

## Celebration: Sculptural Objects

4/3/07

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### **I. Topic**

Content Area: Celebration

Content Statement: Celebration can be a fun and interactive part of our everyday lives. Understanding celebrations will help students connect and relate with different people, places, traditions, events and cultures.

### **II. Objectives/Expected Learner Outcomes**

Students will understand the historical and traditional importance of celebration.

Students will share and connect by bringing their own pre-conceived notions and personal experiences with celebration

Students will connect celebrations cross-culturally

### **III. Standards of Education**

Perform: ART.1.VA.MS.1

ART.1.VA.MS.2

ART.1.VA.MS.4

Create: ART.2.VA.MS.2

ART.2.VA.MS.3

ART.2.VA.MS.4

Analyze: ART.3.VA.MS.2

ART.3.VA.MS.4

ART.3.VA.MS.5

### **IV. Student Group Targeted**

Grade Level: eighth grade

Group: average

Prerequisite skills/knowledge: cutting, drawing, vocabulary, handling clay, general ceramic knowledge, glazing/painting skills, and being able to talk about art/artists critically (before/after process).

### **V. Time Required:**

5 class periods

70 minutes each

### **VI. Materials and Resources**

Sketch Paper

Modeling Clay

Internet/Computers

Thin Cardboard

Clay tools  
Newspaper  
Glaze  
Paintbrushes  
Artist Resources  
How-to Guide (step-by step interpretation of lesson)  
Response Handouts  
Display Information w/ artist examples of sculpture in celebration  
Artifacts of sculpture in celebration

## **VII. Itinerary and Strategies**

### *Day 1: Investigate Celebrations around the US and the world*

Try to find celebrations that are unique and new to you. They will research online, to find a unique celebration and discover what it is all about. They will present their findings to the class.

#### Key Terms:

- Celebration
- Sculpture

#### Motivation and explanations:

In this lesson, students will be encouraged to find celebrations that incorporate a sculptural object. As an end project, they will create their own sculpture based on a personal celebration that they participate in. Students will be introduced to several different artists that work with sculpture to portray an idea that celebrates different aspects of life.

#### Questioning strategies/discussion:

In the beginning of the first class, we will have an in depth investigation into sculptures and how they relate to and enhance celebrations.

#### Question examples:

What is considered a sculpture? Are buildings, monuments, Architectural elements included? Are there any sculptures in this area that are incorporated into celebrations? How could sculptures remind us of celebrations all year round?

#### Demonstration/guided practice:

- Introduce a list of websites to investigate about celebration sculptures.
- Provide a valid list of search engines to have students find their own examples of sculpture in celebration.
- If needed, give a demo on how to search the internet

#### Student Independent practice/activity:

Students will spend the bulk of the first class period researching and then will come back with their info and present it to the class.

Checking for Understanding:

The presentations of internet research found will allow me to check if students are understanding the meaning of sculpture in celebrations.

Time Flow:

10 minutes introduction and instructions  
30 minutes for internet research  
30 minutes for presentations and wrap up discussion

Closure:

-Review what was discovered about sculptures and celebration  
-Homework assignment: create 5 different sketches of a sculpture that you will create next class period based on a personal celebration.

VIII. Evaluation Strategies

Students will be graded on their understanding of the website and information that they present. Also, sketches will be checked before students can continue into the studio activity.

*Day 2: Sculpture Creation Studio*

Key Terms:

-Moquete  
-Sculpture  
-Abstract ideas vs. Concrete

Motivation and explanations:

In this lesson, students will be encouraged to find celebrations that incorporate a sculptural object. As an end project, they will create their own sculpture based on a personal celebration that they participate in.

-Introduce artist and provide images of work.  
-Show your own project in progress.

Questioning strategies/discussion:

Review information about sculptures in celebration. Begin to question about personal sculptures.

Question examples:

What is the celebration about? Is it an abstract idea or concrete? What would be the best way to illustrate your celebration theme and portray it in sculpture? What is the most important thing about your celebration? What types of

things would you see there? Is it about a person, and event, or an idea?

Demonstration/guided practice:

- Provide an example of what the end product might look like
- Provide images of the artist that was presented
- Explain how to make a moquette out of cardboard or modeling clay and which would be better for your idea.
- Show some skills needed to understand clay and create a sculpture

Student Independent practice/activity:

Students will spend the bulk of this class making their moquettes and beginning their sculptures in clay.

Checking for Understanding:

Walk around the room and check as they form their personal sculptures

Time Flow:

- 10 minutes introduction and instructions
- 50 minutes for Studio activity
- 10 minutes for clean up and wrap up discussion

Closure:

- Review expectations and time for creating sculptures

VIII. Evaluation Strategies

Check that all students are participating and engaged in the process.

Day 3: Finish Sculptures to bisque at the end of class period

Day 4: Glazing/Painting

Day 5: Present Sculptures and turn in papers

Students will be expected to write a one page review of their sculpture. Things to include would be an explanation of all elements and their meanings, any artist influence, and how the research helped their end product. They will then present this information to the class in a short 5-10 minute presentation. There will be a critique following all of the presentations in which the students are expected to talk openly about the information they were presented with and how it's working/not in the pieces.

Key Terms:

- Critique

Motivation and explanations:

Explain that through participating in critiques artists can learn from each other as well as learn how to articulate ideas. This skill is something that

we not only need for art but also in everyday life and many other job fields.

Questioning strategies/discussion:

Discuss how are making meaning as we create sculptures and how this meaning can take on different forms depending on who is viewing the piece.

Question examples:

What do you want others to feel/understand when looking at your sculpture? If you had unlimited materials/resources, how would it change?

Demonstration/guided practice:

Start critiques by having the class critique the teacher example and have teacher lead the discussion.

Student Independent practice/activity:

Students will give presentations of their papers and then hold a critique session, guided by the teacher.

Checking for Understanding:

The presentations will allow me to check if students are understanding the meaning of sculpture in celebrations.

Time Flow:

45 minutes for presentations

25 minutes for critiques and wrap up discussion

VIII. Evaluation Strategies

Students will be graded on papers, presentations, and participation in critiques

IX. Suggested Supplemental Activities

Optional Field Trips: Calder in Grand Rapids

Fredrick Meijer Sculpture Gardens