

Adaptive Arts - Soundsuits

Unit Focus	Central Focus/Theme/Concept: In this unit we will be exploring ideas of comfort through the lens of artist Nick Cave. Nick Cave creates wearable sculptures called soundsuits, which disguise the identity of the wearer and allow that person to experience protection, safety, and comfort. Students will look at his artwork and work to create their own meaning of what a soundsuit does for the wearer. Students will use found materials to represent how they would provide themselves with comfort and create miniature soundsuit sculptures! Essential Questions: How does comfort affect our lives? How do we seek out comfort? In what places does it exist? How do artists find comfort through making? How does Nick Cave represent comfort? Is it for himself? Or the wearer? Both? Can we create comfort for ourselves? Project: Found Object Miniature Soundsuits Anticipated # of lessons & days for the unit: 4 days: 1: Nick Cave artist exploration and intuition drawings. 2: Creating the base for the sculpture 3 and 4: Adding surface materials.
A. Anticipatory Set What do students already know & how will you capture their interest for this unit? & B. Rationale Why is this unit of study relevant? All portions of the unit should demonstrate research-based	A.) Students in adaptive art are familiar with sculpture and have made many clay sculptures this year. A big goal for this group is to get them engaged in art making as often as possible. To peak their interest we will look and talk about Nick Cave's work and watch a couple videos where these works are performed. We will look at how his use of found materials makes this a highly accessible form of sculpture that we can apply in many different ways. B.) This unit focuses a lot on social context. It asks students to reflect on Nick Cave who uses his art as a response to Police Brutality and the protection of black people. Students in this class can often struggle with comfort especially in

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practices to support art teaching and learning.	the art room, it can be overwhelming, overstimulating, or outright uncomfortable for them at times. It is always a goal to get them as engaged with art as possible. Nick Cave is investigating important social concepts but he also is creating works of art that conceal his identity, which brings him freedom and comfort to exist in a space that doesn't make room for him. For adaptive arts students it will be a way to share how we can build comfort in spaces of discomfort in the practice of art making. "Lessons about social justice can be important outlets for students experiencing society's contemporary challenges. For instance, cultural shifts resulting from instant virtual technologies and greater exposure to violent terror attacks against civilians have moved us into a post-postmodern era" (Sickler-Voigt, 2020). Students are well connected through technology and have access to media that portrays inequities, and violence against people. Students in this class are also uniquely experiencing inequities in the education system. This unit will help to look at the intersectionality of privilege. They are aware of these social contexts and it is relevant for them to see the ways in which artists communicate their experiences and reactions to these contexts. Students in this class tend to use stimming both to communicate but also because these stims make them feel more comfortable in uncomfortable situations. This unit will share with them the ways that artists create comfort for themselves.
What is the end goal of this unit? (You can paste image(s) and/or describe in writing what your end goal is for this unit development)	My goal is to get students as engaged as possible but also to see how artists can change their worlds and their experiences by making comfort out of uncomfortable situations. The goal is for students to reflect on making their own comfort and creating a miniature version of one of Nick Cave's Soundsuits.
Lesson Descriptions Explain how the lessons build upon each other and connect.	Lesson 1: During this lesson students will look at the artwork of Nick Cave and reflect as a class on what they see, feel, notice about his artworks, and what they think these mean about him as an artist. Students will be identifying key concepts in a class discussion. Students may demonstrate their ideas in different ways here, it may not be a traditional discussion but may be measured by observation.

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	Students will use these ideas as they move forward with their artworks.
	Lesson 2: During this lesson students will use the ideas we generated as a class to create a drawing.
	Students will be given templates (but may choose to create their own!) of soundsuits that they will use markers to create an intuitive drawing. The drawings will reflect things that make them feel comfortable. These ideas will help them while they pick out materials and figure out how they want to design their soundsuit.
	Lesson 3: During this lesson students will use all their ideas that they worked to generate during the last two lessons and create their own soundsuit sculpture. They will use found and recycled materials to layer, alter, and play with materials to create a comforting sculpture!
A. Technology Explain briefly how technology is used to engage learners. B. Possible Integration Brainstorm possible integration opportunities for this unit.	A.) This unit uses many videos to allow students an insight into the world of soundsuits! B.) This unit uses lots of connections to social context which can be applicable to subjects like social studies and psychology. We could also make connections to science when we talk about how artists use found materials to create their work!
Content Statement- CREATING From 2022 ODE Standards	Lesson 1: Lesson 2: Lesson 3:
Content Statement- PERFORMING From 2022 ODE Standards	Lesson 1: Lesson 2: HSP.2PE Demonstrate increasing skill with materials and techniques Lesson 3:
Content Statement- RESPONDING	Lesson 1: Lesson 2: Lesson 3:

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From 2022 ODE Standards	
Content Statement-CONNECTING From 2022 ODE Standards	Lesson 1: HSP.3CO Examine personal and social contexts related to works of art Lesson 2: HSP.2CO Recognize contributions of the visual arts in everyday life Lesson 3:

Performance Based Objectives	Lesson 1 HSP.3CO Examine personal and social contexts related to works of art -Students will look at the work of Nick Cave and demonstrate engagement with ideas of how artists can create comfort for themselves and others and how we may use those ideas.
	Lesson 2 HSP.2CO Recognize contributions of the visual arts in everyday life -Students will identify the ways in which they make spaces comfortable and create a drawing of a soundsuit.
	Lesson 3 HSP.2PE Demonstrate increasing skill with materials and techniques -Students will work to create a miniature soundsuit sculpture that combines their ideas about comfort and uses found materials in new interesting ways.
Performance Based Assessments	Lesson 1 HSP.3CO Examine personal and social contexts related to works of art -Students will demonstrate some form of engagement with the ideas, Miss Jess will evaluate this based on each student and how they communicate. This will be done either via conversation in a whole class discussion or via observation.
	Lesson 2 HSP.2CO Recognize contributions of the visual arts in everyday life

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	-Students will turn in their completed drawings, Miss Jess will be able to use these to see ways in which students engaged with the artist and ideas of comfort, by what colors, textures, lines they choose as well as via observation during the lesson. Lesson 3 HSP.2PE Demonstrate increasing skill with materials and techniques -Miss Jess will evaluate student engagement via observation, she will assess if students engaged with materials, what materials they felt comfortable with using, and if they will reconnect with the project if prompted.
Unit Vocabulary	Unity: making one thing that works well together out of many different things. Found Object Sculpture: The use of previously used materials, or materials that are found in nature to create three-dimensional works of art. Soundsuits: Sculptures created by Nick Cave representative of a second skin.
Additional Language Demands How have you designed opportunities to speak and/or write throughout your unit so students have multiple ways to learning and knowledge?) You can write this by lesson, or you can holistically address how you are supporting learners to demonstrate their understanding in multiple ways.	Students in this group all have very different ways of communicating, some students are not particularly verbal, and some demonstrate their engagement by communicating in particular phrases. The goal of this unit is to get them thinking about how they can create comfort, a lot of their communication exists in this space. I am not writing in any specific language components because depending on the day or comfort level of each student, and the interactions they have with each other the ways in which they engage are unique. As I've come to know these students I will be looking for a few things to measure their engagement: -Their eye contact with the material (this tends to be the most reliable measure, if they are not engaged they will often not look or leave a space) -their willingness to work with art materials (this depends on the day which is why there is both a drawing and sculptural element to support students with sensory needs) -their stimming behaviors (for many of the students when they are engaged with the ideas they may exhibit stimming behaviors and there is also a clear shift in attitude of these displays as

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	students are disengaged) this can also depend on their interactions with each other. These are just some examples of possibilities, there will be discussion questions which can be successful for some, but it will not be the only way I measure the students demonstrating their engagement with the ideas.
Accommodations for diverse learning needs- Ensure that you are writing accommodations that specify how you will support students in each lesson to support the various learning needs within a class. These should be specific to each lesson.	Lesson 1: During Lesson One we will be looking at the art of Nick Cave and responding to these artworks. The above section outlines some of the displays of engagement. Some students will engage in verbal discussion, some may engage by involving me in verbal stimming, some may show engagement just by looking at the artworks. Students do well with looking at artworks however the biggest accommodations I foresee during this lesson is restlessness, during this lesson I will be adapting to the rhythm of the class, the goal is to look at the work, answer some questions, and watch some videos, this lesson may need to shift into the next lesson if students need more stimulation to keep them engaged. Lesson 2: During this lesson students will create soundsuit drawings. This lesson allows students to not only demonstrate another way of connecting with the ideas but also allows them materials that may be more comfortable for students with sensory needs to still engage with the ideas we see in Nick Cave's work. Lesson 3: During this lesson students will be creating their soundsuit sculptures. Many of the students are typically excited to engage with materials especially when they are new. Some students with sensory needs may have a hard time using certain materials, to help with this we will try to provide as many different materials as possible but it will also require communicating with the students to see how they are willing to engage, which they do tend to communicate.
Art/Visual Culture Examples	We will be looking at Nick Cave's artwork, specifically soundsuits

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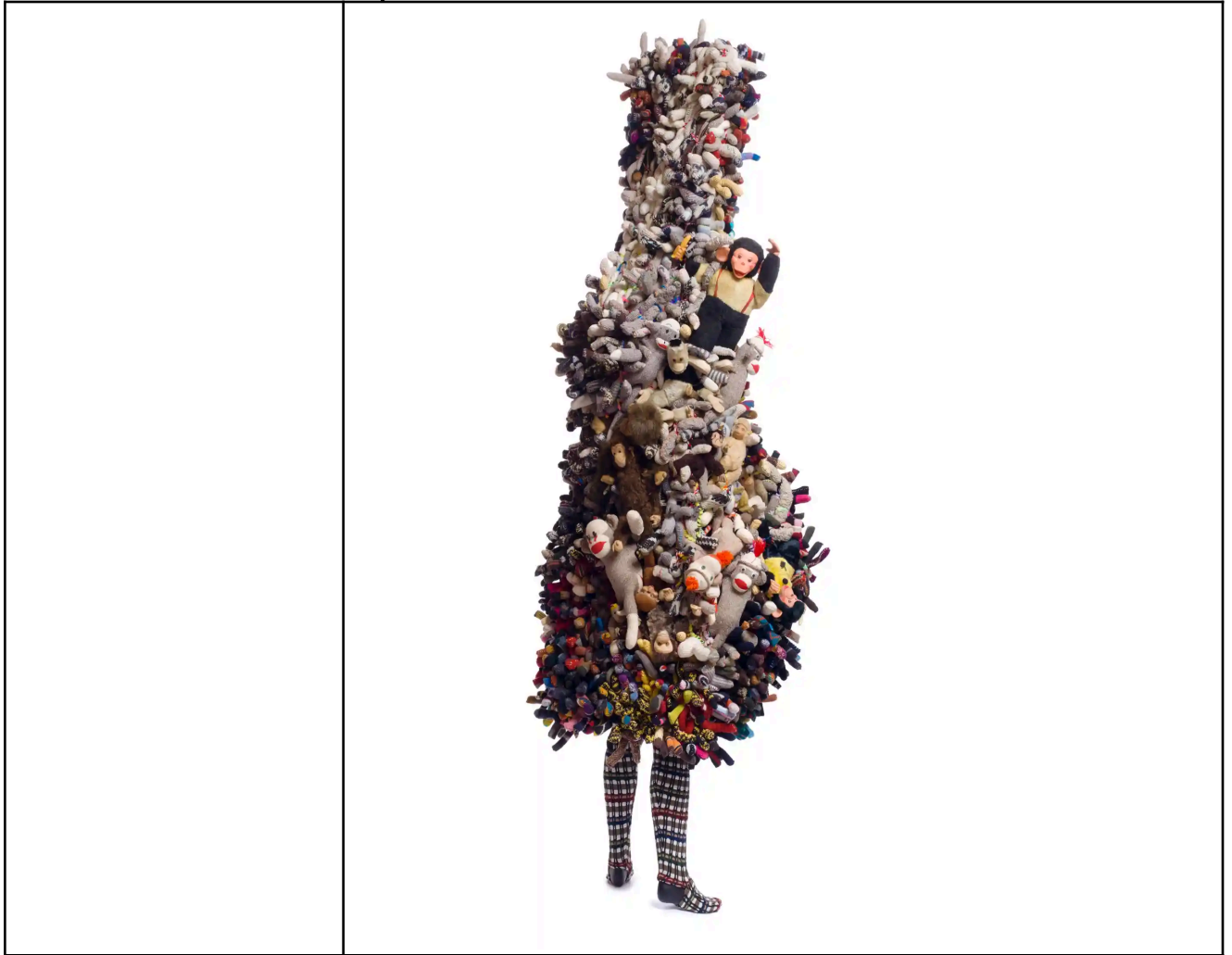
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**(List all artists,
artwork, and/or visual
culture resources
used for this unit)**



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Materials & Supplies

Lesson One:
Nick Cave PowerPoint:

 Artist Exploration Nick Cave

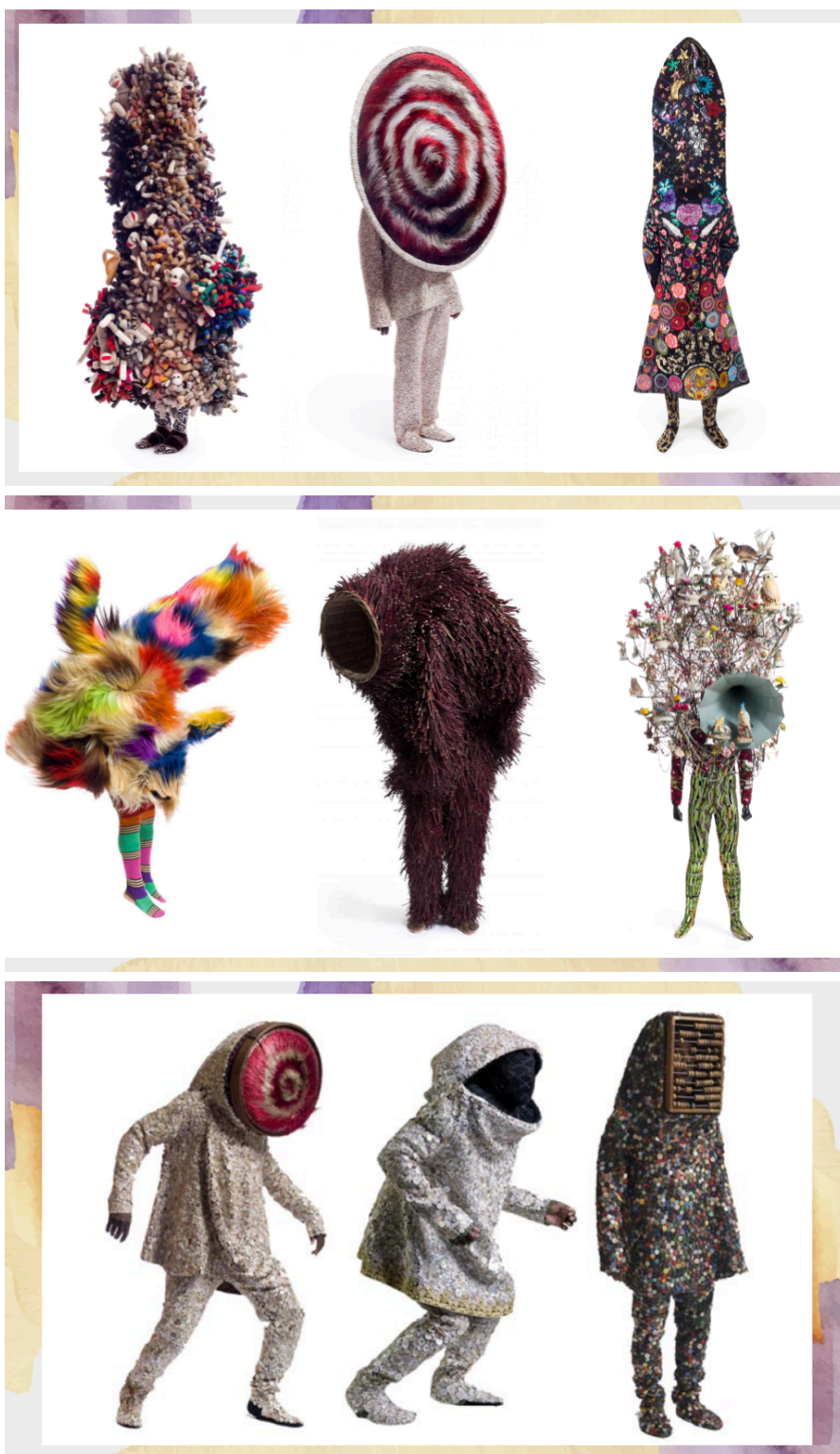
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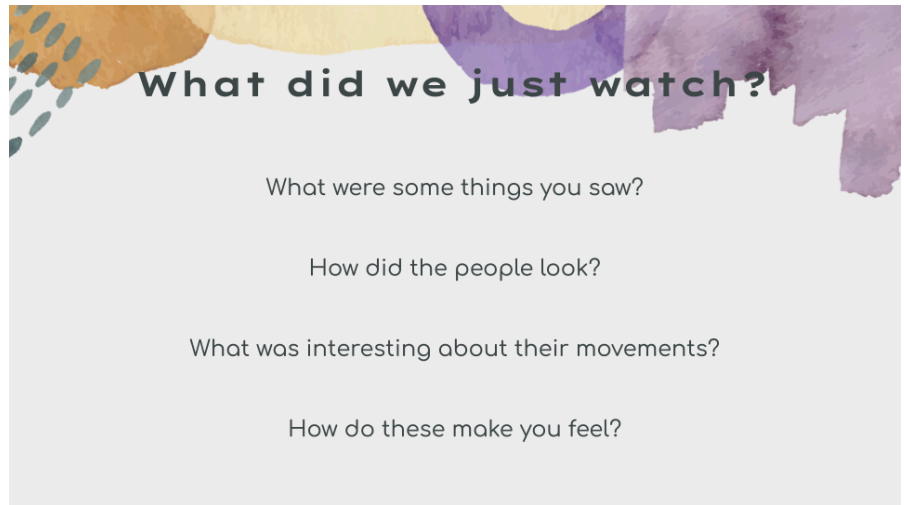
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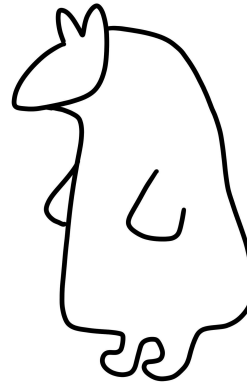
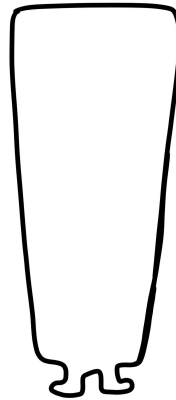
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Lesson Two:
Soundsuit Templates:

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Markers

Lesson Three:

Cardboard (3in x 3in squares) one each

Recycled Can and/or water bottle

Hot Glue

Found and Donated Objects:

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	-fake flowers, strings, recyclables, burlap bags, etc.
Safety Procedures	During this lesson we will be using lots of found materials that may have little parts, it will be very important that the teachers in the room are watching how materials are used to prevent them from being swallowed. We will also be using hot glue, to avoid any injuries Miss Jess will have students direct where she should put hot glue and she will assist. It is important that students know that their comfort is important, Miss Jess will work with each student to see what they are comfortable with.

Procedures for Teaching/Learning	In the days listed below, feel free to outline which days align with each lesson design. Please feel free to add/remove days/lessons as your unit design requires. - Give estimates of time regarding your plan and procedures for each session and the use of instructional time. For example: <table border="1"> <tr> <td>Lesson 1/Day 1</td><td>5min or 9:00-9:05AM- Greet students, meet on the rug, take attendance, and project artwork on screen. 10 min- 15 min- 5min- 5min-Students clean-up, each table is given jobs to put away supplies, the table to clear-up their area first will be dismissed first for the line.</td></tr> <tr> <td>Lesson 2/Day 2</td><td></td></tr> <tr> <td>Lesson2/Day 3</td><td></td></tr> </table>	Lesson 1/Day 1	5min or 9:00-9:05AM- Greet students, meet on the rug, take attendance, and project artwork on screen. 10 min- 15 min- 5min- 5min-Students clean-up, each table is given jobs to put away supplies, the table to clear-up their area first will be dismissed first for the line.	Lesson 2/Day 2		Lesson2/Day 3	
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Lesson 2/Day 2							
Lesson2/Day 3							
Day 1	*These classes don't usually get the full 45 minutes, some students arrive at different points, and usually finish a little early* 5 mins: Miss Jess will greet students as they walk in and let them know what room they will be in. 15 minutes: The class will look at images of Nick Cave's work and describe them. Miss Jess will ask the students what they are for, what they look like, and what might they mean. Students will then watch videos of them performing and share their ideas about the artworks. 10 minutes: Miss Jess will give out templates of different soundsuits and markers and students will color in their ideas for their soundsuits. When they are done they will turn them in with their names on them and head back to their class after we have cleaned up.						
Day 2	5 mins: Miss Jess will greet students and give them directions as to which room we will be in. 5 minutes: Miss Jess will start by sharing her example and talking about how we will use the materials we have to create soundsuits.						

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	20 minutes: Miss Jess will walk the students through the process of making the base step by step. First by attaching the legs, which will use a hot glue gun that will be used by Miss Jess, and then attaching any arms legs or shaping the base which will be made of a can or bottle. We will then glue them onto cardboard and students should write their name on the cardboard base. Students will turn in their projects.
Day 3	5 mins: Miss Jess will greet students and direct them into the room we will be in for the day. 5 mins: Miss Jess will share all the options that we have for found materials that both Miss Jess and Mrs.Woodrow have collected for the students to use. 20 minutes: Students will begin assembling materials onto their sculpture using glue, tape, and hot glue as needed. During this Miss Jess will talk about how we can manipulate found objects by altering them with scissors, layers, and squeezing. Students will work during this time and Miss Jess will work to find materials that everyone is comfortable using and make take this time to assist them in gluing pieces onto their projects. Students will look at their free drawings and use their ideas about comfort to inspire their designs.
Day 4	5 mins: Miss Jess will greet the students and direct them to the room. 5 mins: Miss Jess will recap what we are working on by sharing the steps of creating the base and the use of our found materials. Miss Jess will also ask students to remind the group of the name of the artist and sculpture they are making and what they represent. 20 mins: Students will finish up working on their sculptures, they will be encouraged to layer and overlap, during this time Miss Jess will be assisting with keeping students engaged: by checking which materials each is comfortable using, helping with any questions, and assisting with hot gluing the pieces. When they are done sculpting students will share their pieces with each other. Miss Jess will take pictures, and students may take their sculptures home! :)
Clean-up procedures to consider for this unit	At the end of each day students should ensure that all artwork has their name on it and that they take it to the designated space, students will be responsible for putting their own work away. Students will clean up the room as needed before leaving the class by following individual instructions assigned by Miss Jess.
Closure/review- What comes next in	Students have learned valuable new skills in sculpture, such as using found materials, combining mediums. They have also

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curriculum that will build on student knowledge from this unit?	looked into the ways that artists can make spaces comfortable. These are skills that they often demonstrate in a personal context and can take with them into their artwork!
Supplemental Activities that connect with this unit and corresponding lessons.	Lesson 1: A possible supplemental activity for this lesson would be to identify or create symbols that they see in the artwork, this would be a great way to start to break down the artwork into smaller meaningful pieces. Lesson 2: A possible supplemental activity for this lesson would be to create their own soundsuit design! This would allow them to explore the different forms and what they might say about ideas of comfort. Lesson 3: A possible supplemental activity for this lesson would be to create a demonstration of movement with the sculpture. This would investigate emotion and how it is affected by comfort, how do we move when we feel comfortable? What feelings come with it?
Unit Reflection for the art educator (Considerations for when you teach this again in the future)	

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Image of teacher sample or samples to help students learn processes



APA Reference list of sources and research conducted for this unit

Cave, N. (n.d.). *Soundsuit*. Smithsonian American Art Museum.
<https://americanart.si.edu/artwork/soundsuit-80565>

Delivery, P. (2019, September 5). *Nick Cave's soundsuits – what you should know*. Public Delivery – Art non-profit.
<https://publicdelivery.org/nick-cave-soundsuits/>

Madeleine, A. (2014, November 13). *Artist Nick Cave's wild and whimsical soundsuits – in pictures*. The Guardian.

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	https://www.theguardian.com/artanddesign/gallery/2014/nov/13/artist-nick-caves-soundsuits-pictures Rosen, S. (2023, December 20). <i>Nick Cave brings his soundsuits to Cincy</i>. Cincinnati CityBeat. https://www.citybeat.com/arts/suitable-for-display-12229312 Sickler-Voigt, D. C. (2020). <i>Teaching and learning in art education: Cultivating students' potential from Pre-K through high school</i>. Routledge. <i>Soundsuits by Nick Cave</i>. the PhotoPhore. (2016, October 10). http://www.thephotophore.com/soundsuits-nick-cave/ <i>Soundsuits</i>. (1992). YouTube. (2012). <i>Nick Cave's Soundsuits</i>. <i>YouTube</i>. Retrieved January 8, 2024, from https://www.youtube.com/watch?v=BpNcmh3rxko. YouTube. (2014). <i>YouTube</i>. Retrieved January 8, 2024, from https://www.youtube.com/watch?v=_PDOpOHkDk8. YouTube. (2023). <i>Nick Cave in "Chicago."</i> <i>YouTube</i>. Retrieved January 8, 2024, from https://www.youtube.com/watch?v=Hi5vRJWFxkE&t=196s.
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Include any handouts you have created, any slide shows, teaching resources and any assessments you plan to use with this unit.