

PAHS SCULPTURE

Sculpture Scope & Sequence

Paper Relief Sculpture

- Introduction to Sculpture
- Organic vs. Geometric
- Principles of Design
- Paper Relief

Cardboard Food

- Introduction to Cardboard
- Mapping Typography
- We Are What We Eat
- Cardboard Food Sculpture

Magazine Basket Weaving

- Introduction to Weaving
- Creating Magazine Tubes
- Basket Weaving Construction

UNIT: Paper Relief Sculpture

In this unit we focus on the Principles of Design (*emphasis, proportion, variety/unity, movement/rhythm, contrast, pattern, balance*) and how they interact with core sculptural Elements of Art (form, shape, space). These are the building blocks of creation, and without them art is nonexistent. Using paper as a medium, sculpture students will create an abstract relief focusing primarily on organic or geometric form.

SUB LESSON: Introduction to Sculpture

In this lesson, SWBAT become introduced to the craft of sculpture art. Students will be inspired and engaged through a series of instructional creative arts presentations that exhibit the basic theory behind three-dimensional creation. Highlights will expose the differences between craft and fine art.

Art Lab 1: *Students will begin to build notes and sketches about the basic craft of sculpture into your art sketchbook. Students will return to these resources often throughout this art unit and all following units.*

SUB LESSON: Organic vs. Geometric

In this lesson, SWBAT experiment with specific techniques on what it feels like to work three-dimensionally. Using heavy paper, student will create the elements of form, shape, and space using 3 geometric shapes. Paper relief techniques include: folding, rolling, arranging, and gluing.

Art Lab 2: *Students will draw and shade 3 geometric shapes. Then, students will work three-dimensionally to create those shapes from heavy construction paper and glue.*

SUB LESSON: Principles of Design

In this lesson, SWBAT learn how to use and identify the seven Principles of Design (*emphasis, proportion, variety/unity, movement/rhythm, contrast, pattern, balance*). Through multiple images and resources, students will become immersed into the design elements of sculptural art through completing a Principles of Design Research Art Assignment.

Art Lab 3: *Students will take notes on the seven Principles of Design and research found images that pertain to each one in identifying the differences between organic and geometric shape, as well as abstract art vs. realistic art.*

SUB LESSON: Paper Relief

In this lesson, SWBAT use their own creativity and design to create a paper relief sculpture using contrasting construction paper: black and white. Using a focus of either organic shape or geometric shape, students will emphasize one of the following Principles into an abstract design: *emphasis, proportion, variety/unity, movement/rhythm, contrast, pattern, balance*. Students will complete a project proposal, create practice sketches, conference with the instructor, and begin to create their final artwork.

Project 1 (part one): *Students will experiment with paper in the studio, creating forms out of basic paper shapes by rolling, bending, folding and gluing them. We have already created a cone, cylinder, and cube- so students will try something new or build off of those shapes. Student will create at least THREE new forms with paper and practice arranging them onto black paper to work with space and contrast.*

Project 1 (part two): *After trying a variety of forms, students will chose their favorite and create sixty variations of that form. A variation is a style that branches from your original paper form. Students will consider the TYPE of shape they are using (organic or geometric) and stick to that category and theme. Students will incorporate space and balance to position your paper sculptural forms into their final sculptural arrangement platform.*

Resources:

<http://calvertcanvas.blogspot.com.au/2012/02/sculptural-paper-relief.html>
https://www.youtube.com/watch?v=GHle3snR4_8
<https://www.youtube.com/watch?v=6Lp2BL4oYmI>
<https://www.youtube.com/watch?v=6Lp2BL4oYmI>
<https://matadornetwork.com/life/photo-essay-paper-art/>

PAHS SCULPTURE

UNIT ASSESSMENTS

Homework (20%)

- As needed based on student need as an extension of in-class assignments

Teacher Summative (30%)

- art labs (3)
- sketchbook checks (bi-monthly)
- daily questions
- learning to look drawing assignments
- class notes
- thumbnail sketches, rough drafts

Common Summative (50%)

- Projects (1)
- Marking Period Sketchbook Check

Key Vocabulary & Concepts: principles of design (*emphasis, proportion, variety/unity, movement/rhythm, contrast, pattern, balance*), form, space, shape, abstract art, sculpture, paper relief, monochromatic, composition, famous paper relief sculptor Peter Callesen (*born 1967*)

Essential Question: Why is the creation of art important? What qualifies as a work of art? How do artists work and maintain quality inspiration? How can the Principles of Design (*emphasis, proportion, variety/unity, movement/rhythm, contrast, pattern, balance*) become expressive and transform art into meaningful symbolic information? What is abstract art, and how is it used by artists to reveal a personal message?

Objectives:

1. SWBAT become introduced to the medium of sculpture. Students will be inspired and engaged through a series of instructional creative arts presentations that exhibit the basic theory behind three-dimensional creation. Students will be able to identify the core differences between craft and fine art.
2. SWBAT experiment with specific techniques on what it feels like to work three-dimensionally. Using heavy paper, student will create the elements of form, shape, and space using 3 geometric shapes. Paper relief techniques include: folding, rolling, arranging, and gluing.
3. SWBAT learn how to use and identify the seven Principles of Design (*emphasis, proportion, variety/unity, movement/rhythm, contrast, pattern, balance*). Through multiple images and resources, students will become immersed into the design elements of sculptural art through completing a Principles of Design Research Art Assignment.
4. SWBAT use their own creativity and design to create a paper relief sculpture using contrasting construction paper: black and white. Using a focus of either organic shape or geometric shape, students will emphasize one of the following Principles into an abstract design: *emphasis, proportion, variety/unity, movement/rhythm, contrast, pattern, balance*. Students will complete a project proposal, create practice sketches, conference with the instructor, and begin to create their final artwork.

(*Teaching Strategies/Assignments/Graphic Organizers/Activating Strategy*)

INSTRUCTION OUTLINE

UNIT: PAPER RELIEF SCULPTURE

Week 3-12

➤ PPT and Discussion slides

- **Introduction to Sculpture**

- ✚ **Art Lab 1:** Students will begin to build notes and sketches about the basic craft of sculpture into your art sketchbook. Students will return to these resources often throughout this art unit and all following units.

- **Organic vs. Geometric**

- ✚ **Art Lab 2:** Students will draw and shade 3 geometric shapes. Then, students will work three-dimensionally to create those shapes from heavy construction paper and glue.

- **Principles of Design**

- ✚ **Art Lab 3:** Students will take notes on the seven Principles of Design and research found images that pertain to each one in identifying the differences between organic and geometric shape, as well as abstract art vs. realistic art.

- **Paper Relief**

- ✚ **Project 1 (part one):** Students will experiment with paper in the studio, creating forms out of basic paper shapes by rolling, bending, folding and gluing them. We have already created a cone, cylinder, and cube- so students will try something new or build off of those shapes. Student will create at least THREE new forms with paper and practice arranging them onto black paper to work with space and contrast.

- ✚ **Project 1 (part two):** After trying a variety of forms, students will chose their favorite and create sixty variations of that form. A variation is a style that branches from your original paper form. Student will consider the TYPE of shape they are using (organic or geometric) and stick to that category and theme. Student will incorporate space and balance to position your paper sculptural forms into your final sculptural arrangement platform.

Summarization Strategy:

- Informal individual student/teacher conferences based on classwork project progress
- Students participate in peer class critique: Art Labs and Projects (4 total)

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- Principles of Design
- Paper Relief

Cardboard Food

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- Mapping Typography
- We Are What We Eat
- Cardboard Food Sculpture

Magazine Basket Weaving

- Introduction to Weaving
- Creating Magazine Tubes
- Basket Weaving Construction



UNIT: Cardboard Food

In this unit we focus on the construction and creation of the medium cardboard. Using the Principles of Design (*emphasis, proportion, variety/unity, movement/rhythm, contrast, pattern, balance*) and the Elements of Art (*line, space, value, color, form, texture, shape*) students will research and create new ways of working with cardboard to sculpt a realistic food/beverage of their choice. This unit focuses heavily on the difference between realistic and abstract art within the sculptural craft of three-dimensional art.

SUB LESSON: Introduction to Cardboard

In this lesson, SWBAT become introduced to the sculptural medium of cardboard. Artists, artwork, and images will be motivators as students take notes and watch an art demonstration considering tools, processes, and techniques for working with cardboard.

Art Lab 1: *Students will create an infographic showing the major building attachments for cardboard: slotting, piercing, and stacking with white glue. Students will experience the differences in tools and pressure as they practice learned techniques, as well as being challenged to create their own original attachment for cardboard building.*

SUB LESSON: Mapping Typography

In this lesson, SWBAT research and study various maps and elevations in geography. Students will focus on the artistic visual appearance of mapping in art to experiment with tracing, measuring, cutting, stacking cardboard. Monochromatic acrylic painting will be applied in layers through color mixing with white.

Project 1: *Students will choose any shape of their choice to create an elevated typography sculpture. Students will then keep the negative cut-outs used to create their mapping typography sculpture to create a negative mirror image sculpture that will be displayed as a set. Monochromatic acrylic paint will be used to create an ombre fade from top to bottom.*

SUB LESSON: We Are What We Eat

In this lesson, SWBAT create a research proposal for a food sculpture of their choice. Students must feel a personal connection to the food/beverage in which they are inspired by. This lesson focuses on realistic sculpture and the many connections artists have to their artwork. It is through these personal relationships between artist and artwork that creates superior and glorified work.

Art Lab 2: *Students will brainstorm to choose a favorite food/beverage that nourishes their bodies and made them feel good. Students will then research, sketch, and plan their realistic food/beverage sculpture. Once project proposals are complete, students can move forward into Project 2 of the unit.*

SUB LESSON: Cardboard Food Sculpture

In this lesson, SWBAT use their own creativity and design to create a cardboard food/beverage sculpture. The sculpture should be realistic in design, but not necessarily size. Students will use their project proposals to follow their own plan step-by-step to build using learned cardboard sculpting techniques. Patience, persistence, and dedication is emphasized to create realistic art sculpture.

Project 2: *Students will create a realistic food/beverage sculpture using the craft medium of cardboard.*

Resources:

<https://www.youtube.com/watch?v=Xk6CJTfq8VA>

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UNIT ASSESSMENTS

Homework (20%)

- As needed based on student need as an extension of in-class assignments

Teacher Summative (30%)

- art labs (2)
- sketchbook checks (bi-monthly)
- daily questions
- learning to look drawing assignments
- class notes
- thumbnail sketches, rough drafts

Common Summative (50%)

- Projects (2)
- Marking Period Sketchbook Check

Essential Question: What is the main difference between abstract and realistic sculpture? How does this impact the craft of sculpture and the role of the artist? What is unique and interesting about the craft medium of cardboard? How does using cardboard open your eyes to the many possibilities of craft media within your reach?

Objectives:

1. SWBAT become introduced to the sculpture medium of cardboard. Artists, artwork, and images will be motivators as students take notes and watch an art demonstration considering tools, processes, and techniques for working with cardboard.
2. SWBAT research and study various maps and elevations in geography. Students will focus on the artistic visual appearance of mapping in art to experiment with tracing, measuring, cutting, stacking cardboard. Monochromatic acrylic painting will be applied in layers through color mixing with white.
3. SWBAT create a research proposal for a food sculpture of their choice. Students must feel a personal connection to the food/beverage in which they are inspired by. This lesson focuses on realistic sculpture and the many connections artists have to their artwork. It is through these personal relationships between artist and artwork that creates superior and glorified work.
4. SWBAT use their own creativity and design to create a cardboard food/beverage sculpture. The sculpture should be realistic in design, but not necessarily size. Students will use their project proposals to follow their own plan step-by-step to build using learned cardboard sculpting techniques. Patience, persistence, and dedication is emphasized to create realistic art sculpture.

Key Vocabulary & Concepts: cardboard medium; white glue (set it and forget it drying technique); utility knife vs. xacto knife; ruler cutting; realistic sculpture; representational art; principles of design (*emphasis, proportion, variety/unity, movement/rhythm, contrast, pattern, balance*), elements of art (*form, space, shape, color, texture, line, value*), famous cardboard sculpture artist *Chris Gilmour*

(*Teaching Strategies/Assignments/Graphic Organizers/Activating Strategy*)

INSTRUCTION OUTLINE

UNIT: CARDBOARD FOOD SCULPTURE

Week 13-20

- PPT and Discussion slides
 - **Introduction to Cardboard**
 - ✚ **Art Lab 1:** Students will create an infographic showing the major building attachments for cardboard: slotting, piercing, and stacking with white glue. Students will experience the differences in tools and pressure as they practice learned techniques, as well as being challenged to create their own original attachment for cardboard building.
 - **Mapping Typography**
 - ✚ **Project 1:** Students will choose any shape of their choice to create an elevated typography sculpture. Students will then keep the negative cut-outs used to create their mapping typography sculpture to create a negative mirror image sculpture that will be displayed as a set. Monochromatic acrylic paint will be used to create an ombre` fade from top to bottom.
 - **We Are What We Eat**
 - ✚ **Art Lab 2:** Students will brainstorm to choose a favorite food/beverage that nourishes their bodies and made them feel good. Students will then research, sketch, and plan their realistic food/beverage sculpture. Once project proposals are complete, students can move forward into Project 2 of the unit.
 - **Cardboard Food Sculpture**
 - ✚ **Project 2:** Students will create a realistic food/beverage sculpture using the craft medium of cardboard.

Summarization Strategy:

- Informal individual student/teacher conferences based on classwork project progress
- Students participate in peer class critique: Art Labs and Projects (4 total)

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Magazine Basket Weaving

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 - Basket Weaving Construction
- 

UNIT: Magazine Basket Weaving

In this unit we focus on the weaving construction and creation of magazines. Using everyday objects to create sculpture is inspiring, unique, and smart. The process of weaving exudes a therapeutic and repetitive effect on the artist, where in some cases it helps calm the mind and spirit while creating the artwork. Students in this unit will work heavily on craftsmanship, perseverance, dedication, and aesthetic interpretation as they weave their own sculptural baskets.

SUB LESSON: Introduction to Weaving

In this lesson, SWBAT become introduced to the sculptural medium of magazine weaving. Artists, artwork, and images will be motivators as students take notes and watch an art demonstration considering tools, processes, and techniques for working with cardboard. Student will be exposed to key concepts including representational and functional art sculpture.

Art Lab 1: *Students will be led through a guided meditation to emphasize the therapeutic experiences often described by artists that create hands-on project based projects, such as weaving.*

SUB LESSON: Creating Magazine Tubes

In this lesson, SWBAT watch and participate in an art demonstration outlining the many steps to creating the tools needed for their weaving project. Students will then get right to their craft as they enter the mindfulness and therapeutic aspects of cutting, rolling, and gluing magazines into tubes. This is a tedious yet important step in the weaving process, where the artist learns the importance of efficiency, craftsmanship, and organization.

Project 1: *Students will create numerous rolled and glued magazine tubes to be used for their weaving project. Once tubes are created, they will be flattened.*

SUB LESSON: Basket Weaving Construction

In this lesson, SWBAT watch and participate in a second art demonstration outlining repetitive steps they will take to complete their weaving project. Students will be asked to reflect before, during, and after the weaving process in order to take notice of their thoughts, feelings, and goals throughout the process. A flexible classroom setting will take place at this time, where students can weave where they feel comfortable (floor, hallway, near friends, etc.).

Project 2: *Students will create and complete a basket weaving from magazine tubes.*

PAHS SCULPTURE

UNIT ASSESSMENTS

Homework (20%)

- As needed based on student need as an extension of in-class assignments

Teacher Summative (30%)

- art labs (1)
- sketchbook checks (bi-monthly)
- daily questions
- learning to look drawing assignments
- class notes
- thumbnail sketches, rough drafts

Common Summative (50%)

- Projects (2)
- Marking Period Sketchbook Check

Key Vocabulary & Concepts: magazine craft medium; weaving; white glue (set it and forget it drying technique); utility knife vs. xacto knife; ruler cutting; functional art sculpture; representational art; principles of design (*emphasis, proportion, variety/unity, movement/rhythm, contrast, pattern, balance*), elements of art (*form, space, shape, color, texture, line, value*), **famous artist: ???????**

Essential Question: What does the word therapeutic mean? In what ways does the craft of weaving lend itself to being a therapeutic art process? Explain the importance of craftsmanship as it relates to representational and functional art sculpture?

Objectives:

1. SWBAT become introduced to the sculptural medium of magazine weaving. Artists, artwork, and images will be motivators as students take notes and watch an art demonstration considering tools, processes, and techniques for working with cardboard. Student will be exposed to key concepts including representational and functional art sculpture.
2. SWBAT watch and participant in an art demonstration outlining the many steps to creating the tools needed for their weaving project. Students will then get right to their craft as they enter the mindfulness and therapeutic aspects of cutting, rolling, and gluing magazines into tubes. This is a tedious yet important step in the weaving process, where the artist learns the importance of efficiency, craftsmanship, and organization.
3. SWBAT watch and participate in a second art demonstration outlining repetitive steps they will take to complete their weaving project. Students will be asked to reflect before, during, and after the weaving process in order to take notice of their thoughts, feelings, and goals throughout the process. A flexible classroom setting will take place at this time, where students can weave where they feel comfortable (floor, hallway, near friends, etc.).

(*Teaching Strategies/Assignments/Graphic Organizers/Activating Strategy*)

INSTRUCTION OUTLINE

UNIT: CARDBOARD FOOD SCULPTURE

Week 21-30

- PPT and Discussion slides: #.....
- **Introduction to Weaving**
- ✚ **Art Lab 1:** *Students will be led through a guided meditation to emphasize the therapeutic experiences often described by artists that create hands-on project based projects, such as weaving.*
- **Creating Magazine Tubes**
- ✚ **Project 1:** *Students will create numerous rolled and glued magazine tubes to be used for their weaving project. Once tubes are created, they will be flattened.*
- **Basket Weaving Construction**
- ✚ **Project 2:** *Students will create and complete a basket weaving from magazine tubes.*

Summarization Strategy:

- Informal individual student/teacher conferences based on classwork project progress
- Students participate in peer class critique: Art Labs and Projects (4 total)