

**Unit 5: Installation Art**  
**8<sup>th</sup> Grade Art**  
14 Class Meetings

Created June 2021

**Essential Questions**

- How can artists design and alter the perception of spaces to create unique experiences?
- Why is installation art such a powerful artistic medium?

**Enduring Understandings with Unit Goals**

- EU 1:** Space and form working in unison can create unique experiences
- Examine the origins of installation art as a genre of contemporary sculpture
  - Explore various installation artists and their works
- EU 2:** Origami is a transformative paper art
- Examine the origins of the art of paper folding
  - Experiment with various paper folding techniques and levels of complexity
- EU 3:** The concept of repetition and variation can be used to alter a space
- Collaborate with other artists to plan an installation in school
  - Build paper sculptures for the installation using craftsmanship
  - Install the work and prepare the space for presentation
  - Evaluate and reflect on the groups work and effectiveness of the exhibit
  - Organize and take down the exhibit and restore the original space
  - Demonstrate vocabulary acquisition and unit content by taking quizzes

**Standards**

**Common Core State Standards:**

- **VA:Cr3.1.8a:** Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.
- **VA:Cr1.2.8a:** Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design.
- **VA:Cr1.1.8a** Document early stages of the creative process visually and/or verbally in traditional or new media.
- **VA:Pr5.1.8a:** Collaboratively prepare and present selected theme based artwork for display, and formulate exhibition narratives for the viewer.
- **VA:Pr6.1.8a:** Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.
- **ELA-Literacy:** cite text-based evidence to support an analysis of informational text. (RI 6.1)

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**ISAAC Vision of the Graduate Competencies**

**Competency 1:** Write effectively for a variety of purposes.

**Competency 2:** Speak to diverse audiences in an accountable manner.

**Competency 3:** Develop the behaviors needed to interact and contribute with others on a team.

**Competency 4:** Analyze and solve problems independently and collaboratively.

**Competency 5:** Be responsible, creative, and empathetic members of the community.

**Unit Content Overview**

**The Elements of space and form working in unison can create a unique experience**

- Examine the origins of installation art as a genre of contemporary sculpture
- Explore various installation artists and their work
- Key vocabulary and terms: installation art, site specific, genre

**Origami is a transformative art**

- Examine the origins of the art of paper folding
- Experiment with various paper folding techniques and levels of complexity
- Key vocabulary and terms: origami, geometry,

**The concept of repetition and variation can be used to alter a space**

- Collaborate with other artists to create an installation in the school building
- Build paper sculptures using craftsmanship
- Install the work and prepare the space for presentation
- Evaluate and reflect on the groups work and effectiveness of the exhibition
- Document the process of creating the work and the exhibit itself
- Take down the exhibit and restore the original space
- Demonstrate vocabulary acquisition and unit content by taking quizzes
- Key vocabulary and terms: repetition, variation, documentation, craftsmanship

**Interdisciplinary Connection:**

1. Language Arts
2. Math
3. Science
4. Social Studies

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**Daily Learning Objectives with *Do Now Activities***

**SWBAT:**

- Examine the origins of installation art as a genre of contemporary sculpture
  - *Watch this video and describe what you see and feel? Be specific?*
- Explore installation artists and their work
  - *Watch the video and describe what you are see and how it makes you feel? Explain why.*
- Explore the origins of the art of Japanese paper folding
  - *What do you think the art of Origami is? Explain.*
- Experiment with various Origami designs and levels of complexity\*\*
  - *Create a 3D object by folding a sheet of paper. Describe the level of difficulty.*
- Collaborate with other artists to plan and design an installation space in school
  - *What do you need to think about to accomplish this task successfully. Explain.*
- Build the 3D objects of various sizes and shapes\*\*
- *How do you think objects with various sizes and shapes can create visual interest in a work of art?*
- Install the work effectively in a site-specific space
  - What do you think site-specific means? Give an example of something that is site specific.*
- Document the installation as a whole and evaluate the effectiveness of the exhibition.
  - *What worked well and what could be improved upon next time? Explain.*
- Remove the exhibit and restore the original space
  - *Sign up for a job and a responsibility while taking down the exhibit*
- Demonstrate vocabulary acquisition by taking quizzes.

**Instructional Strategies/Differentiated Instruction**

- Lectures with notes
- Guided notes
- Student-led instruction
- Independent problem-solving
- Feedback and Critique

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- Revising and editing
- Collaborative problem-solving
- Cross-curricular problem solving (independent and collaborative)
- Accountable Talk
- Homework
- ***EL Differentiated Strategies***
  - Word walls
  - TWPS (Think, write, pair, share)
  - Pre-reading strategies
  - Culturally responsive teaching
  - Explicit modeling
  - Key Vocabulary
  - Graphic organizers
  - Strategic grouping
- Non-verbal Assessments

**Assessments**

**FORMATIVE ASSESSMENTS:**

- Warm-ups (SBAC)
- ABCD Cards
- Whiteboards
- Mid-class check-ins
- Exit Slips
- Accountable Talk Discussions
- Do Now
- Student-led instruction
- Homework
- In process critique
- Rubric Assessment

**SUMMATIVE ASSESSMENTS:**

- Vocab. Quizzes - EU 1, 2, 3
- Invasion Installation and Critique

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**Unit Task**

**Unit Task:** “Invasion” Installation and Exhibition

**Description:** Students work collaboratively to design a site-specific art piece that uses the concept of repetition and variation to alter a space in the school. An “Invasion” of 3D objects will transform a space into a temporary art installation. Students will work together to both install and remove this exhibit on their own. Students will document the process and the exhibit, then reflect on the installation’s effectiveness. Artists will accurately use the art vocabulary from this unit in their reflection.

**Evaluation:** Summative Assessment and Rubric Assessment

**Unit Resources**

- Visual Images
- Flipped Google Classroom Videos
- Videos
- Google Slides Presentations
- Worksheets
- Pencils, Paper
- Laptops
- Computer
- Adhesive materials
- Recycled materials