

Sculpture of the Twentieth Century

Grade Level or Special Area: Visual Arts, Eighth Grade

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Length of Unit: Four lessons (approximately nine days; one day = 50 minutes)

I. ABSTRACT

In the eighth grade students are to study an array of 20th century artists and their sculptures. In this unit, we will review the sculpture artists from Auguste Rodin to Maya Lin through slides. Even though all these artists were sculptors, their work varies extremely among one another. The students will be given an opportunity to compare and contrast the artists and make a sculpture with objects in a similar style to one of the artists.

II. OVERVIEW

A. Concept Objectives

1. Students will recognize and use the visual arts as a form of communication. (Colorado Model Content Standard 1)
2. Students will understand and apply the visual arts materials, tools, techniques, and processes. (Colorado Model Content Standard 3)
3. Students relate the visual arts to various historical and cultural traditions. (Colorado Model Content Standards 4)
4. Students will understand how to analyze and evaluate the characteristics, merits, and meaning of works of art. (Colorado Model Content Standard 5)

B. Content from the *Core Knowledge Sequence*

1. Visual Arts: Eighth Grade: 20th-Century Sculpture (p. 192)
 - a. Examine representative artists and works, including:
 - i. Auguste Rodin, *The Thinker, Monument to Balzac*
 - ii. Constantin Brancusi, *Bird in Space*
 - iii. Pablo Picasso, *Bull's Head*
 - iv. Henry Moore, *Two Forms*
 - v. Alexander Calder, *Lobster Trap and Fish Tail*
 - vi. Louise Nevelson, *Black Wall*
 - vii. Claes Oldenburg, *Clothespin*
 - viii. Maya Lin, *Vietnam Veterans Memorial*

C. Skill Objectives

1. Students will identify and experiment with sculpture materials, tools, techniques, and processes.
2. Students will evaluate the selection and use of sculpture materials, tools, techniques, and processes used.
3. Students will create art based on personal interpretation of various historical and cultural contexts.
4. Students will demonstrate how history and culture of various people influence the creation, meaning and style of works of art.
5. Students will identify and discuss reasons for creating sculptures.
6. Students will develop ideas for works of art by conducting research and making preliminary sketches or models.
7. Students will recognize and apply the Principles of Design.
8. Students will recognize and apply the Elements of Art.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. *Sculpture Since 1945*, By Andrew Causey
 2. *Lives of the Great 20th Century Artists*, by Edward Lucie-Smith
 3. The Major Modern and Contemporary Visual Artists
<http://www.the-artists.org/>
- B. For Students
 1. Kindergarten: Visual Arts: Sculpture (p. 14)
 - a. Mobiles: Alexander Calder's *Lobster Trap and Fish Tail*
 2. Second Grade: Visual Arts: Sculpture (p. 52)
 - a. Observe shape, mass, and line in sculptures, including;
 - i. *The Discus Thrower*
 - ii. *Flying Horse* (from Wu-Wei, China)
 - iii. Auguste Rodin, *The Thinker*

IV. RESOURCES

- A. Slides that include work by these artists; if you do not have these works, use similar works (all lessons) (**slides for designated artists can be ordered through:** Universal Color Slide Company, 1-800-326-1367, www.universalcolorslide.com)
 1. Auguste Rodin, *The Thinker, Monument to Balzac*
 2. Constantin Brancusi, *Bird in Space*
 3. Pablo Picasso, *Bull's Head*
 4. Henry Moore, *Two Forms*
 5. Alexander Calder, *Lobster Trap and Fish Tail*
 6. Louise Nevelson, *Black Wall*
 7. Claes Oldenburg, *Clothespin*
 8. Maya Lin, *Vietnam Veterans Memorial*
- B. *Boundaries*, By Maya Lin (Lesson One)
- C. *Scholastic Magazines* featuring these artists (Lesson One)
Videos such as: (**videos may be ordered through:** Crystal Productions, 1-800-255-8629, www.crystalproductions.com)
 1. *Maya Lin: A Strong Clear Vision* (Lesson One)
- D. **Internet Sites** (the following sites may be helpful to students when they are doing their research. (Lesson Two)
 1. The Major Modern and Contemporary Visual Artists <http://www.the-artists.org/>
 2. Bridge to the Twentieth Century: Rodin
<http://www.metmuseum.org/explore/publications/pdfs/burghers/divided/bridge.pdf>
 3. H.C. Westermann
http://www.mcachicago.org/westermanncurriculum/frames/frm_home.html
 4. August Rodin- Web Museum <http://www.ibiblio.org/wm/paint/auth/rodin/>
 5. Constantin Brancusi <http://www.artchive.com/artchive/B/brancusi.html>
 6. Pablo Picasso http://www.guggenheimcollection.org/site/artist_bio_126.html
 7. Henry Moore- The Henry Moore Foundation
<http://www.henry-moore-fdn.co.uk/hmf/>
 8. Alexander Calder- The Calder Foundation <http://www.calder.org/>
 9. Louise Nevelson
http://www.guggenheimcollection.org/site/artist_bio_117A.html
 10. Claes Oldenburg- Oldenburg's Sculpture <http://net.unl.edu/~swi/arts/ntbk.html>
 11. Claes Oldenburg and Coosje van Bruggen
<http://www.oldenburgvanbruggen.com/>

12. Maya Lin-Smithsonian
http://www.smithsonianmag.si.edu/smithsonian/issues02/nov02/maya_lin.html
13. Maya Lin-Metropolis Magazine
http://www.metropolismag.com/html/content_0302/lin/index.html

V. LESSONS

Lesson One: An Introduction to Sculptures (approximately two class periods, 110 minutes)

- A. *Daily Objectives*
 1. Concept Objectives
 - a. Students recognize and use the visual arts as a form of communication. (Colorado Model Content Standard 1)
 - b. Students relate the visual arts to various historical and cultural traditions. (Colorado Model Content Standards 4)
 2. Lesson Content
 - a. Visual Arts: Eighth Grade: Twentieth Century Sculpture (p.192)
 - i. Examine representative artists and works, including:
 - a) Auguste Rodin, *The Thinker, Monument to Balzac*
 - b) Constantin Brancusi, *Bird in Space*
 - c) Pablo Picasso, *Bull's Head*
 - d) Henry Moore, *Two Forms*
 - e) Alexander Calder, *Lobster Trap and Fish Tail*
 - f) Louise Nevelson, *Black Wall*
 - g) Claes Oldenburg, *Clothespin*
 - h) Maya Lin, *Vietnam Veterans Memorial*
 3. Skill Objectives
 - a. Students will evaluate the selection and use of sculpture materials, tools, techniques, and processes used.
 - b. Students will identify and discuss reasons for creating sculptures.
- B. *Materials* (for a class size of twenty)
 1. Slides of sculpture work by the following artists: 1-3 slides on each artist
 - a. August Rodin
 - b. Constantin Brancusi
 - c. Pablo Picasso
 - d. Henry Moore
 - e. Alexander Calder
 - f. Louise Nevelson
 - g. Claes Oldenburg
 - h. Maya Lin
 2. A movie: *Maya Lin: A Strong Clear Vision*
 3. Pencils (25 pencils)
 4. Copy of Appendix A: List of Sculpture Artists and Work for teacher reference
 5. Copies of Appendix B: Sculpture Words for each student
 6. Copies of Appendix C: Slide Show for each student
 7. Copies of Appendix D: Elements and Principles of Design for each student
 8. Copies of Appendix E: Project Checklist for each student
 9. Copies of Appendix J: Short Answer Assessment for each student
 10. Copy of Appendix M: Short Answer Assessment Key for teacher
- C. *Key Vocabulary*
 1. Symbol – something that represents an object or an idea, either by association, or convention
 2. Medium – technique used by the artist

3. Sculpture – a three-dimensional work of art (length, width, height)
4. Symmetry – a balanced grouping of parts on either side of a line or around a center
5. Organic shape – an irregular shape, not geometric
6. Geometric shape – shape composed of lines, points, and angles
7. Balance – to arrange so that one set of elements equals another
8. Forms – objects that can be measured three ways: length, height, and width.

D. *Procedures/Activities*

This lesson should be treated as a survey course on 20th century sculpture artists. The focus on this lesson should be the sculpture artists and their many different styles throughout the century. The way the artists addressed the elements and principles also varies greatly. This should all be made clear as you show students the slides. Exact dates and times for the work is not as useful as knowing what materials the artists used, and what kinds of sculptures they made. This lesson is provided to help students brainstorm for their own sculptures.

1. Before class Preparation:
 - a. Prepare slides.
 - b. Make needed copies.
 - c. Write needed vocabulary on board from Appendix B: Sculpture Words.
2. Pass out Appendix C: Slide Show Worksheet.
3. As the teacher, use the Key provided to aid you in this discussion. This should not be a thorough history lesson on every date known to man, just general information on elements and principles, and the intentions for the sculptures.
4. Students need to have a pencil at this time.
5. Teacher gives the directions.
 - a. The students are to follow along with the teacher as she gives an introductory slide show lecture.
 - b. The artist's names will be written on the handout. Students need to take notes by writing down important information and characteristics of the artists. The facts should be of elements and principles used, as well as the art style, and materials used.
 - c. They will be able to take notes if they listen and participate in the lecture.
6. Teacher and students should identify various art elements and design principles in the lecture/discussion.
7. After the slide show, conclude with showing the Maya Lin movie.
8. Once students have seen the Maya Lin Movie discuss some of the facts students learned about her.
 - a. How did she become famous?
 - b. How would students describe her work?
 - c. How is her work different from the other artists they have seen in this lesson?
9. Once you have discussed the video students should prepare for a short answer quiz over the artists they have seen in this lesson.
10. Copies of Appendix J: Short Answer Assessment should be handed out at this time. Answering these questions will probably take about twenty minutes.
11. Also discuss Appendix E: Project Checklist with the students. (Explain that this gives students an idea of what will be expected of them over the following lessons. It provides students with a way to follow along in the unit.) (This unit has many parts to it that all come together in the last lesson.)

E. *Assessment/Evaluation*

1. Appendix J: Short Answer Assessment

2. Appendix M: Short Answer Assessment Key
3. Students should keep track of their progress by using Appendix E: Project Checklist.

Lesson Two: Sculpture Artists and History (approximately two class periods, 110 minutes)

A. *Daily Objectives*

1. Concept Objective
 - a. Students will understand how to analyze and evaluate the characteristics, merits, and meaning of works of art. (Colorado Model Content Standard 5)
2. Lesson Content
 - a. Visual Arts: Eighth Grade- Twentieth Century Sculpture (p.192)
 - i. Examine representative artists and works, including:
 - a) Auguste Rodin, *The Thinker, Monument to Balzac*
 - b) Constantin Brancusi, *Bird in Space*
 - c) Pablo Picasso, *Bull's Head*
 - d) Henry Moore, *Two Forms*
 - e) Alexander Calder, *Lobster Trap and Fish Tail*
 - f) Louise Nevelson, *Black Wall*
 - g) Claes Oldenburg, *Clothespin*
 - h) Maya Lin, *Vietnam Veterans Memorial*
3. Skill Objectives
 - a. Students will evaluate the selection and use of sculpture materials, tools, techniques, and processes used.
 - b. Students will demonstrate how history and culture of various people influence the creation, meaning and style of works of art.
 - c. Students will identify and discuss reasons for creating sculpture.
 - d. Students will develop ideas for works by conducting research and making preliminary sketches or models.
 - e. Students will recognize and apply the Principles of Design.
 - f. Students will recognize and apply the Elements of Art.

B. *Materials (for a class size of twenty)*

1. Computer Lab= Internet
2. Books on the artists (Library)
3. Pencils (25 pencils)
4. Copies of Appendix D: Elements and Principles of Design for each student
5. Copies of Appendix E: Project Checklist for each student
6. Copies of Appendix F: Internet Resources for each student
7. Copies of Appendix G: My Artist Worksheet for each student

C. *Key Vocabulary*

1. Search Engine – the tool, such as Yahoo, or Google that you use to find topics

D. *Procedures/Activities*

In this lesson, the students will draw the name of one artist that they studied in the previous lesson. This is the artist they will be researching throughout the rest of the unit. They will also be making a sculpture, in the style of the artist that they, drew for lesson three.

1. Before Class Preparation:
 - a. Write the eight artists names on pieces of paper three times. Fold up each name and put it in a jar or a hat.
2. Each student is to draw a name from the hat.

3. The artist that they draw is the artist they will be working with throughout the unit.
 4. Discuss research techniques.
 5. Students may use the Library (internet, books) to gather information.
 6. (It might be beneficial to go to the school library or computer lab at this time, or assign this as homework.)
 7. Pass out copies of Appendix F: Internet Resources.
 8. Appendix F: Internet Resources might be helpful to students in their research.
 9. Pass out copies of Appendix G: My Artist Worksheet.
 10. Students need to answer all the questions on Appendix G: My Artist Worksheet in order to finish this assignment.
 11. Students may use Appendix D: Elements and Principles of Design to assist them on their worksheet.
 12. Students should check their progress on Appendix E: Project Checklist.
 13. If cannot finish Appendix G: My Artist Worksheet they should finish it as homework. Students need to remember to turn it in for a grade the next class time.
- E. *Assessment/Evaluation*
1. Appendix G: My Artist Worksheet
 2. Students should check their progress on Appendix E: Project Checklist.

Lesson Three: Who is Your Artist? (approximately three class periods, 150 minutes)

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students recognize and use the visual arts as a form of communication. (Colorado Model Content Standard 1)
 - b. Students understand and apply visual arts materials, tools, techniques, and processes. (Colorado Model Content Standards 3)
 - c. Students relate the visual arts to various historical and cultural traditions. (Colorado Model Content Standards 4)
 2. Lesson Content
 - a. Visual Arts: Eighth Grade- Twentieth Century Sculpture
 - i. Examine representative artists and works, including:
 - a) Auguste Rodin, *The Thinker, Monument to Balzac*
 - b) Constantin Brancusi, *Bird in Space*
 - c) Pablo Picasso, *Bull's Head*
 - d) Henry Moore, *Two Forms*
 - e) Alexander Calder, *Lobster Trap and Fish Tail*
 - f) Louise Nevelson, *Black Wall*
 - g) Claes Oldenburg, *Clothespin*
 - h) Maya Lin, *Vietnam Veterans Memorial*
 3. Skill Objectives
 - a. Students will evaluate the selection and use of sculpture materials, tools, techniques, and processes used.
 - b. Students will identify and discuss reasons for creating sculptures.
 - c. Students will identify and experiment with sculpture materials, tools, techniques, and processes.
 - d. Students will create art based on personal interpretation of various historical and cultural contexts.
 - e. Students will demonstrate how history and culture of various people influence the creation, meaning and style of works of art.

- C. *Materials (Be sure to provide enough materials for a class size of twenty)*
1. Slides of sculpture work by these artists:
 - a. Auguste Rodin
 - b. Constantin Brancusi
 - c. Pablo Picasso
 - d. Henry Moore
 - e. Alexander Calder
 - f. Louise Nevelson
 - g. Claes Oldenburg
 - h. Maya Lin
 2. Brown paper bags
 3. Found sculpture materials such as:
 - a. Rocks (a bag of rocks, many different sizes)
 - b. Wood scraps (a large box of scraps, many different sizes)
 - c. Branches (a large box of branches)
 - d. Yarn
 - e. Buttons (a plastic bag filled with buttons)
 - f. Boxes (jewelry boxes to larger boxes)
 - g. Foil (three rolls of foil)
 - h. Nails (a few different sizes)
 - i. Tacks (two boxes)
 4. Classroom materials for decoration of sculptures:
(this depends on what teacher wants the students to use)
 - a. Spray paint (ten cans, select colors)
 - b. Crayons (class pack)
 - c. Tempera paint (select colors)
 - d. Markers (class pack)
 5. Classroom supplies
 - a. Construction Paper (10 multi-packs)
 - b. Poster board (100)
 - c. Glue Gun (five)
 - d. Hammer (two)
 - e. Scissors (25)
 - f. Rulers (25)
 6. Copies of Appendix D: Elements and Principles of Design for each student
 7. Copies of Appendix E: Project Checklist for each student
 8. Copies of Appendix H: Requirements for Sculpture for each student
 9. Copies of Appendix K: Teacher Evaluation-Sculpture for each student
 10. Copies of Appendix I: Requirements for Speech for each student

C. *Key Vocabulary*

1. Assemblage – the use of found objects or three dimensional objects to create a work of art
2. Casting – casting is a method of obtaining the permanence of a modeled work by making a mold and casting it in a durable material such as bronze; two methods of casting are used: sand casting and the *cire-perdue* or "lost wax" process; the lost-wax process is more widely used, however, both have been frequently employed since antiquity
3. Modeling – modeling is the process of manipulating soft materials to create a three-dimensional form; unlike carving, modeling requires soft substances that can be easily and rapidly shaped by the sculptor's hands; clay is the most

frequent material used for modeling however, others such as plaster, paper mache, and wax are also common

4. Carving – dating from pre-historic times, carving is a process in which the artist subtracts or cuts away from a solid material to reach the desired form; it can be a very painstaking and time consuming method because of the hard and weighty materials, such as marble or other stones, that are often used; however, artists also carve softer substances such as wood and even soap
5. Engineer – one who applies scientific and mathematical principles in his or her work; an engineer may plan and design, roads, bridges, airplanes, or other large structures
6. Mobile – a structure with parts that are suspended and move in response to air currents

D. *Procedures/Activities*

In this lesson students will be selecting a paper bag. It will have random materials in it. They need to use those materials to make a sculpture in a similar style to the artist that they are researching. The checklist provided will help them stay on task.

1. Before Class Preparation:
 - a. The teacher needs to have materials in brown lunch bags. Each student will receive one bag filled with supplies.
2. Pass out copies of Appendix H: Requirements for Sculpture.
3. Discuss requirements with the class.
4. Students then choose a brown bag from a table holding all of the brown paper bags.
5. Once all students have chosen bags they must look inside their bags.
6. The key to this project:
 - a. The students each have an artist's name.
 - b. They are to make a sculpture out of the materials they received that would resemble the way their assigned artist would create art.
 - c. Students need to consider their artist before they make a sculpture from their pieces.
7. The teacher should lead a discussion on how students should begin creating their work. Example:
 - a. A student receives the artist Alexander Calder.
 - b. In their brown bag they received a plastic cup, plastic beads, one button, and wire.
 - c. What can the students create?
 - d. How will it resemble Calder's work?
8. The students then begin creating their sculptures.
9. Students should use Appendix D: Elements and Principles of Design to aid in their building of the sculpture.
10. Progress should be checked by using Appendix E: Project Checklist.
11. Students should not finish until they have completed everything on Appendix H: Requirements for Sculpture.
12. At the end of the class remember to with students about the speeches.
13. Students should prepare for speeches by using copies of Appendix I: Requirements for Speech.

E. *Assessment/Evaluation*

1. Appendix H: Requirements for Sculpture
2. Appendix K: Teacher Evaluation-Sculpture

Lesson Four: Speaking about Sculptures (approximately two class periods, 110 minutes)

A. *Daily Objectives*

1. Concept Objectives
 - a. Students recognize and use the visual arts as a form of communication. (Colorado Model Content Standard 1)
 - b. Students will understand how to analyze and evaluate the characteristics, merit, and meanings of works of art. (Colorado Model Content Standard 5)
2. Lesson Content
 - a. Visual Arts: Eighth Grade: Twentieth Century Sculpture (p.192)
 - i. Examine representative artists and works, including:
 - a) Auguste Rodin, *The Thinker, Monument to Balzac*
 - b) Constantin Brancusi, *Bird in Space*
 - c) Pablo Picasso, *Bull's Head*
 - d) Henry Moore, *Two Forms*
 - e) Alexander Calder, *Lobster Trap and Fish Tail*
 - f) Louise Nevelson, *Black Wall*
 - g) Claes Oldenburg, *Clothespin*
 - h) Maya Lin, *Vietnam Veterans Memorial*
3. Skill Objectives
 - a. Students will evaluate the selection and use of sculpture materials, tools, techniques, and processes used.
 - b. Students will demonstrate how the history and culture of various people influence the creation, style, and meaning of works of art.
 - c. Students will identify and discuss reasons for creating sculptures.

B. *Materials*

1. Work from Lesson Two
2. Work from Lesson Three
3. Copies of Appendix I: Requirements for Speech for each student
4. Copies of Appendix L: Teacher Evaluation for teacher use

C. *Key Vocabulary*

1. When giving their speeches, students should be sure to use key elements and principles of design.
2. When giving their speeches, students should remember to use key sculpture words they learned in the previous units.

D. *Procedures/Activities*

This lesson gives students a chance to share what they made with the rest of the class. It allows them to talk about their artist, and how the sculpture that they made resembles their artists style.

1. Before class:
 - a. Prepare speech table.
2. Remind students that they should have their materials together for their speech.
3. Their speech should be between three and five minutes.
4. They should be following the criteria on Appendix I: Requirements for Speech
5. Begin the speeches.
6. Allow each student to speak.
7. While students are speaking the teacher needs to be grading them using Appendix L: Teacher Evaluation-Speech
8. After they have all spoken, conclude the unit.

E. *Assessment/Evaluation*

1. Appendix L: Teacher Evaluation-Speech

2. Appendix I: Requirements for Speech, will assist the students

VI. CULMINATING ACTIVITY

- A. Once everyone is finished with their speeches, display the projects on tables in the hallway. This allows students to reflect on their achievements in finishing this unit.
- B. Allow students a few minutes to see them all on display.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: List of Sculpture Artists and Work
- B. Appendix B: Sculpture Words
- C. Appendix C: Slide Show
- D. Appendix D: Elements and Principles of Design
- E. Appendix E: Project Checklist
- F. Appendix F: Internet Resources
- G. Appendix G: My Artist Worksheet
- H. Appendix H: Requirements for Sculpture
- I. Appendix I: Requirements for Speech
- J. Appendix J: Short Answer Assessment
- K. Appendix K: Teacher Evaluation- Sculpture
- L. Appendix L: Teacher Evaluation- Speech
- M. Appendix M: Teacher Key to Short Answer Assessment

VIII. BIBLIOGRAPHY

- A. Lin, Maya. *Boundaries*. Italy: Simon and Schuster., 2000, ISBN 0-684-83417-0.
- B. Lucie-Smith, Edward. *Sculpture Since 1945*. New York: Universe, 1987, ISBN 0876636652.
- C. Lucie-Smith, Edward. *Lives of the Great 20th Century Artists*. London: Thames and Hudson Ltd., 1999, ISBN 0-500-23739-5.
- D. Smith, Ray., Wright, Horton. *An Introduction to Art Techniques*. New York: DK Publishing Inc., 1999, ISBN 0-7894-5151-4.

Appendix A

List of Core Knowledge Sculpture Artists and Work

Auguste Rodin, (1840-1917)
The Thinker, Monument to Balzac

Constantin Brancusi, (1876-1957)
Bird in Space

Pablo Picasso, (1881-1973)
Bull's Head

Henry Moore, (1898-1986)
Two Forms

Alexander Calder, (1898-1976)
Lobster Trap and Fish Tail

Louise Nevelson, (1899-1988)
Black Wall

Claes Oldenburg, (1929)
Clothespin

Maya Lin, (1959)
Vietnam Veterans Memorial

Sculpture Words

What is Sculpture?

The word sculpture originates from the Latin word *sculperre*, which means "to carve". It can be defined as the art or practice of creating three-dimensional forms or figures. Sculptures can be free-standing or "in the round" (able to be viewed from all sides) or they can be in relief (form is carved or modeled from a flat background plane). They can be made of almost any organic or inorganic substance. Common materials include bronze, plaster, clay, wood, papier maché, and plastic. The processes involved in creating sculptures date back to antiquity and, until the twentieth-century, have changed very little. However, the twentieth-century has brought new ideas, techniques, and materials to the art of sculpture, making them even more common to encounter in our everyday lives.

1. Symbol - something that represents an object or an idea, either by association, or convention
2. Medium - technique used by the artist
3. Freestanding - standing independent of a support
4. Assemblage - sculpture technique involving the combination of found objects and other three dimensional forms
5. Mobile - a structure with parts that are suspended and move in response to air currents
6. Sculpture - a three-dimensional work of art (length, width, height)
7. Symmetry - a balanced grouping of parts on either side of a line or around a center
8. Organic shape - an irregular shape, not geometric
9. Geometric shape - shape composed of lines, points, and angles
10. Balance - to arrange so that one set of elements equals another
11. Forms - objects that can be measured three ways: length, height, and width
12. Engineer - one who applies scientific and mathematical principles in his or her work; an engineer may plan and design bridges, roads, airplanes, or other large structures
13. Casting - casting is a method of obtaining the permanence of a modeled work by making a mold and casting it in a durable material such as bronze; two methods of casting are used: sand casting and the *cire-perdue* or "lost wax" process; the lost-wax process is more widely used, however, both have been frequently employed since antiquity
14. Modeling - modeling is the process of manipulating soft materials to create a three-dimensional form; unlike carving, modeling requires soft substances that can be easily and rapidly shaped by the sculptor's hands; clay is the most frequent material used for modeling, however, others such as plaster, papier-mâché, and wax are also common
15. Carving - dating from pre-historic times, carving is a process in which the artist subtracts or cuts away from a solid material to reach the desired form; it can be a very painstaking and time consuming method because of the hard and weighty materials, such as marble or other stones, that are often used; however, artists also carve softer substances such as wood and even soap

Slide Show

Throughout the slide show we will examine the artwork of the following artists. These artists are known for their three dimensional work. Even though the artists and their work span 100 years their sculptures have many differences, yet some similarities. In the following spaces beside the artist's name keep a written record of the characteristics that help to describe the artist's work. Please pay attention; this will help you with further assignments in this unit.

1. Auguste Rodin
2. Constantin Brancusi
3. Pablo Picasso
4. Henry Moore
5. Alexander Calder
6. Louise Nevelson
7. Claes Oldenburg
8. Maya Lin

Slide Show Teacher Notes

Great sites on each of the following artists have been provided in the Resource section if you need to brush up on a bit of history about the artists. This slide show should be about the materials the artists used, and the elements and principles that the artist focused on in his or her work, and the general style of their work. I have included some sample words or phrases that might help to aid in discussion of the slide show. Students are encouraged to write their own ideas about the artists work beside each name.

1. Auguste Rodin- Quite traditional sculptures
2. Constantin Brancusi- Modern art, sleek smooth polished bronze
3. Pablo Picasso- sculptures very similar to his paintings, qualities of cubism, color
4. Henry Moore- large sculptures for public places
5. Alexander Calder- colorful mobiles
6. Louise Nevelson- relief sculpture on walls, influenced by Pablo Picasso, neutral colors
7. Claes Oldenburg- huge sculpture in public places, Pop Art Themes
8. Maya Lin- *Vietnam Memorial*, art for causes in public places, Asian influences

Elements and Principles of Design

A design is an arrangement, a way of organizing something. In arts and crafts, even though we use many different materials, the visual appearance (that is what our eye sees and our brain decodes) can be reduced to six elements of design. They are line, shape, form, space, color, and texture. They are what we organize. They are the tools.

The principles of design are how we organize or use the tools. The principles of design are balance, emphasis, movement, pattern, proportion, repetition, rhythm, variety, and unity.

Line is a mark with greater length than width. Lines can be horizontal, vertical or diagonal, straight or curved, thick or thin.

Shape is a closed line. Shapes can be geometric, like squares and circles; or organic, like free formed shapes or natural shapes. Shapes are flat and can express length and width.

Forms are three-dimensional shapes, expressing length, width, and depth. Balls, cylinders, boxes and triangles are forms.

Space is the area between and around objects. The space around objects is often called negative space; negative space has shape. Space can also refer to the feeling of depth. Real space is three-dimensional: in visual art when we can create the feeling or illusion of depth we call it space.

Color is light reflected off objects. Color has three main characteristics: hue or its name (red, green, blue, etc.), value (how light or dark it is), and intensity (how bright or dull it is).

Texture is the surface quality that can be seen and felt. Textures can be rough or smooth, soft or hard. Textures do not always feel the way they look; for example, a drawing of a porcupine may look prickly, but if you touch the drawing, the paper is still smooth.

Principles of Design

Balance is the distribution of the visual weight of objects, colors, texture, and space. If the design was a scale these elements should be balanced to make a design feel stable. In symmetrical balance, the elements used on one side of the design are similar to those on the other side; in asymmetrical balance, the sides are different but still look balanced. In radial balance, the elements are arranged around a central point and may be similar.

Emphasis is the part of the design that catches the viewer's attention. Usually the artist will make one area stand out by contrasting it with other areas. The area will be different in size, color, texture, shape, etc.

Movement is the path the viewer's eye takes through the artwork, often to focal areas. Such movement can be directed along line edges, shape and color within the artwork.

Pattern is the repeating of an object or symbol all over the artwork.

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Repetition works with pattern to make the artwork seem active. The repetition of elements of design creates unity within the artwork.

Proportion is the feeling of unity created when all parts (sized, amounts, or number) relate well with each other. When drawing the human figure, proportion can refer to the size of the head compared to the rest of the body.

Rhythm is created when one or more elements of design are used repeatedly to create a feeling of organized movement. Variety is essential to keep rhythm exciting and active, and moving the viewer around the artwork. Rhythm creates a mood like music or dancing.

Variety is the use of several elements of design to hold the viewer's attention and to guide the viewer's eye through the artwork.

Unity is the feeling of harmony between all parts of the artwork creating a sense of completeness.

Adapted from: *Kidspace Art*, University of Idaho. <http://www.ets.uidaho.edu/4-H/kidspace/E-P.htm>

Appendix E

Project Checklist

Name _____

There are many steps included in this project. When you are finished with a step, place a star beside that step, then move on to the next direction.

1. ___ Listen to the history and stories about the artists.
2. ___ Watch the movie about Maya Lin.
3. ___ Complete the history test.
4. ___ Learn about the different styles of sculpture.
5. ___ Draw a name out of the hat.
6. ___ Research your artist.
7. ___ Complete the worksheet on your artist.
8. ___ Select a brown paper bag with materials in it.
9. ___ Complete your sculpture, which should resemble your artist's work.
10. ___ Prepare for your three to five minute speech.
11. ___ Give your speech.
12. ___ Turn in all of your work to be displayed in the hallway.

Appendix F

Internet Resources

1. The Major Modern and Contemporary Visual Artists
<http://www.the-artists.org/>
2. Bridge to the Twentieth Century: Rodin
<http://www.metmuseum.org/explore/publications/pdfs/burghers/divided/bridge.pdf>
3. H.C. Westermann
http://www.mcachicago.org/westermanncurriculum/frames/frm_home.html
4. August Rodin- Web Museum
<http://www.ibiblio.org/wm/paint/auth/rodin/>
5. Constantin Brancusi
<http://www.artchive.com/artchive/B/brancusi.html>
6. Pablo Picasso
http://www.guggenheimcollection.org/site/artist_bio_126.html
7. Henry Moore- The Henry Moore Foundation
<http://www.henry-moore-fdn.co.uk/hmf/>
8. Alexander Calder- The Calder Foundation
<http://www.calder.org/>
9. Louise Nevelson
http://www.guggenheimcollection.org/site/artist_bio_117A.html
10. Claes Oldenburg- Oldenburg's Sculpture
<http://net.unl.edu/~swi/arts/ntbk.html>
11. Claes Oldenburg and Coosje van Bruggen
<http://www.oldenburgvanbruggen.com/>
12. Maya Lin-Smithsonian
http://www.smithsonianmag.si.edu/smithsonian/issues02/nov02/maya_lin.html
13. Maya Lin-Metroplis Magazine
http://www.metropolismag.com/html/content_0302/lin/index.html

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My Artist Worksheet

Student Name: _____

Artist Name: _____

Sculpture Title: _____

Where did you find information about this artist?

Name three sources. Example = Book (title and author), Internet (title, author and address)

1. _____
2. _____
3. _____

What material does this artist use?

Is there a process or certain techniques this artist uses?

Does the culture of this artist influence the creation and meaning of his or her work?

Why does this artist create art?

In the following box, develop your own ideas for a sculpture based on this artist's style.



Requirements for Sculpture

Materials in the Brown Bag:

1. You should use all of the materials on your sculpture.
2. If you think you need one more item/material you may select one thing from the table.
3. With the materials in mind, create a sketch of your sculpture.
4. This sketch must resemble your artist's style of sculptures.

Your Sculpture:

1. You need to have a well thought out sketch of your idea.
2. This idea should reflect your research artist's style.
3. You are to use all your materials found in your brown bag.
4. You may begin building your sculpture.
5. Think about the sculpture vocabulary words we discussed in class.
6. Consider the elements and principles of design.
7. You may use glue, hot glue, tape, or wire to assemble your sculpture.
8. You may decorate your work with spray paint, or tempera paint.
(If you need other decorating supplies please ask.)
9. Build your work so that it is three-dimensional.
10. Once you are finished check your work with the criteria below.

Check Your Sculpture:

1. Does the sculpture resemble your research artist?
2. Does the sculpture shows strong use of elements and principles of design?
3. Did you use the materials provided creatively?
4. Does the finished sculpture resemble the beginning sketch?
5. Does the finished sculpture represent overall strong craftsmanship?
6. Did you follow all directions finish the sculpture on time?

If you have completed everything you may turn your sculpture in for a grade!

Requirements for Speech

Your Speech!

Is there a time limit?

Three to five minutes in length

What do you need?

1. Your sculpture
2. Your worksheet
3. Speech Notes

What do you need to say?

1. The name of your artist.
2. The artwork you researched.
3. Some interesting facts about this artist.
4. What materials did this artist use?
5. How does your artwork resemble this artist's work?
6. Describe your artwork.
7. What is strong about your artwork?
8. Is there anything you would like to change?

Short Answer Assessment

Student: _____

Directions:

Your short answers should be three to five sentences in length.

Use correct punctuation and write neatly.

1. We looked at many sculpture artists today. Which artist was your favorite artist? Why was this artist your favorite?

2. What materials would you select to use if you were a sculpture artist? How would they work with your concepts?

3. Why do artists create sculptures?

Appendix K
Teacher Evaluation
Sculpture

Student: _____

Points

- 1- Does not meet expectations
- 2- Average grasp of directions, showed some skill
- 3-Very good idea of the class, followed all directions
- 4-Above average art skill, exceptional skill with media
- 5-Above and beyond expectations for this lesson, creativity and skill

1. The sculpture resembles the research artist's style.

1 2 3 4 5

2. The use of the elements and principles of design shows.

1 2 3 4 5

3. Use of provided materials is creative.

1 2 3 4 5

4. Finished sculpture resembles beginning sketch.

1 2 3 4 5

5. Strong craftsmanship is evident.

1 2 3 4 5

6. The student followed all directions and finished on time.

1 2 3 4 5

Total Points: _____

Additional Comments:

Appendix L
Teacher Evaluation
Speech

Student: _____

Points

- 1- Does not meet expectations
- 2- Average grasp of directions, showed some skill
- 3-Very good idea of the class, followed all directions
- 4-Above average art skill, exceptional skill with media
- 5-Above and beyond expectations for this lesson, creativity and skill

1. The student stayed within the three to five minute time limit

1 2 3 4 5

2. A strong introduction of research artist was provided.

1 2 3 4 5

3. Interesting facts about the artist were presented.

1 2 3 4 5

4. Student compared his/her work to the research artist's work.

1 2 3 4 5

5. Student describes his/her work accurately.

1 2 3 4 5

6. Student elaborated on strengths and weaknesses of the sculpture.

1 2 3 4 5

Total Points: _____

Additional Comments:

Teacher Key to Short Answer Assessment

The following questions can receive a variety of answers and still be right. Students should answer them based on the artists they looked at in lesson one.

1. We looked at many sculpture artists today. Which artist was your favorite artist? Why was this artist your favorite?

Maya Lin was my favorite artist. I enjoy the simple natural shapes and colors in her work.

Her work has an Asian feel which I admire. I admire that she is showing her heritage through

her artwork.

2. What materials would you select to use if you were a sculpture artist? How would they work with your concepts?

I would use natural materials such as wood. I enjoy drawing animals. My next step would be

to make a life size horse out of wood, and display it in the small town that I live.

3. Why do artists create sculptures?

Artists have many different reasons for creating sculptures. Maya Lin creates sculptures for

many people in public to see. The *Vietnam Memorial* was a sculpture created to honor people

who served our country.
