

Lesson #1 - My Playground – Explorations in sculpture making.

Lesson #3 - Exploring free standing sculpture - The rectangular form.

Lesson #4 - Creating solid forms.

Lesson #5 - Creation of Organic form. Using flange assembly.

Lesson #6 - Creation of Organic form - Texture.

PART 1: STUDIO CORE CHART

This chart provides a structure for documenting the making of the project example.

As you work, fill out the chart, faithfully recording the following: the choices you are making, what you are doing with your hands, what you are thinking about while you are making, how you are sitting, how you are holding various tools, what challenges you experience, and more. This documentation process will help you refine the tools, materials, concepts and language for the lesson and will inform how you plan to teach the lesson.

Complete the chart. Add additional space as needed.

STUDIO CORE	
Tools: Implement, utensil and devices. All nonperishable supplies.	<i>Scissors</i>
Materials: All perishable media. Such as paints, pastels...	<i>5 - 8 strips of construction paper 1, 1.5 x 12"</i> <i>Elmer's Glue</i>
Skills: An ability that may be applied to the techniques in your studio core. Many skills, such as observation, are used in all art practices.	<i>Interpretation.</i> <i>Imaginative ability to build with and shape material:</i> <i>In this case: Bending, folding, twisting, ripping, cutting, stacking, grouping, balancing and attaching.</i> <i>Observation.</i> <i>Identification of edges.</i> <i>Layout (Recognition and use of 3D space.)</i> <i>Calculation of angles and proportions.</i> <i>Organization of separate parts to the whole.</i> <i>Practice of gluing and attaching.</i>
Techniques: The method with which an artist employs technical skills.	<i>Creation of rectangular form. Folding. Bending.</i> <i>Cutting. Stacking. Assembling. and Attaching material.</i> <i>Paper selection.</i>
Concept: Ideas in art	<i>Imagination.</i> <i>Concept Development.</i> <i>Personal Expression.</i> <i>Interpretation.</i>
Processes: The steps in a methodology or a way of working.	<ul style="list-style-type: none"> - <i>Our first sculpture exploration entailed "relief" sculpture, as in layering of material on a flat surface to create sculptural shapes.</i> - <i>We continue our exploration as we explore another concept in sculpture called "free-standing" sculpture, as in sculpture that is not attached to a flat surface, but stands on its own.</i> - <i>We continue our explorations of sculptural forms, by making a rectangular form, assembling it, and attaching it together to create a personal sculptural form.</i> - <i>Our lesson will kick off with a sculptural play park in France. Our explorations will continue to build on our sculptural paper sculpture skills foundation in the expressive use of paper (material), its manipulation,</i>

	<p><i>arrangement and attachment, as we continue building of our very own personal playgrounds and rides.</i></p> <ul style="list-style-type: none"> - <i>The lesson will progress with specific projects exploring the use of manipulated paper forms to create free-standing, organic and geometric sculpture, leading to a final urban inspired project.</i>
Academic Language: The group of words or phrases specific to this art practice.	<ul style="list-style-type: none"> - <i>Assembly.</i> - <i>Construction.</i> - <i>Manipulation.</i> - <i>3D space.</i> - <i>Layering.</i> - <i>Attachment.</i>
Environment and Equipment: The surroundings, furniture or conditions necessary for this art practice.	<i>This class will take place in the Art Studio. Tables are staggered and forward facing. Instructional AV equipment will be in place. Supplies and materials will be provided by the classroom instructor.</i>

<p>This section will be narrative and long and will guide your planning.</p> <p>Physical Activity: In this part of the chart you are describing in detail how you are handling the materials. This should include how and why you are setting up your physical space and materials and what you are holding and also what you are making. For example, if you are working on a drawing, you may decide to turn the paper. Imagine working on a print. What kind of grip would you have on your plate? This section should also describe your posture. How are you sitting or standing?</p> <p>This project was begun with an exploration of simple rectangular shapes and their manipulation into rectangular forms, toward the creation of an assembled sculpture.</p> <p>I began this project by creating a paper tube out of a 1.5" x 12" sheet of construction paper. The paper was turned into a cylinder and through a series of easy to follow folds, a square or rectangular form emerges.</p> <p>Gluing is always a challenge for children. Something I am cognizant of pointing out in class.</p> <p>I am mindful of the amount of glue I use little hands are all too excited to get on quickly and impatiently with a project.</p> <p>I decide I am also going to pay attention to our gluing and attachment technique. This will include the use of "dot, dot, not a lot..." as a reminder that it does not take a whole lot of glue to attach paper shapes.</p> <p>As I glue, I find that by holding the paper forms together with my fingers after applying the glue and counting to 10</p>	<p>This section will be narrative and long and will guide your planning.</p> <p>Mental Activity: In this part of the chart you are describing what you are thinking about as you are setting up and making. This is NOT a step-by-step of what you are doing or a recap of your process. Rather, you are noting the issues, thoughts, concerns, moments of hesitation and accomplishment that arise as you work. Did something unexpected happen? What did it make you think about? Did something surprising happen? What did it make you think about? Did you get stuck? Did you feel a sense of joy and exploration? What choices are you making and why?</p> <p>Working with an understanding that first graders may or may not possess any pre-existing knowledge of art of sculptural art, I have dived into a series of sculptural projects where we explore material manipulation, shape making, assembly and attachment of material into an imaginary world of playgrounds and play spaces.</p> <p>In the back of my mind, I debate the teaching of two attachment techniques, given the short amount to time to address these techniques, I opt against it.</p> <p>I have seen how some students struggle with the rolling and gluing of paper, so I have decided to go with half the paper size. I believe this will solve some potential paper manipulation problems I observed.</p> <p>I attach my first piece of bent paper, it seems like a good choice, I am debating glue, how much, I am thinking just a dot.</p> <p>As I work with the paper material, I am cognizant of the other possibilities for exploration and discovery.</p>
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<p>in my head, the paper actually sticks together. I can try a little blowing on the paper, but given the times, I'll abstain.</p> <p>This is the most complex part of the project. But once my tubes are created there is ample opportunity to manipulate, bend, fold, attach and create a free-standing structure.</p> <p>Also, as I fold and attach the paper, I realize that little hands may not be able to fold paper as easily as I can. Make sure the construction paper is flexible and easily manipulated.</p> <p>Looping one paper over another is fun, paper shows immediate depth and dimension. I continue on this track creating a series of folded stairs, loops, and intersecting planes with the lines of paper.</p> <p>As I continue building on my tube structure, I realize that there are other opportunities to talk about one or two simple attachment techniques that will further enhance our sculptures, but that will be a topic for another lesson.</p> <p>I continue working with my tube structure, adding other folded, twisted and bent paper shapes to create what looks like a mini carousel ride in an amusement park...</p> <p>I am using a large bottle of Elmer's glue and a kid size scissors. Another aspect of attachment I may have to think about may be the application of a flat tabbed shape to a round cylinder like surface. In this case I find that the construction paper is forgiving and by pressing and holding the shape in place, then counting to ten, the concern is averted.</p> <p>I continue in this way, and I am pretty pleased with the final sculptural form.</p>	<p>I start thinking of the environment that my sculpture is situated, what the shapes and forms surrounding those environments have, and how to simplify those shapes into sculptural works.</p> <p>I think that having a sample of the different ways we can attach paper to each other (a guide) might be a great way for the kids to engage with the project and explore on their own.</p> <p>While solving a problem with an oval form, am also trying to figure out, what else can we build with these simple shapes.</p> <p>I think a small project at a time is probably the best way to go, we can dig deep into the forms and shapes, as well as the attachment and stability of the forms.</p> <p>This will be critical to creating the 3D structures and providing students with a robust set of paper creation skills they can build upon and feel confident at problem solving for stable structures, spatial relationships, relational objects, composition, and scale.</p> <p>I realize many of these ideas are complex, but the goal is to present them in an approachable manner, keeping in mind what Mr. Kane advised, that first graders are clean slates with minimal or no knowledge of art, art materials, processes and technique.</p>
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Part 2: COMPONENTS OF INSTRUCTION

Once your chart is complete use this template to describe the Goals and Materials of the project.

CONTEXT FOR LEARNING

OF STUDENTS GRADE CLASS (General Education, Inclusion, Self-Contained, etc.)

30 Est.	1 st Grade	Lesson #3 - Making sculpture with rectangular and square forms.
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GOALS AND MATERIALS FOR THE LESSON

DESCRIPTION: Briefly describe what students will do/make during the lesson. Include a description of what choices students will have to express their own ideas.

Through the use and manipulation of construction paper, students will learn and explore the world of sculptural art

that entails the use of space, composition, construction, and assembly.

The project will kick off with an exploration of shapes and forms found in the works of Anthony Caro and Richard Deacon and will be the launch point for the making of our very own personal playground.

Our explorations will then take us to the making and use of organic and geometric forms, which will include different ways to construct and assemble our paper shapes, forms to create a very special place.

LEARNING OBJECTIVES:

Skills and Techniques

Concepts/Big Ideas

Students will be able to:	Students will understand that:
<ul style="list-style-type: none"> - Manipulate and fold paper to create a free-standing rectangular structure. - Employ imagination to take rectangular shapes, and turn them into 3D forms. - Observe and learn how other students address the same problems in their sculptural works. - Make spatial and compositional design decisions. - Learn how to create stable structures that can built upon. 	<p>Primary:</p> <ul style="list-style-type: none"> - By manipulating and altering a flat shape into a rectangular form, we have the building blocks to creating free-standing sculpture. - Unlike other forms of art making, when composing a sculpture, we have to consider all its sides, top, bottom, rear and the front. - Complex sculptures, often start by the attachment of simple forms. - Creating a stable structure is important to our work, as our work will not fall or topple over. - Glue skills are just as important as the artwork itself. - Attachment tab techniques give us options for places to create. <p>Secondary:</p> <ul style="list-style-type: none"> - When a sculpture is not stable it's important to understand why. - Sculpture is a building process: One idea builds on the other, as one form builds upon the other. - We make a sculpture by assembling then attaching different shapes. - Gluing two forms together, pressing together and counting to 10 increases paper adhesion. - When making a sculpture, we think about all sides of the artwork. - Our work can be inspired by other artists or the things we like. - We also learn by observing how our friends make their sculptures. - Color is important, but that is not important to our work. - Assembling is to stack or layer one shape or form over another.

STANDARDS AND BENCHMARKS: List the New York City Blueprint Benchmarks that are addressed in this project.

NYCDOE Blueprint for Teaching and Learning in the Visual Arts:

3rd Grade: Art Making, Performance Indicators in Drawing and Painting.

NYCDOE Blueprint for Teaching and Learning in the Visual Arts: 3rd Grade: Developing Art Literacy

NYC Blueprint for Teaching and Learning in the Visual Arts: 3rd Grade: Community and Cultural Resources

NYCDOE Blueprint for Teaching and Learning in the Visual Arts 1st Grade: Art Making, Performance Indicators in Drawing and Painting.

Sculpture

- | | |
|--|---|
| <ul style="list-style-type: none"> - Create a stable construction of a three-dimensional form - Paper: ability to apply techniques of folding, bending, twisting, cutting and tearing, that result in a balanced work - Ability to apply techniques of cutting, taping, gluing and joining that result in a unified balanced assemblage | <ul style="list-style-type: none"> - Placement of components that describe movement, and expression - Inventive placement of paper to represent a real or imaginary subject - Controlled use of scissors to cut detailed organic and geometric shapes - Ability to neatly and evenly apply glue |
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ESSENTIAL PRIOR KNOWLEDGE: What will students need to know coming into the lesson to benefit from the learning opportunities you have planned? How will you activate and build upon their prior knowledge?

Students have had ample opportunity to create art work that uses the entire page in an engaging way.
 Students will use or employ previous knowledge of clay pot making to explore 3D form making.
 Students will have a rudimentary understanding of line and shapes.
 Students continue to expand their understanding of compositional space.
 Experimenting with shapes and forms will add exciting and interesting new understandings of art.
 Students will be able to explain the intent of their compositions.
 Share or explain their work of art.
 Share recently completed work of art with classmates.
 Students will discuss an artistic problem that was solved or personal choice made on a work of art.

ACADEMIC LANGUAGE: List new vocabulary and define each term as you would for this group of pupils.

Form - The visible shape of something.
Shape – The outline of someone or something.
Dimension – the length, width or height of a shape or form.
Surface - The outer part of an object.
Sculpture – Artwork that can be seen from all sides.
Stack – Neat pile of objects usually one on top of the other
Assemble – To fit together.
Structure – To arrange according to a plan.
Attach – To join, or fasten.

VISUAL RESOURCES: Which works of art by which artists? *Who are the artists you are highlighting and how might your students connect to them and their work? In what ways does your choice of artists give voice to a marginalized group or community? (Please consider diversifying the cannon: gender, race, contemporary, etc.)*

Paper Sculpture Project #2 – Making rectangular forms from rectangular shapes - 03/22 /22

Learning target: Transforming flat shapes to create a personal playground.

Learning Goal: Create various sculptural forms by using circles, rectangles and triangles.

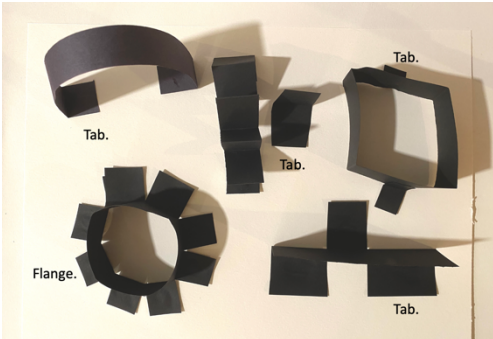
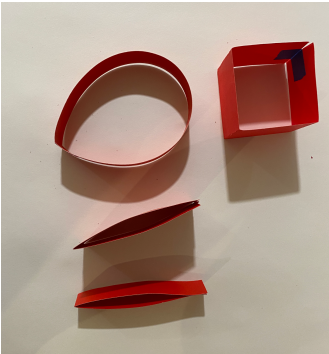
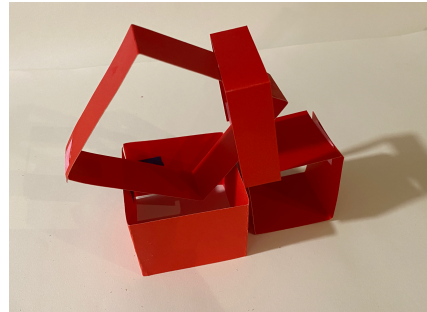


 <p>Playground - EL PARQUE DE LA VILLETTE, PARÍS</p>	 <p>Sculptor, Architect, Educator - Gilbert Boro</p>	 <p>Objective: Create 1 to 3 rectangular forms. Use in free-standing sculpture.</p>
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Paper Sculpture Project #3 – Creation of free-standing rectangular forms, assembly, and attachment - 03/22/22

Learning target: Creation of free-standing 3D form using a 2D shapes.

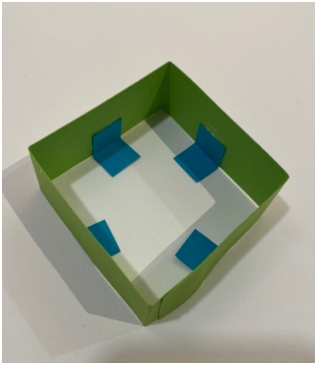
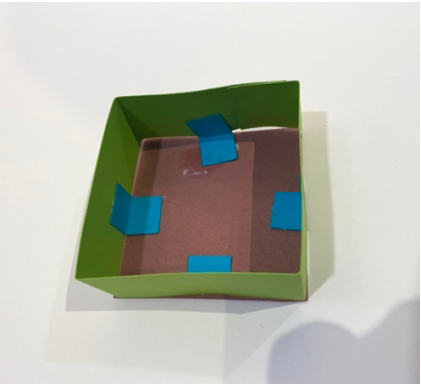
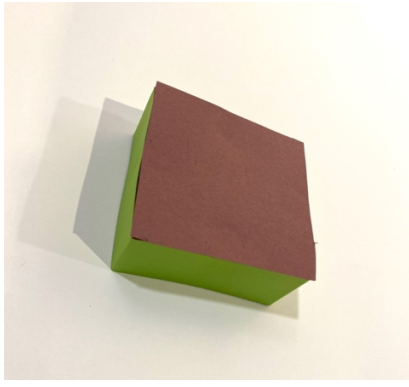
Learning Goal: Creating tabs, and paper tape to attach and gluing forms to one another.

 <p>Tab attachment discussion</p>	 <p>Rectangle Form Creation</p>	 <p>Objective: Create 1 to 3 rectangular paper forms use in free-standing sculpture.</p>
<p>12:25 - 12:27 PM</p>	<p>Review: Now that we have been creating paper sculptures over the last few weeks, can someone tell me the difference between a shape and a form? (2 Min) Today, I have two sculptural techniques I want to cover with you, so please pay attention, as I want you to feel comfortable with them.</p>	
<p>12:27 PM</p>	<p>On screen: On screen: The steps on making a square form... students follow along.</p>	
<p>12:29 PM</p>	<p>Supplies: Four to 5 strips of 1" x 12" paper. Elmer's glue, and child scissors.</p>	
<p>12:33 PM</p>	<p>Start Demo (3 - 4 Min)</p>	
<p>12:35 PM</p>	<p>Trouble shoot kids who are not following instructions.</p>	
<p>12:35 PM – 12:50 PM</p>	<p>Creative work time.</p>	
<p>12:50 PM – 12:52 PM</p>	<p>Gallery Walk: Share one thing you found interesting about the work you saw. (2 Min)</p>	
<p>12: 52 PM - 1:00 PM</p>	<p>3 Minute to wrap up final sculptural pieces. (3 Min)</p>	
<p>1:03 PM – 1:08 PM</p>	<p>Clean up and label artwork. (3-5 Min to collect art and supplies)</p>	
<p>1:10 PM</p>	<p>Exit</p>	

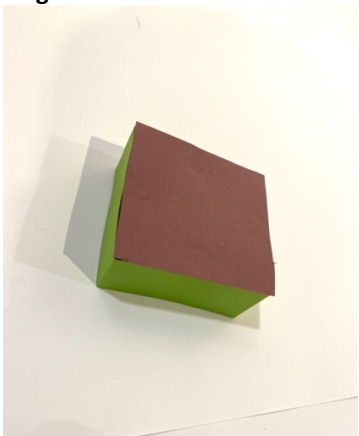

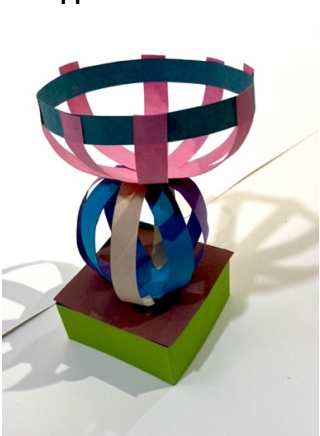
Paper Sculpture Project # 4 – Creation of free-standing solid rectangular forms and assembly using tabs. 03/23/22

Learning Target: Creating solid 3D form.

Learning Goal: Use flat paper shapes and tab technique to create a non-collapsible stable form.

 <p>Tab attachment discussion.</p>	 <p>Application of side panels to form.</p>	 <p>Solid rectangle form.</p>
<p>12:25 - 12:27 PM</p>	<p>Review: This technical skills lesson piggy backs on the rectangle form creation lesson. By making our forms solid, we add strength and rigidity to forms. And with solid forms can hold, support, contain our sculptures.</p>	
<p>12:27 PM</p>	<p>On screen: On screen rectangular with tabs.</p>	
<p>12:29 PM</p>	<p>Supplies: Two strips of 1" x 12" paper. Two panels of 4" x 5" construction paper for the forms sides. Elmer's glue, and scissors. Previous rectangle sculpture can be brought in after solid forms are built.</p>	
<p>12:33 PM</p>	<p>Form with tab demo (3 - 4 Min)</p>	
<p>12:35 PM</p>	<p>Trouble shoot kids who are not following instructions.</p>	
<p>12:35 PM – 12:50 PM</p>	<p>Creative work time.</p>	
<p>12:50 PM – 12:52 PM</p>	<p>Gallery Walk: Share one thing you found interesting about the work you saw. (2 Min)</p>	
<p>12: 52 PM - 1:00 PM</p>	<p>3 Minute to wrap up final sculptural pieces. (3 Min)</p>	
<p>1:03 PM – 1:08 PM</p>	<p>Clean up and label artwork. (3-5 Min to collect art and supplies)</p>	
<p>1:10 PM</p>	<p>Exit</p>	

Rectangular solid forms used in sculpture.

<p>As geometric element.</p> 	<p>Attachment to another form.</p> 	<p>As support foundation.</p> 
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Paper Sculpture Project #5 – Creation of an organic form, using flange assembly - 03/29/22

As geometric element.	Attachment to another form.	As support foundation.
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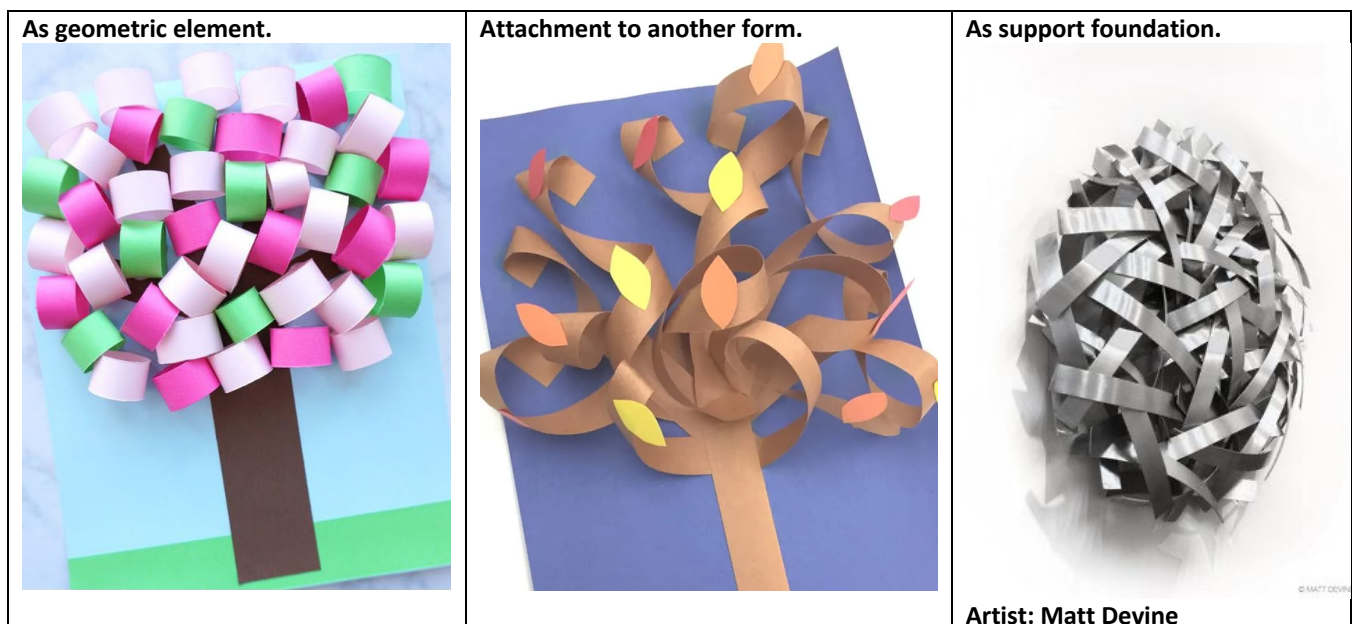


Learning target: Create a cylinder form and attach to the base.

Learning Goal: Use flat shapes and flange tabs, to create a stable (tree trunk) structure.

12:25 - 12:27 PM	Review: This technical skill lesson. Now that we have learned how to manipulate shaped paper to create forms, let's make a familiar form.
12:27 PM	On screen: Flat paper and kids to follow demo.
12:29 PM	Supplies: 2 - 4 x 5" sheet of construction paper. Scissor and glue.
12:33 PM	Form with tab demo (3 - 4 Min)
12:35 PM	Trouble shoot kids who are not following instructions.
12:35 PM – 12:50 PM	Creative work time.
12:50 PM – 12:52 PM	Gallery Walk: Share one thing you found interesting about the work you saw. (2 Min)
12: 52 PM - 1:00 PM	3 Minute to wrap up final sculptural pieces. (3 Min)
1:03 PM – 1:08 PM	Clean up and label artwork. (3-5 Min to collect art and supplies)
1:10 PM	Exit

Paper Sculpture Project #6 – Creation of an organic forms - Texture - 03/30/22



Learning target: Creating tree surface texture.

Learning Goal: Use flat shapes cut, shaped, twisted and attached to create foliage for our trees.

12:25 - 12:27 PM	Review: We will begin this class with looking at the foliage on trees, (revised) discussion will center around the subject of Texture. What is texture? How do we these textures feel? Are they rough? Soft? Or Spikey? How would we create these textures with paper?
12:27 PM	On screen: Tree foliage slides and flat paper turned into foliage forms.
12:29 PM	Supplies: Scrap construction paper and strips of ¼, ½ in. by 12 construction paper. Scissor and glue.
12:33 PM	Slides and discussion of texture, and patterns. (2Min)
12:35 PM – 12:50 PM	Creative work time.
12:50 PM – 12:52 PM	3 Minute to wrap up final sculptural pieces. (3 Min)
12: 52 PM - 1:00 PM	Rug Talk: Review of the skills we've learned and a quick overview of what's coming next.
1:03 PM – 1:08 PM	Clean up and label artwork. (3-5 Min to collect art and supplies)
1:10 PM	Exit

First Grade: Student Samples and Learned Sculptural Skills



Student meets and exceeds expectation in sculptural form making, placement, scale, attachment, explorations, and use of material.



Student meets and exceeds expectation in sculptural form making, placement, scale, attachment, explorations, and use of material.



