

Central Focus	Artists combine the idea of proportions and movement to create wire sculptures that are visually appealing to the viewers' eye .
Grade Level	Mid Sr High (10)
Class Size	15 students
Time	45 minute periods
Class Demographics	The class has a small variety of ethnic backgrounds. All students are native English speakers.

National Visual Arts Standards Addressed

VA:Cr2.1.IIa.

Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

VA:Cr3.1.IIa.

Engage in constructive critique with peers, then reflect on, re engage, revise, and refine works of art and design in response to personal artistic vision.

VA:Pr4.1.IIa.

Analyze, select, and critique personal artworks for a collection or portfolio presentation.

VA:Re8.1.IIa.

Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

VA:Cn11.1.IIa.

Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

Common Core State Standards Addressed

- CCSS.ELA-Literacy.SL.9-10.1.c

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions

- CCSS.ELA-Literacy.SL.11-12.1.d

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

UNIT OVERVIEW

Students will be able to look at the visual components of artists who focus primarily on 3-dimensional wire sculptures. Students will analyze these artworks and learn about the proportions of each sculpture and how they can create an appealing visual movement to the viewer's eye. This allows the students to create a connection with the audience and let them play a role of what the artwork might mean to open up a sense of dialogue[BJ5] .

Forms	2D		3D		4D	
Frames	Cultural	Subjective		Structural		Postmodern
Conceptual Framework	Artwork	Artist		Audience		World

Student Prior Knowledge and Conceptions
<ul style="list-style-type: none">- Students will be able to use fine motor skills to effectively bend and shape wire to a desired state.- Students will be able to understand the concept of proportions to create the intended effect throughout the entirety of their project.
Interdisciplinary Connections
<ul style="list-style-type: none">-English-This lesson connects to health-related disciplines through the study of human proportion

UNIT OBJECTIVES
As a result of this lesson, students will be able to:

1. Manipulate the form of wire with the assistance of certain tools to create a form that demonstrates movement. **VA:Cr2.1.II**
2. Create a series of five gesture drawings as inspiration for the creation of a wire form. **VA:Cr2.1.II**
3. Within class discussion students will analyze and interpret the works of wire artists for meaning and put them into context. Cn11.1.IIa
4. Within small group in process peer review provide at least one way in which their peer can revise their artwork to create a stronger technical and visual statement. **VA:Cr3.1.II**
5. Write an artist statement that describes the work, connects its design with meaning, and links it to influences and artist studied. Re8.I.IIa
6. Present their projects to the class within a class critique in which they link methods and technique with meaning.. Pr4.1.IIa

TEACHER MATERIALS

-Projector	-Wire	.
-Computer	-Wire cutters	

STUDENT MATERIALS

-Pencil	-Wire	
-Paper	-Wire cutters	
-Eraser	-Sketchbook	

ARTISTS IN CONTEXT	
Key Artists	David Oliveira, Yong-Won Song, Helen Godfrey, Gavin Worth, Celia Smith
Key Artworks	<p>David Oliveira, <i>Group</i>, wire sculpted figures, 2018</p> <p>Celia Smith, <i>Starling Wreath</i>, paper coated telephone wires and steel wire, 2014.</p> <p>Yong-Won Song, <i>Augmented Reality</i>, wire sculpted figures</p>
Key Critical Questions	<ol style="list-style-type: none"> 1. How does negative space create eye movement throughout the piece? 2. How does the placement of a sculpture affect the piece's meaning? 3. How does the medium of the work change the interpretation of the subject matter? 4. How/where does the use of negative space in the sculpture display contrast or value? 5. Is there a focal point throughout these compositions, or do you allow your eye to move from beginning to end of each artwork?

VOCABULARY AND LANGUAGE ACQUISITION

Vocabulary Make sure that you have these somewhere in your instruction.	<p>Negative Space: The space around or between the subject(s) in an image.</p> <p>Physical Space: Negative space that an audience can walk through or inhabit.</p> <p>Visual Space: Negative space that an audience cannot walk through. It is seen and cannot be physically interacted with.</p> <p>Composition – The placement or arrangement of visual art elements within a work of art (in this case: placement of wire)</p>	
Language Functions	Critique	
Language Demands	Syntax	Discourse
Language Tasks and Activities	<ol style="list-style-type: none"> 1. Students will receive in-process feedback from their peers concerning the use of eye movement, balance, shape, and proportion in the creation of their wire sculptures, 2. Class discussion that describes, analyzes, and interprets artists' work and use of space. 3. In progress small group critique of student artwork. 4. Artist statement 	

Language Supports	<ol style="list-style-type: none"> 1. PowerPoint for more information about artists/examples of artwork. 2. Class handouts with writing prompts and questions that help to formulate written and/or verbal responses for class critique, peer review, and artist statement. 4. Written rubrics that articulate the expectations of the assignments. 5. Teacher demonstrates use of vocabulary within class discussion. 6. A poster demonstrating how to create a wire armature.
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SPECIAL PRE-INSTRUCTION PREPARATIONS
<p>The teacher must have access to working technology, a printer for handouts, and digital sources for students to explore images.</p> <p>Students should be familiar with the idea of manipulation of materials.</p>

ACCOMMODATIONS FOR SPECIFIC DIVERSE LEARNERS
Adaptations and Accommodations

-Students with fine motor skill difficulties may create several works of loose gestural drawings to create a figure portraying a form of expression instead of using wire.

-Students with sight difficulties will be given a seat to sit closer to the board to see the presentation better. Students can ask teachers or peers if their proportions of their figure are accurate if they are having difficulties seeing the size of the forms.

-Students with hearing difficulties will be given a seat closer to the teacher during instructions and demos.

Enrichment and Extensions

-Students can research artists that use gesture drawing to create a mini portfolio of sketches.

Activity for Early Finishers

-Students can create an additional feature for their sculpture that isn't figure orientated.

-Students will work on additional gesture drawings of family members or classmates .

-Students can experiment with phone drawing apps to become more familiar with their desired composition.

-Students can create wire designs to add to their wire figure.

OBJECTIVE-DRIVEN ASSESSMENTS

1. Manipulated the form of wire with the assistance of certain tools to create a form that demonstrates movement. **VA:Cr2.1.II (summative rubric)**
2. Created a series of five gesture drawings as inspiration for the creation of a wire form. **VA:Cr2.1.II(formative checklist)**
3. Within class discussion students analyzed and interpret the works of wire artists for meaning and put them into context. **Cn11.1.IIa (formative checklist)**
4. Within small group in process peer review provided at least one way in which their peer could revise their artwork to create a stronger technical and visual statement. **VA:Cr3.1.II(formative checklist)**
5. Wrote an artist statement that described the work, connects its design with meaning, and links it to influences and artist studied. **Re8.1.IIa(summative rubric)**
6. Presented their projects to the class within a class critique in which they link methods and technique with meaning.. **Pr4.1.IIa(formative checklist)**

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INSTRUCTIONAL STRATEGIES AND LEARNING TASKS / DAY 1

Launch	Instruction Methods
<p>-Teacher will show images of contour drawing and wire sculptures.</p> <p>-What do you think of when you think of gesture?</p> <p>-How does gesture imply movement?</p> <p>-What are some differences between big gestures and small gestures?</p>	<p>-Class discussion</p>

-What did you learn about gesture today?	
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INSTRUCTIONAL STRATEGIES AND LEARNING TASKS / DAYS 2-3

Launch	Instruction Methods
-Teacher will re-display images of wire sculptures from the artists in the lesson .	-Group Instruction
Instruction	Instruction Methods

<p>-Teacher will ask students what they notice about the artists' various wire sculptures in the PowerPoint.</p> <p>-How does negative space create eye movement throughout the piece?</p> <p>-How does the placement of a sculpture affect the piece?</p> <p>-How does the medium of the work reflect the subject matter and its meaning?</p> <p>-How does the use of negative space in the wire sculptures display contrast or value?</p> <p>-Teacher will explain the next step of the project and show students a finished example of the project. They will be creating a wire sculpture.</p> <p>-Teacher will show initial sketches and supplemental drawings to the class to explain the project.</p> <p>-Demonstrate how to create a gesture drawing from an image.</p> <p>-Have students practice at least three gesture drawings from images.</p> <p>-Students will be given time to sketch out 2-4 ideas for their own wire sculpture.</p>	<p>-Group Discussion</p> <p>-Individual Work</p>
Closure	Instruction Methods
<p>-Teacher will have students share with the class some ideas they have for their final project.</p>	<p>-Group Discussion</p>

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS / DAY 4-5

Launch -1	Instruction Methods
- What are some movements you hope to show with your sculpture?	-Whole class instruction
Instruction	Instruction Methods
<p>- Teacher will demonstrate how to start the wire sculpture and how to use tools safely, beginning with an armature.</p> <p>-Pass out materials</p> <p>-Students will practice with an initial small wire figure</p> <p>-Teacher will talk with individual students to give feedback on how to proceed with their sculptures.</p> <p>-Students will begin construction on their wire figure sculptures.</p> <p>-By the end of class students will have their sculpture started and their final sketches completed.</p>	<p>-Teacher Demonstration</p> <p>-Group Discussion</p> <p>-One on One Meetings</p> <p>-Individual Work</p>
Closure	Instruction Methods
<p>-Students will share with the class some tips and difficulties they had with the wire.</p> <p>-Students will use this conversation to remedy any issues for the following class meeting.</p>	-Students Led Discussion

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS / DAY 6-7

Launch	Instruction Methods
-Remind students of the requirements for their sculptures.	-Whole class discussion
Instruction	Instruction Methods
<p>-Work Day</p> <p>-Students will continue to work on wire figures.</p> <p>Students can ask questions or converse with peers about their wire projects.</p> <p>-Students will have to keep in mind that the sculptures must balance on their own and show their selected action/gesture.</p> <p>-Teacher will walk around the class offering assistance and answering questions.</p> <p>Students will show their progress to a peer and the teacher before cleanup.</p>	<p>-Individual Work</p> <p>-One on One Instruction</p>
Closure	Instruction Methods
- What are some things that you learned today about sculpting in wire?	-Whole class discussion

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS / DAY 7-8

Launch	Instruction Methods
- How many of you have written an artist statement?	-Whole class discussion
Instruction	Instruction Methods
<p>- Students will share with the class how far along they are in their project.</p> <p>-They will discuss with peers to figure out next steps of their sculpture.</p> <p>-They will discuss the successes and difficulties with working with negative space and gestures.</p> <p>-Teacher will introduce the next step of the project before students continue work on their sculptures.</p> <p>-Teacher will put up example artist statements on the board and walk the class through each of them.</p> <p>-The teacher will also display their own artist statement along with statements from the unit artists for comparison.</p> <p>-Students will have the rest of class to work on their wire sculptures and artist statement.</p>	<p>-Student Led Discussion</p> <p>-Group Instruction</p> <p>-Group Discussion</p> <p>-Individual Work</p>
Closure	Instruction Methods

-Teacher will remind students to be fully prepared for the in-process class critique in the upcoming class and have their artist statement filled out.	-Individual Work
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INSTRUCTIONAL STRATEGIES AND LEARNING TASKS / DAY 9

Launch	Instruction Methods
- Today is the final work day	-Whole Class Instruction
Instruction	Instruction Methods
<p>- Teacher will walk around the class and check in with student progress.</p> <p>-Students will have this last class meeting to finish up their wire gesture sculptures and make revisions</p> <p>-Students will also use this time to work on their artist statements and think about display options for their critique.</p>	<p>One on One Discussion</p> <p>-Individual Work</p>
Closure	Instruction Methods
- Students will turn in all materials to the teacher for grading before being dismissed.	-Individual Work

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS / DAY 10-11

Launch	Instruction Methods
- Today we will have a respectful critique to give helpful feedback to each other.	-Whole group
Instruction	Instruction Methods
<p>-Teacher will have students enter class and sit around the critique area in small groups with their projects.</p> <p>-Teacher will guide students through critique .</p> <p>-Teacher will ask for volunteers or pick students at random to present their work to the group.</p> <p>-Student will display their wire sculpture to the group.</p> <p>-Students will read their artist statement and also contribute any other comments about their process with gesture.</p> <p>-The group will give feedback on the piece using vocabulary from the lesson.</p> <p>-The class will also give feedback on topics like negative space and gesture of the piece .</p> <p>-This will process repeat for each student in each group until class is over.</p>	<p>-Group Discussion</p> <p>-Individual Discussion</p> <p>-Group Discussion</p>
Closure	Instruction Methods

<p>- Tomorrow you will have time to make revisions to your sculpture and to your artist statement.</p>	<p>-Direct Instruction</p>
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