Teacher: Caroline Nadler	Grade Level: High School, Visual Art II
Number of Students in Class: 30	Time Required: 4 days
Art Form: Movement Sculpting	

Brief Description:

The students will be making Styrofoam cup sculptures, gestural sketches, and wire and plastic bag sculptures that exhibits their understanding of movement, texture, and positive and negative space.

Lesson Hook:

Tables are covered in a hodgepodge of materials, knick-knacks, recyclables, and trash. Each table mess has a group of students assigned to it. Each group at their table has 15 minutes to create order out of the chaos in front of them. The main idea is to create a meaning with the mess. They are to build or deconstruct to create what they see as order.

Standards Addressed:

<u>VAPA Standards</u>
CREATING--Anchor Standard 1:
1.1 Enduring Understanding
Prof.Va:Cr1.1
Use multiple approaches to begin creative endeavors.

CREATING--Anchor Standard 2:
2.1 Enduring Understanding:
8.VA:Cr2.1
Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.

RESPONDING—Anchor Standard 7:
7.1 Enduring Understanding:
Prof.VA:Re7.1
Hypothesize ways in which art influences perception and understanding of human experiences.

<u>Integration of Science Standards (NGSS):</u>
<u>Physics- The Chaos Theory & Non-linear Dynamics</u>
HS-ESS3 - Earth and Human Activity:
HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

HS Engineering Design
HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

Rationale:

Universal theme: Order and chaos

Everyone experiences rules and standards to meet for order to be kept. However, life can be chaotic which clashes with this order that is trying to be maintained. Following or not following rules, trying to control the uncontrollable, and living in chaos are all themes relatable to manipulating materials to change their initial shape into meaningful forms that reflect an outcome that these materials originally were not invented to depict.

The integrated Physics subject of The Chaos Theory describes changes in variables over time, which may be seen as chaotic and unpredictable. Nature exhibits unpredictable and random behavior; as does humankind. This lesson is an opportunity for students to practice putting order to their own chaos. Understanding how to manage personal chaos reflects to other life skills that are required in and outside school. Exposing students to experience finding order in chaos is an important life skill to acquire relatable to problem solving life situations and various academic subject matters. These skills are not only applicable to everyday life, they are vital for the creation process for artists in a studio. Working with materials that are unpredictable and requires time for trial and error, is a process that benefits students with problem solving a visual challenge. Establishing non-linear thinking to accomplish a goal in various ways is a creative productive skill to help manage anxiety and the uncomfortableness of the uncontrollable.

EQ and Aesthetic Questions:

- What are rules?
- What is the importance of following rules?
- Do artists need rules?
- What are rules for artists?
- What rules do artists give themselves?

Actual Learning Outcomes:

Students will create: 1) Styrofoam cup design
2) gestural sketches
3) wire and plastic sculpture

Vocabulary/ Concepts:

- Implied and/or real texture, movement, positive and negative space.
- Problem-solving and critical thinking: sculptural form depicting movement, involving texture, and using knowledge of positive and negative space with their design.

Input:

Information for students to know:

- Proportion of the figure. Will review with PowerPoint presentation of proper proportions of the human body with a worksheet handout for the students to keep and refer to.
- General understanding of abstract sculptural art. Will show artist examples throughout lesson.

Major art concepts: implied and/or real texture, movement, positive and negative space.

Artist examples: Ernie Barnes, Pia Mannikko, Alexander Calder, Machiko Agano.

Integrated topics: Science: Physics- The Chaos theory/ Non-linear Dynamics
Order and chaos

Demonstration or Modeling:

Guided Practice/ Styrofoam cup design exercise:

- Abstract brainstorming with cup sculpture
- Gestural drawing in reference to the abstraction of the cup sculpture
- Demonstrate various ways to show movement with materials
- Discuss positive and negative space in correlation to the cup design and gestural drawing
- Demonstrate proper use of tools and materials. Show usage of x-acto knife, super glue/ hot glue, cement glue, and tape with the Styrofoam cup. (Tape, cement glue, and scissors are for a modified lesson option.)
- Demonstrate pencil techniques with gestural drawing

Independent Practice/ wire and plastic sculpture:

- Problem solving- use gestural sketches and Styrofoam exercise as inspirational references
- Demonstrate various ways to show movement with materials
- Demonstrate various ways to involve texture with materials
- Discuss positive and negative space design relationships with the wire and plastic
- Demonstrate proper use of tools and materials. Show usage of scissors with plastic, pipe-cleaners, and cloth scraps. Show usage of pliers with wire. (Pipe-cleaners and cloth scraps are for a modified lesson option.)

Checking for Understanding:

Students will demonstrate understanding of movement with their hands.
Hand Reaction Exercise:

- Teacher will say action words for students to interpret those words visually with their hands. They are to keep their hands to themselves in their own space. Their hands represent an abstract sculpture. Word examples: flutter, sprint, float, jump.

Books/ Materials/ Equipment/ Supplies:

- Pencils, erasers
- Styrofoam cups, super glue, x-acto knife
- Wire, plastic bags, scissors, pliers.
- PowerPoint presentations and digital projector
- Worksheet: body proportions
- Student sketchbooks, loose drawing paper
- Pipe cleaners, cloth scraps, clear tape, cement glue

Guided Practice:

Day 1: Styrofoam cup design challenge - exercise for sculptural abstract critical thinking.

- 3D brainstorming
- 1 cup- expand the cup in every direction. cut up, build, manipulate
- Use as an element of play with positive and negative space and movement
- Should not look like something recognizable.
- No front to the design. Should be able to walk around entire piece and see movement from every angle
- Show past student examples before students begin.

Days 2: Gestural sketches for brainstorming movement.

- abstract gestural sketches of Styrofoam cup design.
- In student sketchbook
- Sketch from different angles. At least 10 pencil sketches. Show study of the movement.
- Body Proportions handout worksheet and review.
- Show past student examples before students begin.

Independent Practice:

Day 3: Wire and plastic sculpting movement.

- use wire and plastic bags to create a form that implies movement and/or can move.
- Can cut up and manipulate plastic for textural element and/or movement.

- Wire can be manipulated however student sees that they should show movement.
- Represents a form that implies movement. Same requirements of sculptural movement as Styrofoam design challenge.
- Student choices of subject: (pick one)
    1) Use Styrofoam cup design as the basis idea for the wire/ plastic sculpture
    2) Start a new idea: represent the energy of a movement students have chosen. A dance move or constant active motion representation (sport related, bike riding, running) not small hand gestures, stationary, small moves. The whole form is moving.
- Show past student examples before students begin.

Agenda:

Day 1:

- Messy table exercise- lesson hook
- Essential questions discussion
- PowerPoint presentation of artists (Pia Mannikko and Machiko Agano)
- Step 1 : Guided Practice- Styrofoam cup design challenge

Day 2:

- PowerPoint presentation of artists (Ernie Barnes and Alexander Calder)
- Review proportions of the figure. Body Proportions handout worksheet.
- Step 2: Guided Practice- pencil gestural sketches of the Styrofoam design challenge. Sketch from different angles. At least 10 sketches. Show study of the movement.
- Check for understanding exercise- hand reaction

Day 3:

- Review art concepts: implied and/or real texture, movement, and positive and negative space.
- Review theme: order and chaos
- Step 3: Independent Practice- Wire and plastic sculpture

Day 4:

Part 1:

- Students will plan their presentations of their wire and plastic sculptures.
- They will write a reflection on a notecard to be placed in front of their own sculpture. They are to exhibit comprehensive usage of art vocabulary terms from this lesson.

Part 2:

- Students will participate in a gallery walk to look at everyone's work.
- They each will be provided 3 notecards to describe "2 likes, 1 wish" in response to their fellow classmates' work. The gallery will be broken up into sections and the class will be broken up into small groups. Each group will be responsible for reflections within their dedicated area to ensure every artist gets feedback.

Closure:

Day 4:
Students will present their work to the class. They will use art vocabulary from the lesson to explain their motives and creative process for their reflection. Students will participate in reflection of their fellow classmates' sculptures as well.

Assessment:

Students will be graded on completion of all 3 steps:

1) Styrofoam cup design
2) gestural sketches (at least 10)
3) wire and plastic sculpture

Grading rubric is composed of:

- Styrofoam cup design: design intent, use of positive and negative space, and movement shown.
- Gestural sketches: design intent, demonstration of gestural movement and usage of positive and negative space.
- Movement: represented within all 3 steps/ projects
- Texture: represented within all 3 steps/ projects
- Positive and negative space: represented within all 3 steps/ projects
- Reflection: participation with class presentation and gallery walk exercise; demonstration of learned vocabulary and concepts
- Productivity: demonstrated productivity with class time and stayed on task.

Extended Learning:

Students may add an environment to their form as a dream reality. They will draw an environment and/or a building they imagine their sculpture would be in front of. They will treat their sculpture as a miniature model in this activity.

Modifications for Special Education students and English Language Learners:

ELL: Teacher will provide visual references for instruction, vocabulary, examples (perhaps in native language)- all on wall display. Teacher will use hand gestures, pick up items, and point to objects when talking about them.

Special Education:

Alternatives with art making:

1) Styrofoam cup design challenge: Clear tape or cement glue instead of hot glue. Scissors or ripping Styrofoam instead of x-acto knife. Flexibility

with complexity of design.

2) Gestural sketches: 3-5 sketches instead of 10. Flexibility of complexity of gestural demonstration shown.
3) Wire and plastic sculpture: Pipe cleaners instead of wire. Cloth scraps instead of plastic bags, if texture creates discomfort. Flexibility of complexity of design.

Modification for Reflection:

- Teacher will provide vocabulary words to be used in reflection. Student will write one sentence explaining each word in context.

Flexibility with time completion of guided & individual practice, reflection, & materials used to express thoughts. An extra week may be given for completion of assignments. Students may complete any combination of only 2 out of the 3 steps.

Students with fine motor disabilities: The use of writing instruments such as pencil grips can be provided. Be flexible with type of tools used.

Be aware of students with special education and any preferred seating/proximal seating. Collaboration: Teacher should check-in with special education teacher and/or special education paraprofessional about suggestions for creating a more specifically inclusive environment and lesson engagement for certain students.

Students with mobility disabilities: make sure to have designated spaces and safe amount of space for accessibility.

For all students: will have lesson expectations and any digital reference tools (rubric, highlighted artists, how-to video, body proportion review etc.) available on class online portal, written on board, certain things available in handout form. Past student examples of all art assignments will be available in class and/or on class online portal.

Support Materials:

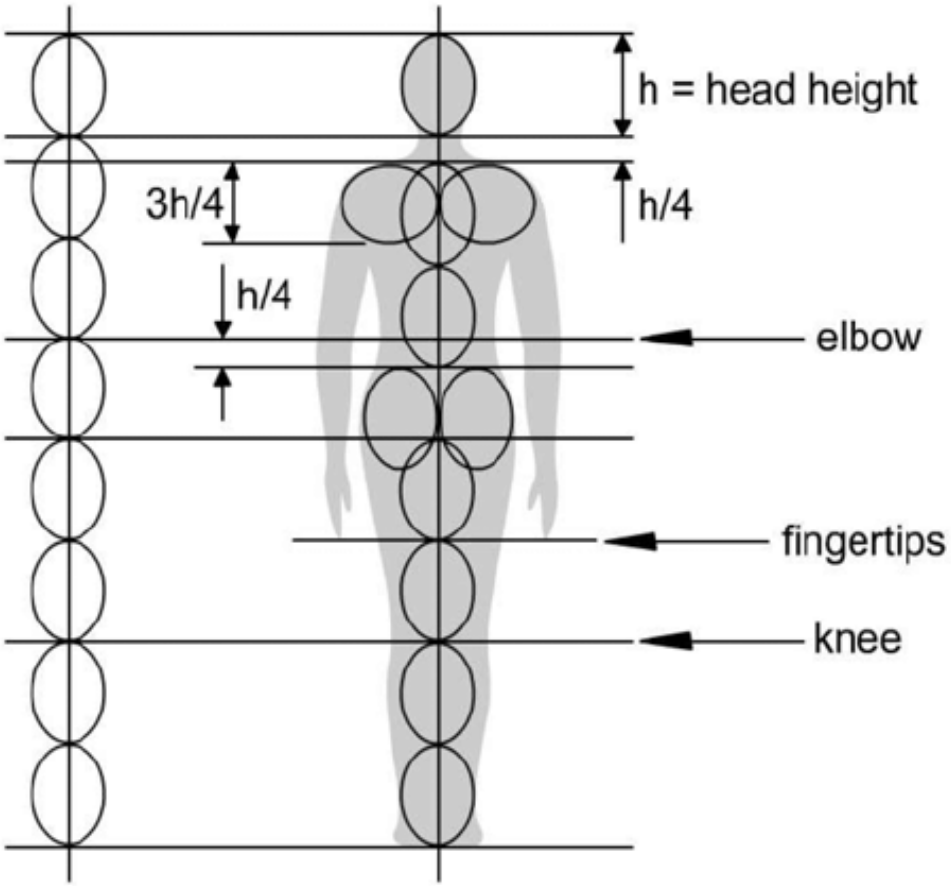
Worksheet handouts: body proportions
Rubric

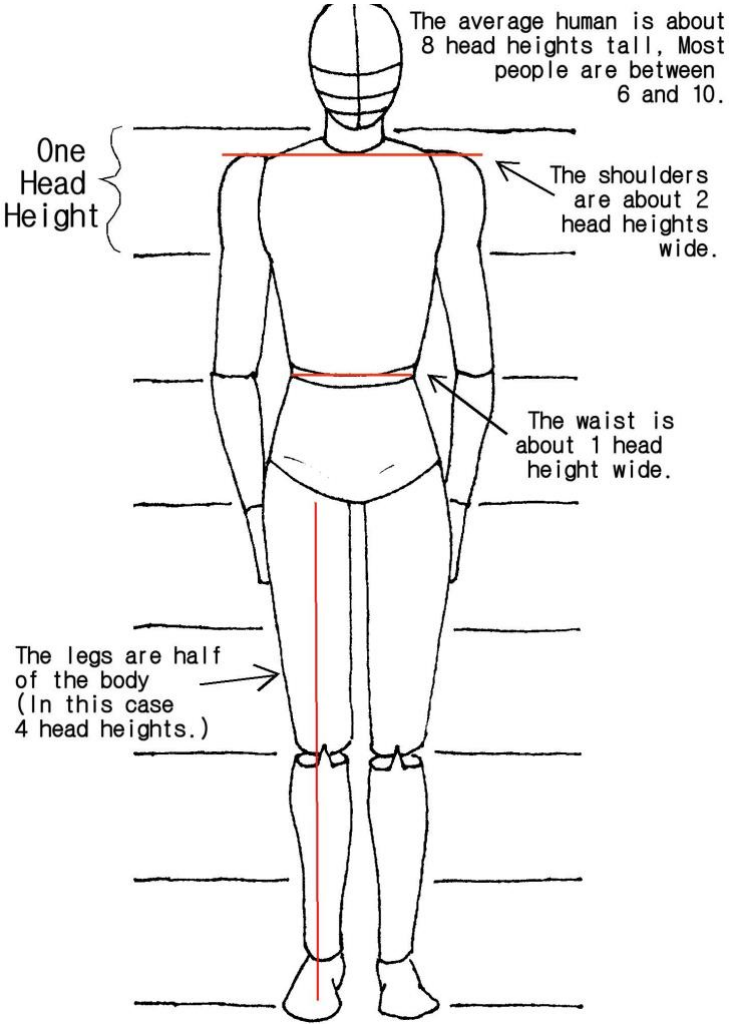
Rubric Components	**4**	**3**	**2**	**1**	**Final Score**
Styrofoam cup design	Purposeful design intent. Strong use of positive and negative space. Strong movement shown.	Somewhat intended design. Moderate use of positive and negative space. Moderate amount of movement shown.	Minimum effort towards design. Weak demonstration of positive and negative space. Weak amount movement shown.	No design effort demonstrated. Little to no demonstration of positive and negative space. Little to no movement shown. No samples of planning ahead	
Gestural sketches	Purposeful Intent. Strong demonstration of gestural movement and usage of positive and negative space.	Somewhat intended demonstration of gestural movement and usage of positive and negative space.	Minimum effort of gestural movement and positive and negative space shown.	No effort demonstrated of gestural movement and positive and negative space shown. No samples of planning ahead.	

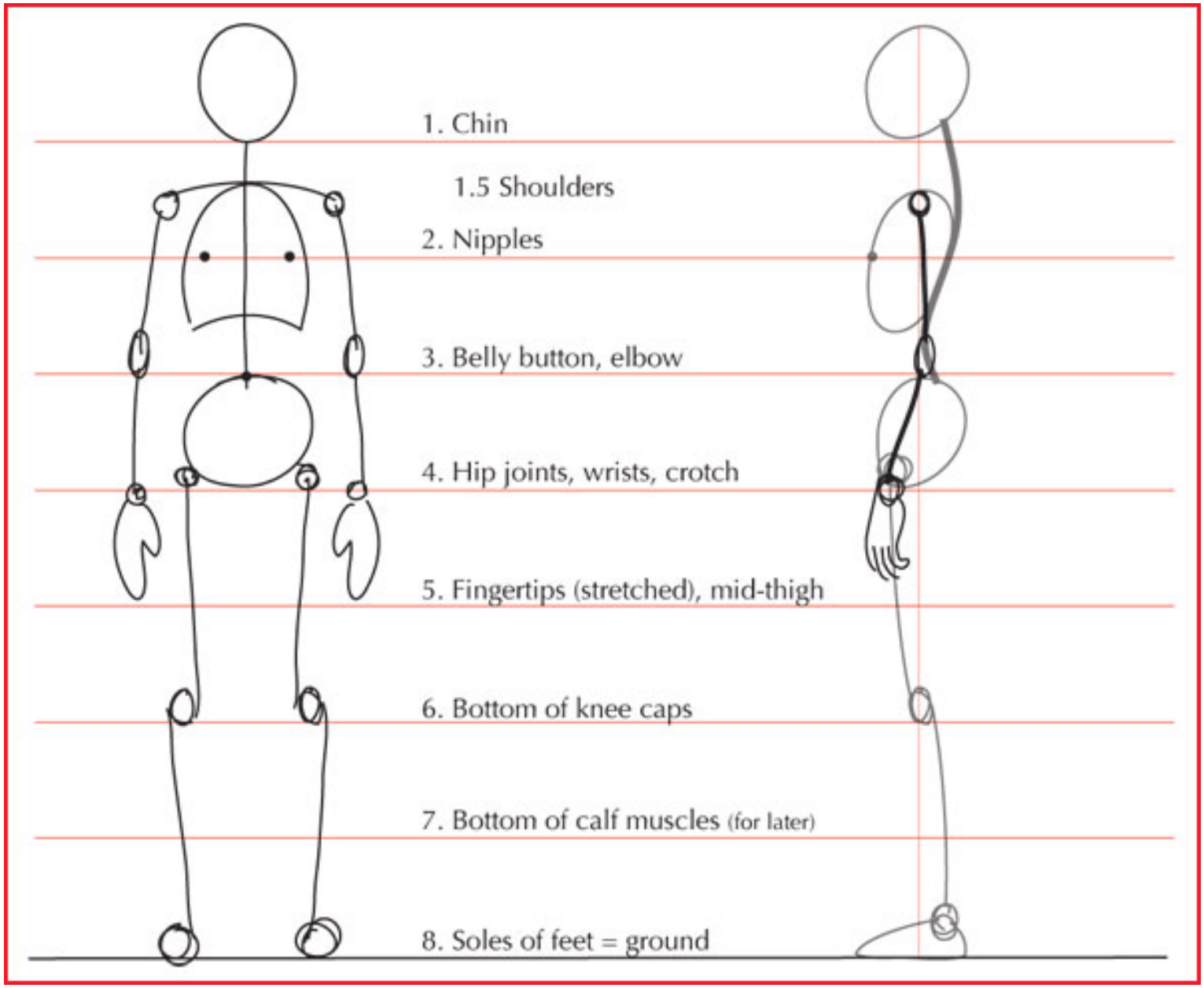
Movement	Strong use of movement in all 3 steps/ projects.	Movement represented in 2 out of the 3 steps/ projects.	Movement shown in 1 out of the 3 steps/ projects.	Little to no identifiable movement shown in all 3 steps/ projects.	
Texture	Strong use of texture in all 3 steps/ projects.	Texture represented in 2 out of the 3 steps/ projects.	Texture shown in 1 out of the 3 steps/ projects.	Little to no identifiable texture shown in all 3 steps/ projects.	
Positive and Negative Space	Strong use of positive and negative space in all 3 steps/ projects.	Representation of positive and negative space in 2 out of the 3 steps/ projects.	Positive and negative space shown in 1 out of the 3 steps/ projects.	Little to no demonstration of positive and negative space in all 3 steps/ projects.	
Reflection	Insightful introspection and applied strong vocabulary knowledge.	Met vocabulary requirements and decent understanding of concepts learned.	Demonstrated little understanding of vocabulary and does not demonstrate strong self-critiquing skills.	No demonstration of vocabulary comprehension. Made no effort to resonate on the learning outcomes of the project.	

Productivity	Demonstrated productivity with class time and stayed on task.	Somewhat demonstrated productivity with class time and stayed on task most of the time.	Demonstrated minimal productivity with class time and continuous redirection prompted.	Little to no productivity with class time demonstrated and redirection ignored.	

Body Proportions Worksheet

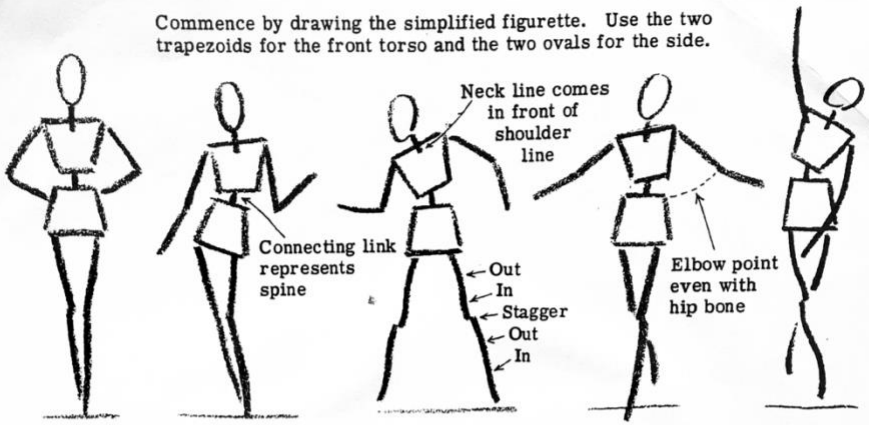





1. Chin
1.5 Shoulders
2. Nipples
3. Belly button, elbow
4. Hip joints, wrists, crotch
5. Fingertips (stretched), mid-thigh
6. Bottom of knee caps
7. Bottom of calf muscles (for later)
8. Soles of feet = ground

THE SIMPLIFIED FIGURETTE

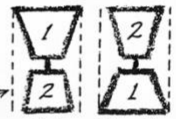
Commence by drawing the simplified figurette. Use the two trapezoids for the front torso and the two ovals for the side.



Weight equally divided on stick legs

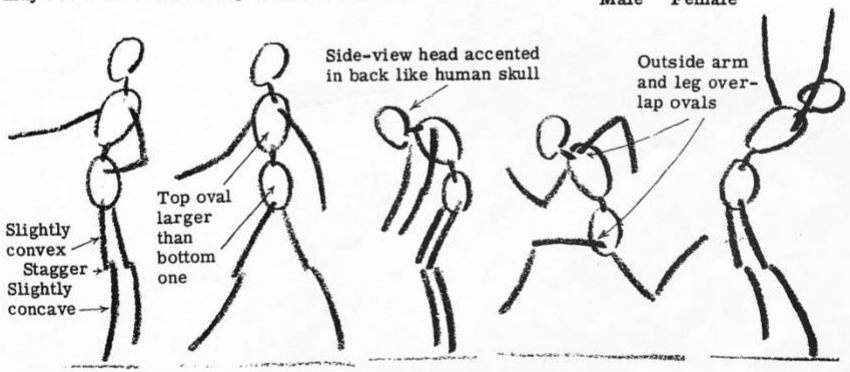
Weight on right leg – figure's left knee forward

Notice shape of stick legs from front



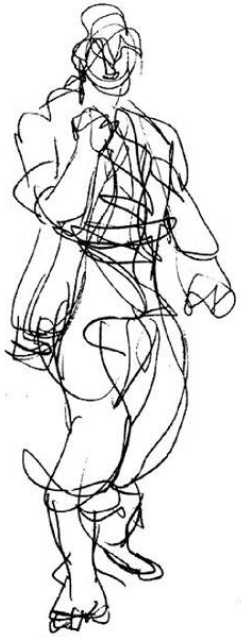
Male Female

Though in such simplified drawing it is not necessary, you may reverse widths of trapezoids for male and female.



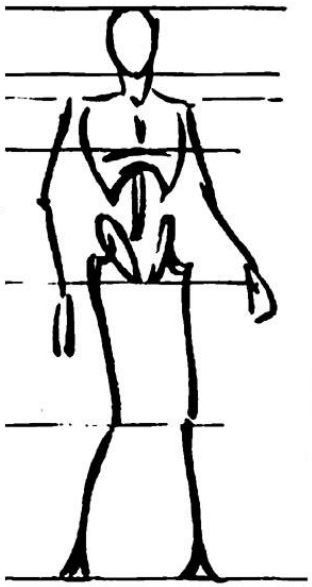
The reason that trapezoids are used for the front figure and ovals for the side figure is that these two shapes represent the overall bone structure of the torso from front and side

Visual grammar : 5 styles of building and depicting the human form.

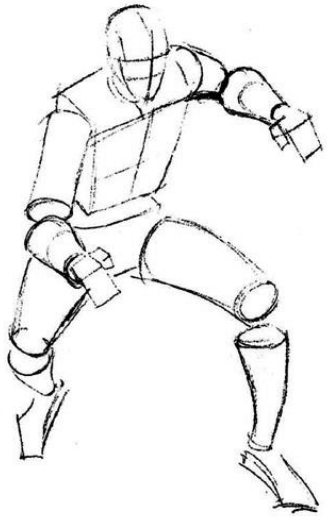


Gesture drawing
[dynamic study]

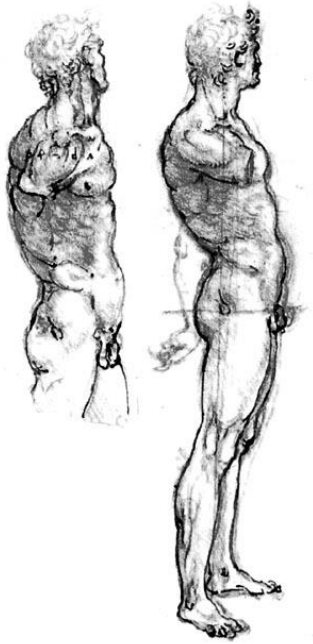
Contour drawing
[cartooning]



Anatomical stick figure
[informational]



The Marvel Way
[constructive]



Figurative study
[observed]