

Unit 4: Sculpture & Printmaking

6th Grade Art

16 Class Meeting

Revised May 2023

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

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Standards

Common Core State Standards:

- **VA: Cr1.2.7a:** Develop criteria to guide making a work of art or design to meet an identified goal.
- **VA: Cr2.1.7a:** Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art and design.
- Analyze ways that visual components and cultural associations suggested by images influence, ideas, emotions, and actions.
- **VA: Cr2.3.7a:** Apply visual organizational to design and produce a work of art, design, or media that clarify communications information or ideas.
- **VA: Cr3.1.7a:** Reflect on and explain important information about personal artwork in an artist statement or other format.
- **VA: Re7.2.7a:** Analyze multiple ways that images influence specific audiences.
- **VA: Re8.1.7a:** Interpret art by analyzing art making approaches, the characteristics of form and structure relevant contextual information, subject, matter and use of media to identify ideas and mood.
- **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?
- 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?

Instructional Strategies/Differentiated Instruction

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- 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

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Assessments

FORMATIVE ASSESSMENTS:

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

SUMMATIVE ASSESSMENTS:

- Quiz :(EU 1, 2, 3)
- Nature Abstracted and Critiques (EU 3)

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
- Worksheets/Paper
- Pencils
- Laptops
- Computer paint/drawing app
- Colored Pencils/ Paint
- Hand Tools
- Various materials

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