

Unit 5: Sculpture and Printmaking

8th Grade Art

16 Class Meetings

Created June 2021

Essential Questions

- How can emotion be expressed in 3D objects using the creative process and an authentic voice?
- How can our humanity be reflected through the objects and the spaces we create?

Enduring Understandings with Unit Goals

- EU 1:** Form and space are essential elements of 3D works of art
- Examine the aspects of form and space
 - Explore kinds of sculptures across cultures
 - Evaluate the four key processes of creating 3D objects
- EU 2:** Installation art and environmental art are genres of contemporary sculpture
- Examine installation art and environmental earth works
 - Compare and contrast various characteristics of contemporary sculpture
- EU 3:** Modeling and assemblage are key sculptural processes.
- Examine Pop Art for sculptural inspiration.
 - Examine the process of modeling and armature making
 - Plan, sketch, and design sculpture using the modeling process
 - Build, model, and prepare sculpture for presentation
 - Reflect on your work and experience creating sculpture
 - Critique a peer's work for message and level of craftsmanship

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

1. The Elements of Form and Space

- Examine form and space in 3D objects
- Explore types of sculpture across cultures
- Evaluate the four key processes of creating 3D objects
- Key vocabulary and terms: form, space, culture, carving, casting, assemblage, modeling, installation art, additive, subtractive

2. Installation art and environmental earth works

- Examine installation art and environmental art as site specific works
- Compare and contrast various characteristics of contemporary sculpture
- Key vocabulary and terms: environmental art, installation art, site-specific, ephemeral

3. Modeling and critique

- Examine the characteristics of ceramics.
- Plan, sketch, and design, a sculpture based on an open theme
- Build and model sculpture
- Prepare for finishing and presentation
- Reflect on your own work and experience creating sculpture
- Critique a peer's work for message and craftsmanship
- Key vocabulary and terms: craftsmanship, rubric, critique, peer, revise, modeling, assemblage, criteria, papermache, plaster, abstract, Pop art

Interdisciplinary Connection:

- Language Arts
- Math
- Social Studies
- Science

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Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Assess the element of form and space in 3D objects. Explore different types of sculpture cross cultures.*
- *Name three different types of forms you have seen? Do all cultures create sculpture? Where have you seen public sculptures?*
- Contrast the multiple methods for creating different types of 3D objects. Analyze how “additive” sculpture differs from “subtractive” sculpture.
- *How can sculptures be constructed? Name two different ways.*
- *Can you give an example of an additive process? Can you give an example of a subtractive process?*
- Construct and model sculpture using your sketch as a guide.***
- *Have you ever used paper mâché to make something?*
- Create Papier-mâché the form using plaster strips. ****
- *Can you explain what happens to plaster once it gets wet?*
- Explore printmaking, etching a relief sculpture.****
- *What are examples of famous prints?*
- Plan, sketch, and design a dragon eye form. *****
- *How can an artist simplify a form? How can they add details?*
- *Reflect your experience creating additive sculpture.*
- *Do you think reflecting on your own work is important? Why or why not?*

- Critique peer sculptures based on message and craftsmanship.
- *What is the feeling I get when I see the object? Is the object well crafted? Why or why not?*
- Demonstrate knowledge of content by taking quizzes.

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Instructional Strategies/Differentiated Instruction

- Lectures with notes
- Guided notes
- Student-led instruction
- Independent problem-solving
- Feedback and Critique
- 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 Name: Dragon Eye and Critique

Description: Students will use the elements form and space to create sculptures that convey a message. Students will create a dragon eye of clay. Student's plan, sketch, design, build, model, and finish sculpture for gallery presentation. Students will critique another student's sculpture by creating a written image analysis of that form use appropriate art vocabulary. (EU 1, 2 & 3)

Evaluation: Summative Assessments and Rubric Assessment

Unit Resources

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