

# SCULPTURE: STATUES, MONUMENTS, AND MORE

**Grade Level:** Kindergarten  
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**Length of Unit:** Six lessons, 15 minutes each, and two center activities of approximately 20 minutes each

## I. ABSTRACT

This exciting unit introduces the kindergartner to sculpture. It exposes the children to a variety of artists and their artwork. It introduces them to well-known sculptures, which they have experienced while studying American history and the Native Americans. It allows the children to experience famous sculptures, view some whimsical sculptures, and create their own sculptures.

## II. OVERVIEW

- A. Concept Objectives
  1. Appreciate a variety of important artists, works of art, and artistic concepts.
  2. Understand the relationships between a variety of art genres (specifically, sculpture).
- B. Content from the *Core Knowledge Sequence*
  1. Recognize and discuss the following as sculptures: Northwest American Indian totem pole, Statue of Liberty (page 14)
  2. Mobiles: Alexander Calder's Lobster Trap and Fish Tail (page 14)
  3. Exposure to the Blue Hippopotamus (*What Your Kindergartner Needs to Know* page 169)
  4. Picture of Abraham Lincoln statue (*What Your Kindergartner Needs to Know*, pages 149-150)
  5. Picture of Mount Rushmore (*What Your Kindergartner Needs to Know*, page 151)
  6. Picture of totem pole (*What Your Kindergartner Need to Know*, page 169)
  7. Picture and story of the Statue of Liberty (*What Your Kindergartner Needs to Know*, pages 144-145 and page 170)
- C. Skill Objectives
  1. Students will understand the terms "sculpture" and "sculptor."
  2. Students will understand the terms "painter," "ceramic," "two-dimensional," and "three-dimensional."
  3. Students will identify a sculpture by observing the Blue Hippopotamus.
  4. Students will compare an artist's painting with a sculpture.
  5. Students will understand that some sculptures are made out of stone.
  6. Students will become familiar with Mount Rushmore and the Abraham Lincoln statue.
  7. Students will understand that some sculptures are made out of wood.
  8. Students will learn about the origin of totem poles.
  9. Students will learn what totem poles represented.
  10. Students will learn that statues can be made out of metal.
  11. Students will learn to identify the Statue of Liberty.
  12. Students will understand that some sculptures move.
  13. Students will be exposed to Alexander Calder's mobile, Lobster Trap and Fish Tail.
  14. Students will review that sculptures can be made from a variety of materials (clay, stone, metal, or wood).

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  - 1. This unit should be presented late in the year after Mount Rushmore and the Statue of Liberty have both been presented. This is not meant to be a history lesson about these sculptures, but a visual arts lesson.
  - 2. *The Story of the Statue of Liberty*, by Betsy and Giulio Maestro
  - 3. *Mount Rushmore*, by Thomas S. Owens and *Rushmore*, by Lynn Curlee
- B. For Students
  - 1. Children should be familiar with Mount Rushmore and the Statue of Liberty before this is presented.

### IV. RESOURCES

- A. *Lady with a Torch*, by Eleanor Coerr (Lesson Four)
- B. *Rushmore*, by Lynn Curlee (Lesson Two)
- C. *Henry Moore*, by Jane Gardener (Lesson One)
- D. *The History of Western Sculpture*, by Juliet Heslewood (Lesson Five)
- E. *What Your Kindergartner Needs to Know*, by E.D. Hirsch, Jr. (Lesson One, Two, Three, Four, and Five)
- F. *Totem Pole*, by Diane Hoyt-Goldsmith (Lesson Three)
- G. *Carving a Totem Pole*, by Vickie Jensen (Lesson Three)
- H. *The Story of the Statue of Liberty*, by Betsy and Giulio Maestro (Lesson Four)
- I. *Mount Rushmore*, by Thomas S. Owens (Lesson Two)
- J. *Abraham Lincoln*, by Lucia Raatma (Lesson Two)
- K. *Alexander Calder*, by Michael Venezia (Lesson Five)

### V. LESSONS

#### Lesson One: What is a Sculpture?

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Appreciate a variety of important artists, works of art, and artistic concepts.
    - b. Understand the relationships between a variety of art genres (specifically, sculpture).
  - 2. Lesson Content
    - a. Exposure to the Blue Hippopotamus (*What Your Kindergartner Needs to Know* page 169)
  - 3. Skill Objective(s)
    - a. Students will understand the terms “sculpture” and “sculptor.”
    - b. Students will understand the terms “painter,” “ceramic,” “two-dimensional,” and “three-dimensional.”
    - c. Students will identify a sculpture by observing the Blue Hippopotamus.
    - d. Students will compare an artist’s painting with a sculpture.
- B. *Materials*
  - 1. *Henry Moore*, by Jane Mylum Gardner
  - 2. Picture: Blue Hippopotamus from *what Your Kindergartner Needs to Know*, page 169
  - 3. Painting from Core Visual Arts section (choose from paintings presented in *What Your Kindergartner Needs to Know*, pages 159-168)
  - 4. Various paintings and ceramics for comparison (this will vary depending on what the individual teacher may choose to share)
  - 5. Refer to Appendix A for assessment chart

6. Refer to Appendix C for background information
- C. *Key Vocabulary*
1. Sculpture—a work of art that is three-dimensional; it is made from a variety of materials such as clay, wood, metal, stone, or wood; you can walk all the way around many sculptures
  2. Sculptor—a person who creates sculptures
  3. Painter—a person who creates a two-dimensional picture with paints
  4. Ceramic—clay or porcelain objects
  5. Two-dimensional—flat, on paper
  6. Three-dimensional—it has depth, height and width
- D. *Procedures/Activities*
1. Read the book, *Henry Moore*. It covers everything from bones and stones to sketches and sculptures. It is nice introduction to sculptures and sculptors. After reading this with your students, discuss this book with them. Ask them if they have ever seen a sculpture, or if they have ever made a sculpture.
  2. Discuss and define the word, “painter.”
  3. Display a painting (see *What Your Kindergartner Needs to Know*, pages 159-162 for Core Knowledge choices) and discuss the properties of being flat - 2 dimensional.
  4. Show the picture of the blue hippopotamus but also have another ceramic of your choice to experience that a sculpture is something that you can walk around and look at from all sides. Discuss how a sculpture is three-dimensional.
  5. Discuss what a person is called if he makes a sculpture.
  6. Discuss other sculptures that they have seen
  7. Ideas for extension: Make a clay animal Use quick drying clay and paint it when it is dry. Note that you can view it from all sides. Make a painting. Can you view it from all sides?
- E. *Assessment/Evaluation*
1. Make a chart comparing and contrasting paintings and sculptures. (See Appendix A for ideas. Your students may fill in the chart a little differently from the example.)
  2. Play a game where the students are shown two- and three-dimensional works of art, and let them decide if it is a sculpture or a painting. Use the charts (Appendix A) to help the student decide which one to choose.
  3. Have them bring either a painting or a sculpture from home to be discussed at the beginning of the next lesson on sculptures.

## **Lesson Two: Some Statues Are Made Out of Stone**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Appreciate a variety of important artists, works of art, and artistic concepts.
    - b. Understand the relationships between a variety of art genres (specifically, sculpture).
  2. Lesson Content
    - a. Picture of Abraham Lincoln statue (*What Your Kindergartner Needs to Know*, pages 149-150)
    - b. Picture of Mount Rushmore (*What Your Kindergartner Needs to Know*, page 151)
  3. Skill Objective(s)
    - a. Students will understand that some sculptures are made out of stone.

- b. Students will become familiar with Mount Rushmore and the Abraham Lincoln statue.
- B. *Materials*
  - 1. Picture of Abraham Lincoln statue (*What Your Kindergartner Needs to Know*, pages 149-150)
  - 2. Picture of Mount Rushmore (*What Your Kindergartner Needs to Know*, page 151)
  - 3. *The History of Western Sculpture*, by Juliet Heslewood
  - 4. *Rushmore*, by Lynn Curlee and/or *Mount Rushmore*, by Thomas S. Owens
  - 5. *Abraham Lincoln*, by Lucia Raatma
- C. *Key Vocabulary*
  - 1. Stone—the substance of rock
  - 2. Ceramic—(see Lesson One)
  - 3. Realistic—something that conforms to nature, or to real life
  - 4. Abstract—something that does not look like something real
- D. *Procedures/Activities*
  - 1. Share homework from the previous lesson. Discuss whether they brought a sculpture or a painting.
  - 2. Show the picture of an Abraham Lincoln statue (*What Your Kindergartner Needs to Know*, page 169).
  - 3. Read *What Your Kindergartner Needs to Know*, pages 149-150 if you have not already read it. (This gives the background information on “Honest Abe.”)
  - 4. Read pages 26-27 from *Abraham Lincoln* book by Lucia Raatma. It shows a nice picture of the Lincoln Memorial. After talking about Lincoln’s life, discuss why you think that a statue was made representing him. Was he considered a hero? Is this one way that we remember great people? (by making a statue of them)
  - 5. Discuss the differences of this statue and the Blue Hippopotamus statue.
  - 6. Show a picture of Mount Rushmore and discuss whether you can walk around it. You cannot walk around some sculptures.
  - 7. Read *Mount Rushmore* and/or *Rushmore* for more background on Mount Rushmore. Both of these books have great pictures in them showing the construction of a sculpture.
  - 8. Review the Abraham Lincoln sculpture and Mount Rushmore. Why were these sculptures made? (sometimes famous people are remembered by having sculptures or paintings, or pictures (photographs) made of them)
  - 9. Talk about why sculptures are made. Show pictures from book, *The History of Western Sculpture*, or other books showing sculptures, and discuss some reasons of why they were created (famous people or objects, or just abstract subjects).
  - 10. Look at a variety of pictures of stone sculptures, some being realistic, some being abstract.
  - 11. Refer to Appendix A and Appendix B for ideas on expanding your chart from the first lesson.
  - 12. For extension: Build a sculpture out of marshmallows and toothpicks. See who can make the tallest sculpture!
- E. *Assessment/Evaluation*
  - 1. Review the last lesson with the Blue Hippopotamus, and compare it with the stone sculpture of Abraham Lincoln and Mount Rushmore. Have the children discuss different materials used to make sculptures. So far we have only discussed clay (ceramic) and stone. Give examples of ceramic, stone, and two-dimensional paintings and compare and contrast. Add to the chart from the first lesson. Add another column showing the different materials used to make

different statues. (See Appendix A and Appendix B for ideas. Your chart may look a little different depending on the suggestions from the students.)

### **Lesson Three: Some Sculptures Can Be Made Out of Wood**

#### **A. Daily Objectives**

1. Concept Objective(s)
  - a. Appreciate a variety of important artists, works of art, and artistic concepts.
  - b. Understand the relationships between a variety of art genres (specifically, sculpture).
2. Lesson Content
  - a. Picture of totem pole (*What Your Kindergartner Need to Know*, page 169)
3. Skill Objective(s)
  - a. Students will understand that some sculptures are made out of wood.
  - b. Students will learn about the origin of totem poles.
  - c. Students will learn what totem poles represented.

#### **B. Materials**

1. Picture of totem pole (*What Your Kindergartner Need to Know*, page 169)
2. *Carving a Totem Pole*, by Vickie Jensen (or another book showing how totem poles are designed and carved) for teacher background information
3. *Totem Pole*, by Diane Hoyt-Goldsmith
4. Three toilet paper tubes per child
5. Enough markers for all of the children to use
6. Refer to Appendix D for background information

#### **C. Key Vocabulary**

1. Totem Pole—a pole or pillar, carved and painted with totemic symbols, set up before the houses of certain Indian tribes of the northwest coast of North America
2. Carve—to cut, especially in an artistic manner

#### **D. Procedures/Activities**

1. Show the picture of the totem pole.
2. Discuss that totem poles are like signboards. It is a system for passing on legends and stories from one generation to another for people who have no written language. The totem pole is like a library for a tribe.
3. Read book, *Totem Pole*, by Diane Hoyt-Goldsmith for great background information for the children.
4. After reading the above books, and seeing the pictures, have the children tape several (at least three) toilet paper tubes together, and draw pictures of animals or people on the tubes.

#### **E. Assessment/Evaluation**

1. Have each child share his/her totem pole and tell a make-believe story about it.

### **Lesson Four: Sculptures Can Be Made Out of Metal**

#### **A. Daily Objectives**

1. Concept Objective(s)
  - a. Appreciate a variety of important artists, works of art, and artistic concepts.
  - b. Understand the relationships between a variety of art genres (specifically, sculpture).

2. Lesson Content
    - a. Picture and story of the Statue of Liberty (*What Your Kindergartner Needs to Know*, pages 144-145 and page 170)
  3. Skill Objective(s)
    - a. Students will learn that statues can be made out of metal.
    - b. Students will learn to identify the Statue of Liberty.
- B. *Materials*
1. Picture of Statue of Liberty in *What Your Kindergartner Needs to Know*, page 170
  2. Story on Statue of Liberty in *What Your Kindergartner Needs to Know*, pages 144-145
  3. *Lady With a Torch*, by Eleanor Coerr (Teacher can read this for his/her own background information. It lacks pictures for oral reading to the class, but it is full of information.)
  4. *The Story of the Statue of Liberty* by Betsy and Giulio Maestro
- C. *Key Vocabulary*
1. Statue of Liberty—one of the world’s most famous statues designed by French sculptor, Frederic Bartholdi; it was sent from France and now stands in the New York harbor where millions of people have visited it
  2. Copper, Iron—metals used to make the Statue of Liberty
- D. *Procedures/Activities*
1. Show the students the picture of The Statue of Liberty. Discuss why they think that it is a sculpture. Help the students locate New York City and have them find the harbor on the map.
  2. Read pages 144-145 in *What Your Kindergartner Needs to Know* if you have not already read it. This will give them an overview of “Miss Liberty.”
  3. Read *The Story of the Statue of Liberty*. Ask the students how this sculpture is different from all of the other sculptures that we have studied. Tell them that this sculpture is different because you can climb **INSIDE** this sculpture. After reading the above book, ask them what part of the statue you can visit. (You can climb up the stairs to the crown and view the harbor from the windows!)
- E. *Assessment/Evaluation*
1. Add to chart in Appendix B on materials used to make sculptures. Have children tell you what materials they have learned about to make sculptures.

**Lesson Five: Some Sculptures Can Move**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Appreciate a variety of important artists, works for art, and artistic concepts.
    - b. Understand the relationships between a variety of art genres (specifically, sculpture).
  2. Lesson Content
    - a. Mobiles
    - b. Lobster Trap and Fish Tail
    - c. Alexander Calder
  3. Skill Objective(s)
    - a. Students will understand that some sculptures move.
    - b. Students will be exposed to Alexander Calder’s mobile, Lobster Trap and Fish Tail.

- B. *Materials*
1. *What Your Kindergartner Needs to Know*, pages 171 and 172
  2. *The History of Western Sculpture*, by Juliet Heslewood, page 5
  3. *Alexander Calder*, by Mike Venezia (Discuss how mobiles are different from stone sculptures like Abraham Lincoln and Mount Rushmore. Mobiles move, but stone sculptures do not!) Discuss what materials Calder used to make this Lobster Trap and Fish Tail mobile (metal)
  4. If you choose to make the mobiles on page 172 in *What Your Kindergartner Needs to Know* in class, you will need:
    - a. two plastic drinking straws
    - b. about four feet of string or fishing line
    - c. some cardboard (or heavy construction paper)
    - d. scissors for at least one punch for the entire class to use
  5. Refer to Appendix E for background information
- C. *Key Vocabulary*
1. Mobiles—a sculpture
  2. Alexander Calder—famous artist who invented the mobile, a moving sculpture the changes in the wind
- D. *Procedures/Activities*
1. Read the book by Mike Venezia. It tells the story of Calder and has lots of pictures.
  2. Show the picture on the mobile, Lobster Trap and Fish Tail. Refer to page 171 of *What Your Kindergartner Needs to Know* for a picture and explanation.
  3. Talk about the different materials that Calder used to make his mobiles.
- E. *Assessment/Evaluation*
1. Make a mobile from the directions on page 172 of *What Your Kindergartner Needs to Know*. This will demonstrate that the student is familiar with a mobile. You may choose to make this mobile in class, or send it home for a homework project.

**Lesson Six: Culmination of Sculpture Unit**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Appreciate a variety of important artists, works of art, and artistic concepts.
    - b. Understand the relationships between a variety of art genres (specifically, sculpture).
  2. Lesson Content
    - a. Sculptures
  3. Skill Objective(s)
    - a. Students will review that sculptures can be made from a variety of materials (clay, stone, metal, or wood).
- B. *Materials*
1. Clay
  2. Construction paper
  3. Scissors
  4. Glue
  5. String
  6. Scissors
  7. Craft sticks
  8. Other materials to inspire creativity

- C. *Key Vocabulary*
  - 1. Creative—(for the teacher, to encourage individual creative projects!!!)
- D. *Procedures/Activities*
  - 1. Have either a center set-up and have children rotate to this table over several days so that they can create a multi-media project. Provide all of the above materials.
- E. *Assessment/Evaluation*
  - 1. Go over the Appendix A and B charts and discuss all of the different types of sculptures that we have studied during this unit.
  - 2. Review the pictures of the sculptures and have the students identify them.
  - 3. Have the children share their sculptures and ask them which famous sculpture it made them think about when they were making it!

## VI. HANDOUTS/WORKSHEETS

- A. Appendix A: Chart on painting and sculptures
- B. Appendix B: Chart of materials of sculptures
- C. Appendix C: Blue Hippopotamus background information
- D. Appendix D: Background on Northwest American Totem Pole
- E. Appendix E: Background on Alexander Calder/mobiles

## VII. BIBLIOGRAPHY

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## Appendix A-Sculpture: Statues, Monuments, and More

<b>Paintings</b>	<b>Sculptures</b>
Two-dimensional (flat, on paper)	Three-dimensional (depth, height, width)
	You can walk around some of them

### Appendix B-Sculpture: Statues, Monuments, and More

<b>Sculptures</b>	<b>Ceramic</b>	<b>Stone</b>	<b>Wood</b>	<b>Metal</b>
Blue Hippo	X			
Lincoln		X		
Mount Rushmore		X		
Totem Pole			X	
Lobster Trap				X

## Appendix C-Sculpture: Statues, Monuments, and More

**Blue Hippopotamus** (What Your Kindergartner Needs to Know, p. 169)

“William,” the blue hippopotamus, is located in the Metropolitan Museum of Art’s Egyptian Galleries. He is just less than eight inches high and is made of faience ceramic material that is fired at a high temperature and decorated with lotus blossoms which represent the hippo’s creative forces in nature.

An Englishman, Captain H.M. Raleigh, and his family named him in 1931. The captain wrote an article for the magazine *Punch* about a picture of William.

The picture in the book is used to define what a sculpture is! (You can walk around a sculpture and look at it from all sides.)

*Blue Hippopotamus (On Line)* [www.google.com](http://www.google.com)

## Appendix D-Sculpture: Statues, Monuments, and More

### Background Knowledge-Northwest American Totem Poles

In the northwestern United States and in western Canada and Alaska, many Native American villages display totem poles. The poles are markers that represent a village or a single house. The pole carvings are images of a family's "crest", which is a symbol, often of an animal or mythical creature that is associated with the family's history or values. The Native Americans would make the totem poles out of straight red cedar trees that have long been de-branched and de-barked. The pole is then carved while the log lies on its side. The artist may choose to add pieces of wood for the fins of a fish, or the beak and wings of a bird. When the artist has finished carving, he paints the totem pole in the tribe's traditional colors. In recent times, a crane is then used to raise the pole upright. Some totem poles may be up to 80 feet tall. Once a totem pole has been raised, the community celebrates with dancing, music, and feasting.

Summary adapted from: Hoyt-Goldsmith, Diane. *Totem Pole*.

## Appendix E-Sculpture: Statues, Monuments, and More

### Background Knowledge on Alexander Calder and his mobile *Lobster Trap and Fish Tail*

Alexander Calder (1898-1976) was an artist best known for creating moving sculptures called mobiles. Throughout his lifetime, he made more than 100 of them in various sizes, ranging from one small enough to hold in your hand to others weighing thousands of pounds. Most of his mobiles were made out of metal shapes and painted. For example, Calder created *Lobster Trap and Fish Tail* in 1939 out of painted steel wire and sheet aluminum. It is displayed in The Museum of Modern Art in New York. He also experimented with wood, bronze, and stone. Calder did not use power tools when making his mobiles. He preferred rivets and bolts to welding, and painted with a brush, not a spray gun. Calder took pains to balance his mobiles so that the slightest breeze would send them into motion, creating a constantly changing view. He also arranged his mobiles so that none of the arms touched when it moved. The effect was sculpture in motion, which changed the way people thought about sculpture forever.

Summary adapted from: "Calder at San Jose." *Prime Time*, April 1978, p. 17. Venezia, Mike. *Alexander Calder*. New York: Children's Press, 1998.