



# ARTS LESSONS IN THE CLASSROOM

## A COMPREHENSIVE K-6 VISUAL ART CURRICULUM

Aligned with Washington State Arts Standards and Common Core in English Language Arts and Math

4

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## ART LESSONS IN THE CLASSROOM

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WASHINGTON STATE  
ARTS COMMISSION



CULTURE



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## THANK YOU!



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## ART LESSONS IN THE CLASSROOM

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**ARTS EDUCATION FOR ALL**

# FOURTH GRADE LESSON EIGHT

## MULTIPLE VIEWPOINTS FOR SCULPTURE

### Description Of Project:

Students construct planar sculpture with a focus on repetition of shape for unity, relationship of sculpture to environment, and multiple viewpoints.

### Problem To Solve:

How does composition in 3-dimensions differ from composition in 2-dimensions?

### Student Understanding:

Consideration of multiple viewpoints, environmental context, and spatial unity can affect the visual impact of a sculpture.

## LEARNING TARGETS AND ASSESMENT CRITERIA

### The Student:

LT: Creates 3-D form using design principle of unity.

AC: Makes art with height, width, and length using repetition of shape.

LT: Uses additive paper sculpture techniques to create sculpture.

AC: Folds, notches, and joins materials to create 3-dimensional form from 2-dimensional materials.

LT: Selects size and scale for sculpture.

AC: Visualizes and describes environment and relative size relationships of sculpture to space.

## EVIDENCE OF LEARNING

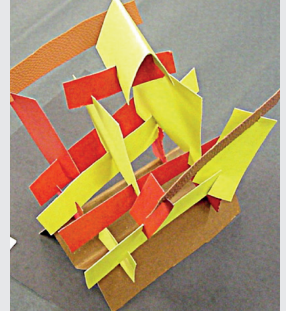
### Art: 3-dimensional sculpture

makes art with height, width, and length using repetition of shape

folds, curls, notches, and joins materials to create 3-D form

visualizes and describes environment and relative size relationships of sculpture to space

### EXAMPLE



### VOCABULARY

- 2-dimensions
- 3-dimensions
- additive
- balance
- environment
- geometric shape
- scale
- sculpture
- size
- space

### RESOURCES

Scott Fife, *Leroy the Big Pup*, TAM;

Tom Otterness, *Wild Life*, ArtsWA

### ART MATERIALS

- diverse cardstock weight papers (alt. addition: sculpting mesh), scissors

## FOURTH GRADE LESSON EIGHT // MULTIPLE VIEWPOINTS FOR SCULPTURE

## INSTRUCTIONAL STRATEGIES

## TEACHER

## STUDENT

Show examples of sculpture: LeRoy the Big Pup by Scott Fife and Wild Life by Tom Otterness and asks students to identify other sculpture in their community.

**Prompts:** What distinguishes two-dimensional from three-dimensional art? (addition of depth to length and width) How does 3-dimensionality impact artistic choices? (gives viewers multiple viewpoints) Notice size, scale, and shape/form in these sculptures. What shapes did the artist repeat? (curved organic shapes for animal forms) How does environment affect the viewer's perception of sculpture? (scale/size, attributes of place...indoors, outdoors).

Recognizes public art, identifies repeated shapes, discusses multiple points of view, and relates examples about the impact of the environment.

Demonstrate selecting and cutting geometric shapes to repeat from multiple viewpoints within a sculpture. Emphasize the concept of repetition of shape for balance and unity. Encourage students to manipulate shapes through folding.

**Prompts:** The selected shape can be made from different materials, oriented in different ways and in different sizes, but always possessing the same attributes: having/not having parallel and/or perpendicular sides or having/not having angles of a specific size.

Observes demonstration, selects shapes, and cuts shapes to create sculpture.

Demonstrate simple construction techniques for notching and joining. Emphasize the importance of the creation of a stable base. Focus on repetition of shape and balancing each addition on the base.

**Prompts:** Begin by creating a base from a larger shape for stability. Bend the larger shape so that it stands independently. Hold and move shapes around the base to determine where you will attach them. When you are ready to attach a shape, notch the shape by cutting a slot on both the base and the attached shape where they will join. Keep adding shapes by notching and joining edges of both surfaces being careful to maintain the balance and stability of the sculpture. Continue to rotate the sculpture as you build it. Test its stability: can you jiggle or shake it and have it stay together?

Constructs sculpture repeating selected geometric shape.

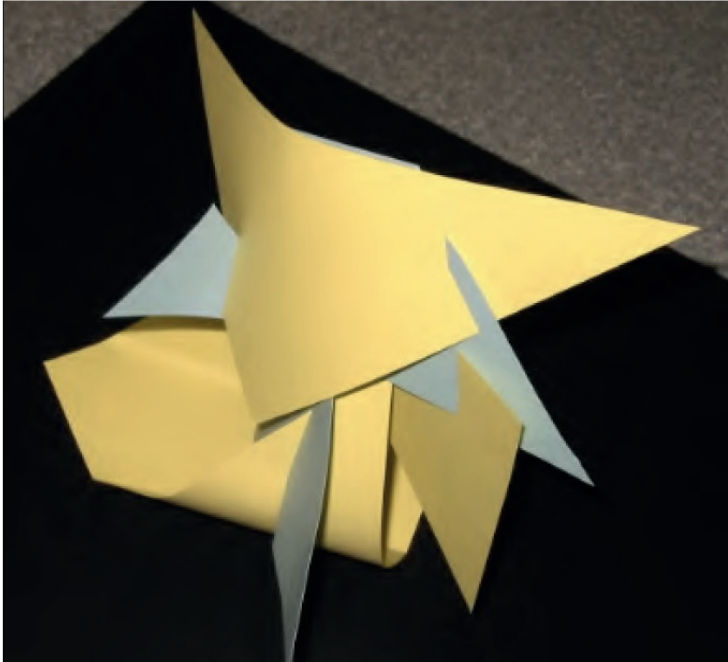
Lead discussion visualizing paper sculpture as a full size form by reflecting on the relationship of sculpture to environment: consideration of scale and site attributes.

**Prompts:** Imagine your sculpture full-size in an environment that you select. Would you place your sculpture next to a huge complex building in a busy cityscape, or would you place it on a hill in a park with sky as the background? Why? Write down and share your ideas: How big is your sculpture? Where is it? Guides students to consider outdoor, indoor, urban, and rural environments. Guides students in discussion about their work in a larger scale. Guides students to identify the attributes of repeated shapes in other's sculptures.

Participates in discussion sharing ideas and notes about visualizing own sculpture in a larger scale and space.

## FOURTH GRADE LESSON EIGHT // MULTIPLE VIEWPOINTS FOR SCULPTURE

## SKILLS AND TECHNIQUES



Student looks at sculpture from varying viewpoints and shares thoughts about the sculpture in a proposed environment.

## ART STUDIO TIP

**Construction of Sculpture:** Create the first shape for the sculpture by bending a shape for the base. It should be large enough to support other shapes. Once the base is established, shapes can then be held in varying positions to see if placement at that position sustains the unity of the sculpture. Keep turning the sculpture to view it from all sides: top, sides.

## LESSON EXPANSION

Students create a second sculpture and vary shapes, while using same color or texture for the unifying element.

## EVERYDAY CONNECTIONS

consider sculpture from multiple viewpoints and in differing environments.

## LEARNING STANDARDS

**Visual Art**

- 1.1.a Brainstorm multiple approaches to a creative art or design problem.
- 1.2.a Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
- 2.1.a Explore and invent art-making techniques and approaches.
- 2.2.a When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.
- 5.a Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.
- 7.2.a Analyze components in visual imagery that convey messages.
- 9.a Apply one set of criteria to evaluate more than one work of art.
- 10.a Create works of art that reflect community cultural traditions.
- 11.a Through observation, infer information about time, place, and culture in which a work of art was created.

**Common Core Math**

- 4.G.A.2. Classify two-dimensional figures based on the absence of parallel or perpendicular lines, or the presence or absence of angles of specified size. Recognize right triangles as a category and identify right triangles.

