palettes, and a bucket of soapy water for used brushes will remain at the back table.

Pre-made paper mache paste will be kept here as well, in small containers so that students can take buckets back to their desks to share with a neighbor. Embellishments and paper will stay at the center supply table where students can choose what they need and return the rest. Special supplies like wire-cutters, gloves, and mesh will be kept in a crate that will be stored on a desk near the supply table. Clean-Up Plan: Students will be required to return whatever materials and supplies they used. Unused paste can be combined and sealed in the buckets.

Tables will be covered with newspaper, which can be thrown away at the end of class, keeping table messes to a minimum. There will be designated shelves and floor space for their projects to be kept in between classes.

Step-by-Step Plan: Day 1: Introduction/Motivation (assignment given)

Personality brainstorm, design sketches, study animal forms Day 2: Demo –

Armature design/building Students work on starting armatures Day 3-7:

Open Studios – Armature building Day 8: Armatures due at the end of class

(Progress critique?) Day 9: Demo – Making/using paper-mache Begin paper-

mache process Day 10-13: Open Studios – Paper Mache Day 14: Paper

Mache done by end of class Talk about embellishing materials/options Day

15: Demo – Painting/Embellishing Gather materials, start decorating Day 16-

19: Open Studios – Embellishing Day 20: Projects due at the beginning of

class Class Critique 7. Closure/Assessment: The lesson will conclude with a

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project critique. Students will present their creatures and we will talk about them as a class.

Students will be graded based on creativity and risk-taking, composition, content and craftsmanship. Based on the handout given earlier, points will be given for the timely and creative completion of each step: armature, paper mache and embellishment. A grading worksheet will be used to organize this information for the student, along with comments, to be returned after the critique.