



Visual Arts Lesson Plan

Title: Art in the Third Dimension with Max Turner

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Age Group: 3rd- 5th

In the table below are the Visual Arts Standards and the Universal Constructs. Check the ones covered in the lesson.

Standards Adapted from NAEA Standards 	Understand, select and apply media, techniques and processes.	Understand and apply elements and principles of design.	Students will consider, select, apply and evaluate a range of subject matter, symbols & ideas.	Understand the visual arts in relation to history and culture.	Reflect upon and assess the characteristic of their own and other's work.	Students will make connections between the visual arts, other disciplines and daily life.
Universal Constructs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complex Communication 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexibility & Adaptability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Productivity & Accountability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

District, Building, Department Goals or Objectives:

GEOMETRY AND SPATIAL SENSE: Identify 2-Dimensional and 3-Dimensional shapes.
 MEASUREMENT STANDARD: Calculate and estimate perimeter, volume, area of a three-dimensional form.
 Students will create three-dimensional works of art using various media.
 Students will describe the materials and processes in works of art.
 Students will reflect upon the purposes of public art.
 Students will identify and discuss these job specific skills (art and math) for careers.

Description:

Students will study the processes and purposes of three-dimensional art.
 Students will compare and contrast three-dimensional works of art, including "There's No Place Like Home" by Max Turner.
 Students will choose and use tools for measuring sculptures.
 Students will study processes for creating sculptures and apply these math and art skills to original works of art.

Teacher Preparation:

Review sculpture "There's No Place Like Home" by Max Turner (located at Polk)
 Review biographical information of Max Turner (see YouTube video-PREVIEW
<http://www.youtube.com/watch?v=zgIWqrl4q-l>)
 Process of Creating Bronze Sculptures <http://www.youtube.com/watch?v=W8GmKJXoTO8>

Materials and Resources Needed:

Images of sculptures to compare
 Simple forms for measuring (blocks of wood, cone, sphere, cans, etc)

Actual sculptures for students to measure

Tape Measures

Rulers

String

Calculators

Smartboard/video projection

Materials for making sculptures

Vocabulary:

Two-dimension

Three-dimension

Dimension

Sculpture/Sculptor

Bronze

Casting

Area

Perimeter

Length

Height

Width

Depth

Volume

Shape

Form

Positive/Negative Space

Measurement

Public art

Plan / Procedures:

1. Introduce sculpture, sculptor, and the artwork "There's No Place Like Home" by Max Turner. Site visit to sculpture, if possible.
2. Students watch video about creating bronze sculpture (<http://www.youtube.com/watch?v=W8GmKJXoTO8>)
3. Review math measurement skills, discuss the connections between art, math, and related careers.
4. Discuss the difference between two-dimensional and three-dimensional artwork.
5. Students will compare and contrast various sculptures to the Max Turner sculpture.
6. Students will discuss the purpose of public art and identify other examples of public art.
7. Students will use math skills to connect the disciplines. Students will practice measuring simple forms (blocks of wood, cones, etc.)
8. Students will participate in measuring actual sculptures. They should calculate area, perimeter, and approximate volume. (Students learn use of string as a tool to measure an irregular form.)
9. Teachers will guide students in the steps for creating an original, site specific sculpture.
10. Students will create a plan for an original sculpture, including estimated dimensions and process steps.
11. Students will implement plan by creating an original, site specific sculpture.
12. Students will keep a personal record of the processes (math and art skills) they utilized to create their work.

Assessment:

Formative: Informal questioning during introduction and participation in class discussions.

Formative: Rubric used as checklist, guide for students' sculpture plan.

Formative: Observation and documentation of measurement skills on practice forms and practice

sculpture.

Summative: Self-evaluation that compares original plan to actual personal process record.

Summative: Rubric

Follow Up Activities:

Social Studies- Students study relationship between Turner, his work, and the Statue of Liberty.
(Dedicated Public Art)

Visual Arts- Students will compare and contrast 3D sculpture with functional pottery.

Math- Students will participate in a study trip to research dimensions of a large, Cedar Rapids public sculpture.

Resources & References:

<http://www.youtube.com/watch?v=zglWqrl4q-I>

maxturnerart.com/

http://nasonartreview.blogspot.com/2008_04_01_archive.html

For questions about this lesson, contact: