

Abstract Sculptures

Grade Level: 10 th

Lessons

1. Brancusi and Calder
2. Word Sculpture
3. Wire Self Portraits

Central focus of the Unit/Big Ideas:

- Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design that follow or break established artistic conventions.
- through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
- Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.

New York State Learning Standards for the Arts:

Creating	Presenting	Responding	Connecting
VA:Cr1.1.HSI a. VA:Cr1.2.HSI a. VA:Cr2.1.HSI a. VA:Cr2.2.HSI a.	VA:Pr6.1.HSII a. VA:Pr5.1.HSII a.	VA:Re7.1.HSII a. VA:Re7.2.HSII a.	VA:Cn10.1.HSII a.

Lesson # 1 - Brancusi and Calder

Unit Title: Abstract Sculptures

Lesson Plan #	Grade	Length of each period	Number of days
1/3	10 th	90 min	1

Essential Questions:

1. What is abstract sculptural?
2. How does Brancusi and Calder capture the essence of the idea into their artworks?

Lesson Objectives:

- Students will learn about Brancusi and Calder.
- Students will investigate how artists have shifted from realistic sculptures to abstract sculptures.
- Students will compare and contrast artist who focused in traditional styled sculptures to contemporary abstract styled sculptures.

Assessments:

- Pre-assessment: Students will be taking notes on the lesson.

Overview: Day 1: introducing rainforest Day 2:

Day 1 : Lecture on Brancusi and Calder

Materials –Artist/ Visual Text /Technology/ Resources:

Slides on Brancusi and Calder, Handouts for note taking

Academic Vocabulary:

Abstract sculpture, realism, contemporary, patina, balance, kinetic, casting, direct carving, ovoid, gesture

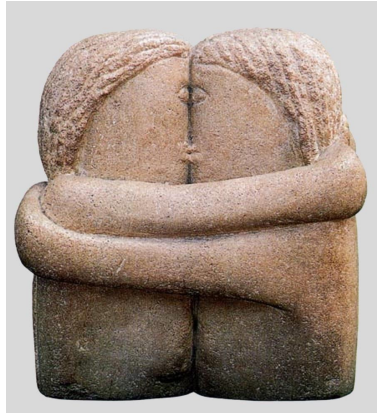
Student Support and Differentiation:

- Whole Class: Students will have excess to the slides and presentations used in class.
- Groups of students with similar needs: Students will have excess to the slides and presentations used in class.
- Individual students: Students will have excess to the slides and presentations used in class.
- Students with IEP's or 504 plans: The lesson will be modified for students with IEP's or 504 plans on a case by case basis.

NYS Visual Arts Standards:

Creating	Presenting	Responding	Connecting
	VA:Pr6.1.HSII a.	VA:Re7.1.HSII a.	

Art References
Lesson # 1



Constantin Brancusi- (From the left) *Sleeping Muse*, *Kiss*, *Bird*



Alexander Calder- *Spider*

Teaching Procedure/Task Analysis - Day 1

Time Allotment 55 min	Task
10 minutes	A. Motivation/Spark/Launch What do you know about the sculptures? *Key Questions: What is abstract in sculptures?
40 min	B. Presentation of Lesson Objectives Slides on Brancusi and Calder C. Transition and Work Period (practice and application) Students will be asked to take notes.
5 min	D. Closure Clean up

Lesson # 2 - Word Sculpture

Unit Title: Abstract Sculptures

Lesson Plan #	Grade	Length of each period	Number of days
2/3	10 th	90 min	2

Essential Questions:

1. How can we create a sculpture using the essence of the words?
2. What are some lines and shapes that can help to create abstract sculptures?
3. What is the difference between simplicity and simplified?

Lesson Objectives:

- Students will be creating abstract sculptures using different types of white papers.
- Students will use their smartphones to take pictures and edit.
- Students will use backdrops that they desire to use to capture the scene.
- Students will learn about the importance of photography in sculpture artworks.

Assessments:

- Pre-assessment: Students will be given handouts on paper folding techniques.
- Formative assessment: Students will fill out the handout to write the word they have chosen and do idea sketches with a short paragraph to explain their ideas.
- Summative assessment: Students will be sending in the edited version of the photo along with the original photo via email.

Overview: Day 1: introducing rainforest Day 2:

Day 1 : Students will be given a presentation on different paper folding techniques.

Day 2 : Students will work on their project and finish.

Materials –Artist/ Visual Text /Technology/ Resources:

Slides, Different kinds of papers in white, tape, glue, scissors, light, backdrop, smartphones, Printed Article on Interactive studio: Brancusi

<https://www.pluslotte.com/interactive-art-studio-museum-boijmans>

Academic Vocabulary:

Abstract, fringe, foot, lighting, backdrop, photoshop

Student Support and Differentiation:

- Whole Class: Students will be given presentation and demonstration to help their understandings. Students will fill out handouts to brainstorm their ideas.
- Groups of students with similar needs: Students with similar needs will be asked to come to the other table so they can have group demonstrations.
- Individual students: Students who finish early will be asked to make another one, or asked to try different ways to photoshop the photos. Students can come during studio time to work on their projects if they wish.
- Students with IEP's or 504 plans: The lesson will be modified for students with IEP's or 504 plans on a case by case basis.

NYS Visual Arts Standards:

Creating	Presenting	Responding	Connecting
VA:Cr1.1.HSI a. VA:Cr1.2.HSI a. VA:Cr2.1.HSI a.	VA:Pr5.1.HSII a.	VA:Re7.1.HSII a. VA:Re7.2.HSII a.	VA:Cn10.1.HSII a.

Art References
Lesson # 2



Brancusi



Rachel Feinstein



Elsa Mora

Student Work Samples
Lesson # 2



Teaching Procedure/Task Analysis - Lesson #2/Day 1

Time Allotment 90 min	Task
5 min	A. Motivation/Spark/Launch Pick out one word out of the mystery box. *Key Questions: <ol style="list-style-type: none">1. How would you describe words into sculptures?2. How did Brancusi use photography to best deliver his artworks to the viewers?
15 min	B. Presentation of Lesson Objectives Slides on sculptures look like paper folding and sculptures made out of paper.
10 min	C. Modeling/Demonstration Different techniques in paper folding.
50 min	D. Transition and Work Period (practice and application) Students will be working on their handout first to brainstorm their ideas. Students will use the materials given to create sculptures. Students will be asked to take photos of their sculptures when done, using different backdrops, lightings. <hr/> If done, Students will use their smartphones to edit and photoshop their photos to give dramatic changes. Students will be asked to send the pictures via email.
10 min	E. Closure Clean up

Teaching Procedure/Task Analysis - Lesson #2/Day 1

Time Allotment 90 min	Task
10 min	A. Motivation/Spark/Launch <ul style="list-style-type: none">● Students will share what stage they are on with the project.● Enlarged photos of students' works, if submitted already, will be viewed for inspiration.
55 min	B. Transition and Work Period (practice and application) <ul style="list-style-type: none">● Students will keep working on their projects.● Students will use their smartphones to edit and photoshop their photos to give dramatic changes.● Students will be asked to send the pictures via email.
15 min	C. Closure Fill out the rubrics Clean up

Lesson # 3 - Wire self portraits

Unit Title: Abstract Sculptures

Lesson Plan #	Grade	Length of each period	Number of days
3/3	10 th	90 min	1

Essential Questions:

1. What is a contour line?
2. How did Calder use balance in his sculptures?

Lesson Objectives:

- Students will learn how to bend wires to manipulate into the shapes they desire.
- Students will be able to make their wire sculptures balanced.

Assessments:

- Pre-assessment: Students will do a quick blind contour on a paper. Students will be asked to experiment with the wires.
- Formative assessment: Students will create self portrait wire sculptures that stay in balance.
- Summative assessment: Send pictures of their artworks.

Overview: Day 1: introducing rainforest Day 2:

Day 1 : Students will make self portrait wire sculptures inspired by Calder.

Materials –Artist/ Visual Text /Technology/ Resources:

Wire, Scissors, handout, mirrors

Academic Vocabulary:

Contour, balance, kinetic, manipulate,

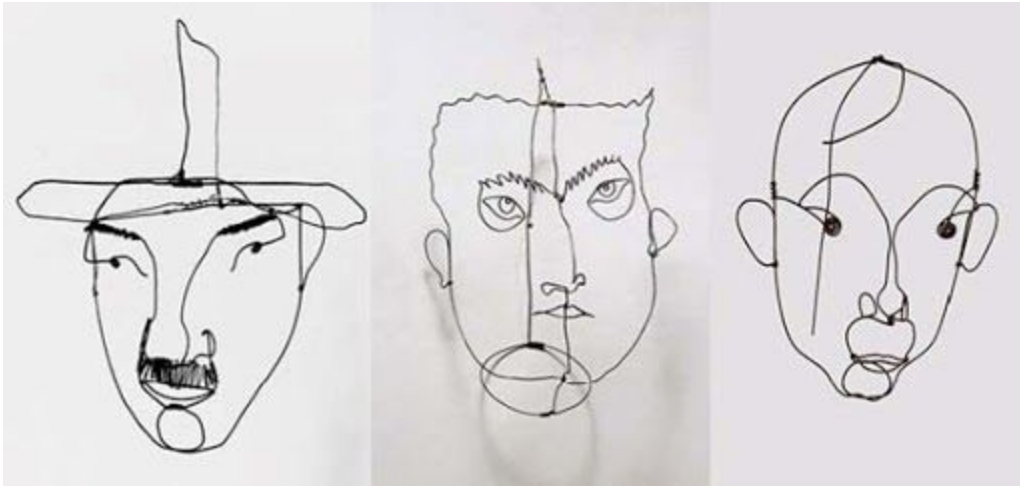
Student Support and Differentiation:

- Whole Class: Students will experiment with the wires- bending, twisting, cutting.
- Groups of students with similar needs: Students will sit in groups to help each other on the projects.
- Individual students: Students will be given one-on-one feedback and demonstrations if needed.
- Students with IEP's or 504 plans: The lesson will be modified for students with IEP's or 504 plans on a case by case basis.

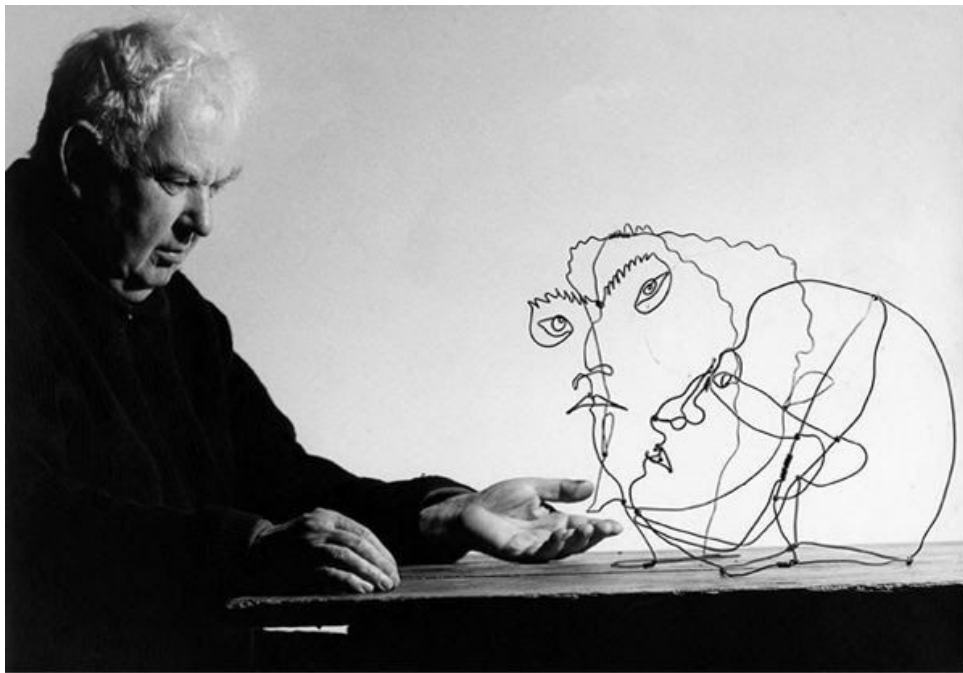
NYS Visual Arts Standards:

Creating	Presenting	Responding	Connecting
VA:Cr1.1.HSI a. VA:Cr1.2.HSI a. VA:Cr2.1.HSI a. VA:Cr2.2.HSI a.			VA:Cn10.1.HSII

Art References
Lesson # 3



Calder - Wire Self Portraits



Calder - Wire Self Portraits

Teaching Procedure/Task Analysis - Lesson #3/Day 1

Time Allotment 90 min	Task
15 minutes	A. Motivation/Spark/Launch Quick blind contour exercise. *Key Questions: What is a blind contour?
10 min	B. Presentation of Lesson Objectives Slides on Calder's wire self portrait artworks.
10 min	C. Modeling/Demonstration Demonstration on blind contour. Demonstration on how to manipulate wires to make self portraits.
45 min	D. Transition and Work Period (practice and application) Students will be making wire self portraits using their blind contour work as guidelines.
10 min	E. Closure Take photos of artworks and send via email to the instructor. Clean up