

Lesson Plan: 4 (Sequence) **Main Teacher's Name:** Hannah Dunlap **Title:** Social Justice- Multiples Sculpture **Length:** 2.5 weeks

Video Link: https://youtu.be/5G41YfbAx6Q?si=rsAQ_txB-4Fk1GMg

Enduring Understanding - Big Ideas

What are the big ideas you would like students to explore during this lesson? What are lasting values you would like students to learn beyond the classroom?

Big Ideas:

- Students will make connections using physical materials that directly relate to a larger social justice topic of their choice.
- Students can explore the impact of a 3 dimensional work of art compared to 2D and how it better engages the viewer.
- Students will use time management skills in order to acquire an adequate amount of materials in order to stay on track with the timeline.
- Students will collaborate to create a sculpture that is intended to make a statement within a community by working together to research their topic, finding materials, and assembling the sculpture.

Lasting Impact:

- Students can use what they learned in this lesson and apply the skills/techniques to future sculptures, as well as the thought process in order to make more meaningful sculptures with an impact on a wider range of viewers. By working with multiple people, students will become more comfortable giving opinions, and gaining feedback from their peers.

Art Concepts

Mediums, Forms, Art Genres/Styles/Movements/Disciplines, Techniques/Methods/Practices, Terms

Sculpture Concepts:

- **Mass/Volume:** Closed and independent, completely surrounded by space. Mass=positive solid; Volume= negative, open space surrounded by material.
- **Space:** The area in which a sculpture takes place. How it interacts with its surroundings.
- **Rhythm & Repetition:** Repetition creates rhythm in a sculpture.
- **Texture:** The quality of a surface on a form.
- **Emphasis:** Emphasis in a sculpture makes one element in an artistic work a dominant feature.

Art Education Approach(es):

e.g. Choice Based (TAB), Arts Integration/STEAM, Media/Skill Based, Studio Habits of Mind, Visual Culture, Environmentalism, Social Justice, Community Based, Contemporary Art Practice, Socially Engaged Art, Museum Education, Historical, Technology/Media Arts/Maker Space, Design, DBAE, Art History

Socially Engaged Art:

- Art that is collaborative
- Participatory
- Involves people as the medium or material of art

Skills:

- Applying previous sculpture knowledge in order to build armatures, attach materials, and decide what type of sculpture it is going to be (i.e. relief, free standing, installation piece, etc.)

Objectives/Outcomes/Learning Targets: (TCQS 1a)

What do you hope the students will learn/What do you want the students to get out of this lesson?

(Use verbs from [Blooms Taxonomy](#))

Objective 1: Students will explore social justice topics of interest to create a sculpture using materials that directly relate to their topic.

Objective 2: Students will get inspiration from both social justice artists, as well as sculptors who use multiple of one material to create the overall composition of their sculpture.

Objective 3: Students will combine ideas as a group in order to:

- 1. Decide on a topic(s) as the overall arching umbrella for the sculpture (this group decided on recycling/food waste, and climate change)
- 2. Decide on materials that relate to each topic (food wrappers, plastic bottles, cans, etc.)
- 3. Sketch the composition of the sculpture
- 4. Come up with an armature to support the design of the sculpture
- 5. Collaborate to create.

Objective 4: Students will learn how to create an assemblage and install it in a location.

Objective 5: Students will learn the value of completing a process portfolio to document the progress made, to show each stage of assemblage, positive and negative outcomes, challenges, and the final product.

Standards/Studio Habits of Mind

How do your objectives align with the [Colorado \(Visual Art\) Academic Standards](#) (use Grade Level Expectations) (TCQS 1a)

Which [Studio Habits of Mind](#) do your objectives connect with?

Objective	Standard	Studio Habits of Mind
1: Students will explore social justice topics of interest to create a sculpture using materials that directly relate to their topic.	HS Proficient: VA:Pr6.1.Ia Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.	Stretch and Explore- Artists often push the boundaries of their comfort zones, trying new things and taking risks. This habit involves experimenting with different concepts and ideas, materials, and techniques to expand one's artistic capabilities.
2: Students will get inspiration from both social justice artists, as well as sculptors who use	HS Proficient: VA:Re8.1.Ia	Understand Arts Community- To be a successful artist, one needs to understand the broader context of the art world. This habit encourages students to explore art history, study the work of other artists, and understand the cultural and historical significance of art.

<p>multiple of one material to create the overall composition of their sculpture.</p>	<p>Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</p>	
<p>3: Students will combine ideas as a group in order to:</p> <ul style="list-style-type: none"> - Decide on a topic(s) as the overall arching umbrella for the sculpture (this group decided on recycling/food waste, and climate change) - Decide on materials that relate to each topic (food wrappers, plastic bottles, cans, etc.) - Sketch the composition of the sculpture - Come up with an armature to support the design of the sculpture - Collaborate to create. 	<p>HS Proficient: VA:Cr2.3.Ia Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.</p>	<p>Envision- Artists often have a vision or idea in mind before they begin creating. This habit involves the ability to imagine and plan what you want to create, considering possibilities and potential outcomes.</p>
<p>4: Students will learn how to create an assemblage and install it in a location.</p>	<p>HS Proficient: VA:Cr1.2.Ia Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.</p>	<p>Developing Craft- This habit involves learning and using tools, materials, and techniques to create art. It emphasizes the importance of skill development and mastery in the artistic process.</p>
<p>5: Students will learn the value of completing a process portfolio to document the progress made, to show each stage of assemblage, positive and negative outcomes, challenges, and the final product.</p>	<p>HS Proficient: VA:Pr4.1.Ia Analyze, select, and curate artifacts and/or artworks for presentation and preservation.</p> <p>VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas.</p>	<p>Reflect- Reflection is a critical part of the artistic process. Artists think about and analyze their work, considering what they've learned and how they can improve. This habit encourages self-awareness and thoughtful consideration of one's own artistic practice.</p>

What do my students already know/don't know?

Encourages and provides opportunities for students to make connections to prior learning (TCQS 1c)

Anticipates student misconceptions related to learning and addresses those misconceptions during instruction (TCQS 1c)

As this is a level 3 sculpture class, these students already know a good amount when it comes to the design process of creating a sculpture. The first step is always to brainstorm ideas of a subject matter (in this case, social justice was the main overarching idea, they just came up with the more specific ideas). After the group decides on a specific idea, they create thumbnail sketches with labels detailing what armature they plan on using, materials, color palette, installation process etc.

Summary:**What they know:**

- How to plan a sculpture
- Thumbnail sketches
- How to start the assemblage process
- How to create the sculpture
- Process Portfolio

What they do not know:

- The concept of multiples in a sculpture (using multiple of the same material as the main- or only material- to sculpt with)
- How to portray the topic through the use of chosen materials
- How the composition of the sculpture relates to the materials and the topic.

Assessment (General)

Use formal and informal methods to assess student learning, provide feedback and use results to inform planning and instruction. (TCQS 3b)

What strategies and methods will you use to determine what students have learned? How does your assessment connect to objectives and standards?

e.g.: pre/post assessment, rubrics, student reflections/journaling, documentation, quiz, portfolio review, art critique, etc.

Formative:

- Thumbnail sketches: Students will complete a full page thumbnail sketch including a list of materials, armature, assemblage, etc.

Post your full page sketch here for the social justice multiples sculpture.

This sketch should include:

- One full page drawing
- List of materials you are planning on using
- Ideas for armature
- How you are going to assemble the piece (glue, tape, etc.)
- Will it be free standing or an installation piece?
- Any other information/ideas to relate to the topic

(assignment on schoology)

- Warm up discussion: Reflect on our previous conversations- What is social justice art? What is it used for? How is it different from other art?
- Artist Inspiration discussion: Name at least one assemblage artist who has helped inspire your sculpture?

Summative:

- The final sculpture
- Complete process portfolio- with contributions from every member of the group. (Proven by name and date where people added materials)

Student reflective/inquiry activity (This is a specific method of assessment that should generally be used)

Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

The process portfolio will be completed throughout the artmaking process, and will have a collaborative artist statement to be completed at the end of the project. Each person will add insights regarding the process of brainstorming, assembling, documentation of progress, and a collaborative artist's statement at the end. This process portfolio will allow the students to work together and reflect on the entire process- what went well, what they could improve on, and what they learned overall with their use of materials and assemblage.

Interdisciplinarity (Arts Integration)

Connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices. (TCQS 1b)

Literacies – Visual, Oral, Written

Please describe how students are being engaged in practices of literacy through art production, art criticism, visual culture, art history, visual culture.

Written Literacies:

- Students will complete a written process portfolio with images of their progress, and a brief statement to describe each step.

Oral Literacies:

- Throughout the entire process, students will discuss plans, ideas, and next steps.

Inquiry and Ideation (Connecting students to the big idea)

How will this lesson use questioning strategies to develop students' critical thinking skills and problem-solving skills (TCQS 3d)

Inquiry – What essential questions will you ask to facilitate student's critical thinking and problem solving about the Big Idea (be specific)?

Ideation – What strategies will you use to help students develop ideas for their work?

- How can using multiple of one material emphasize meaning in your art?
- How does the way we present a sculpture help to strengthen the meaning behind it?
- In what ways can collaborative sculpture projects involve communities in the artistic process and promote social cohesion?

Student Abilities:

Engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting teaching for the benefit of all students. (TCQS 2c)

Explain specifically how you attend to the range of student abilities. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

<p>Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)</p> <p>Choose at least one strategy from Chapter 6 of Differentiated Instruction</p>	<p>Access (Resources and/or Process)</p> <p>Since this is a level 3 group project, each student has the ability to work on this project. For students who have trouble with certain aspects such as building the armature, or sculpting with the chosen materials, they can work on documentation and the written components.</p> <ul style="list-style-type: none"> - Each student will have to have a hand in creating the sculpture AND documenting in the process portfolio, it is just a matter of how much of one thing they do over another. 	<p>Expression (Products and/or Performance)</p> <p>Students will be assessed based on participation and completion of the sculpture and process portfolio.</p>
<p>Extensions for depth and complexity:</p>	<p>Access (Resources and/or Process)</p> <p>For students who need more of a challenge, they can work on applying new techniques that they have never used in sculpting. This could be as simple as figuring out how to make an armature using the materials they will be sculpting with only (not tape, glue, cardboard, etc.)</p>	<p>Expression (Products and/or Performance)</p> <p>Students will gain a better understanding of how to use minimal materials to complete the final product they were envisioning at the beginning of the planning process.</p>

Diversity, Equity & Inclusion:

How does the lesson exhibit an awareness of, a commitment to, and a respect for multiple aspects of diversity (TCQS 2b)

With social justice being the main, overarching topic, this already is a lesson that caters to a multitude of different aspects of diversity. Throughout the planning process, the students (previously) decided they wanted to do a group project (only 5 students are in this level 3 group), and they all collaborated to decide on the topics. Each student gave input as to what topic interested them the most, and eventually they all decided and agreed on the topics and materials in which they would use. Each student in this group is different from the next, it is a diverse group. With each of them bringing their own experiences, opinions, and ideas to the table, the group showed an interest in creating an inclusive sculpture.

Lesson Pragmatics/Logistics:

Resources (These are the resources used by the teacher to support/develop the lesson.)
Artists/Artworks (include images!), Designers/Creators, Books, Videos,

[Assemblage Sculpture/Multiples Sculpture Presentation](#)

[Tara Donovan](#)

Materials and Technologies

Integrates available technology to enhance creativity, use of information, and collaboration (TCQS 3c)

Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

Students will use their computers to research installation artists, assemblage artists, and artists who use multiples as a theme in their sculptures. This will help them gain a better understanding of the impact of repetition in art, and their sculpture.

Materials:

- cardboard
- tape/glue
- food wrappers
- plastic bottles
- paint?

Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

Checklist/To Do list

Teacher Example

To prepare for this experience, students will need to plan everything FIRST. This is very important for the overall process of creating. Knowing how to attach each material to the armature, and how to manipulate materials to make the shape and contour of the composition will be vital in preparation for the final product.

*No teacher example, as this is a group project using original ideas and is being completed as a collaborative assignment.

Safety: (TCQS 2a)

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

With any larger scale sculpture (this one being ~15"x15" minimum on all sides) students must be aware of the materials they are using. Some safety precautions include:

- Using a hot glue gun
- Scissors/x-acto knife

Instruction:

Give a detailed account (in bulleted form) of what you will teach. Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc. Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

Day/Date	Instruction (Process) - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)	Learning (Product) - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be specific about what will be the intended result of the instruction as it relates to learning.) UNDERSTAND	Time How long will you spend on facilitating this activity
	List your steps clearly: <input type="checkbox"/> How you will start the lesson? <input type="checkbox"/> How will guide students to appreciate, research, experiment, explore, and/or make art? <input type="checkbox"/> How will you lead the students to appreciate and conclude their learning?		

Date	<p>**Preface: this sculpture class has 3 sections: Level 2 Sculpture, Level 3 Sculpture, and AP Sculpture. This lesson is intended ONLY for Level 3 students for this specific class due to time restrictions in the other levels. Level 3 has 6 students.</p> <p>Day 1: 11/28/23- Teacher will take the level 3 students out to the hall to discuss the overall lesson, get an understanding of the students prior knowledge of social justice, explain some examples and how they can relate to art. Teacher will explain the instructions for the assignment: must be at least 15”x15” minimum size, must use multiple of one material that relates to the topic of their choice. Teacher will lead a discussion asking the following questions:</p> <ul style="list-style-type: none"> - What is social justice? - What does it do in art? What is it supposed to do to the viewer? - What are some topics you all are interested in? - How can we relate these topics to art, and make a sculpture out of it? <p>Day 2: 11/29/23- Teacher will explain the task of the day: a full page thumbnail sketch including notes highlighting materials they are planning on using, what armature they are going to build to support the structure of the sculpture, the composition and design of the sculpture, and the materials they plan on using to piece it all together.</p> <p>Day 3: 11/30/23- Teacher will explain the warm up discussion students are to complete at the beginning of class answering the following questions based on our previous discussions:</p> <ul style="list-style-type: none"> - What is social justice art? - - What is it used for? - - How does social justice art differ from other art? - - How can our materials convey a message in conjunction with the composition? (think of your sculpture specifically) <p>*After this warm up, students participated in a ceramics demonstration on the wheel that used the remainder of the class period.</p> <p>Day 4: 12/1/23- Teacher will present a powerpoint of different assemblage and multiples artists/artist examples. Teacher will explain a small, formative assignment for students to complete where they will research one artist known for assemblage, and an art piece that uses multiple of one material to create the sculpture. (15 minutes) For the remainder of class, the teacher will help students begin assembling the armature for the sculpture.</p>	<p>Day 1: 11/28/23- Students will listen to the introduction of the social justice lesson. Students will ask questions as they arise. Students will decide if they want to work individually or as a group. After deciding, students will brainstorm ideas based on what they already know about social justice, and how they can correlate specific materials that relate to their topic. The entirety of the class will be used for this ideation portion.</p> <p>Day 2: 11/29/23- Students will listen to the instruction for the day, and then use the remainder of class to collaborate and complete a full page thumbnail sketch listing what materials they plan on using, what armature they will build, and the overall composition and design of the sculpture. Each student will complete their own drawing and submit it on Schoology for a formative grade.</p> <p>Day 3: 11/30/23- Students will complete the warm up discussion on Schoology and answer the following questions:</p> <ul style="list-style-type: none"> - What is social justice art? - - What is it used for? - - How does social justice art differ from other art? - - How can our materials convey a message in conjunction with the composition? (think of your sculpture specifically) <p>After the warm up, students will participate in a ceramics demonstration on the wheel for the remainder of class.</p> <p>Day 4: 12/1/23- As the teacher presents a powerpoint of different assemblage artists and examples of sculptures using multiple of one material, students will listen and begin to think of how they can broaden their ideas for their sculpture. After this brief presentation, students will complete a formative discussion on Schoology, where they will find one assemblage artist (that was not mentioned in the powerpoint) as well as a sculpture using the multiples theme. After completing the discussion post, students will begin to assemble the armature for their sculpture. This will take the remainder of the class period.</p> <p>Day 5: 12/4/23- Class will begin with a check-in of progress, and students will use the entirety of class to work on the sculpture. Students will be reminded that they should be taking progress photos and updating the process portfolio.</p> <p>Day 6-9:12/5-12/8/23- Students will use these days as work days. Check-ins will be made daily to track progress. A progress photo will be due at the end of the day, Friday 12/8.</p> <p>Day 10: 12/11/23- Final day to work on sculpture. Students will have 20 minutes at the beginning of class to finish up any last minute details. For the remaining time of class, students will document their final sculpture and update/complete the process portfolio. Each student will contribute to finalizing the process portfolio via a shared google document. They will be reminded that each student must label each part of their contribution to the portfolio with their name and date. A group reflective discussion will take</p>	
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	<p>Day 5: 12/4/23- Teacher will begin class by doing a check-in to see progress made on the armature. Explain that this class time is meant to keep working on the sculpture, taking photos for progress photo discussion due at the end of class, and to add to the process portfolio. Teacher will emphasize the importance of proper documentation throughout the entire process.</p> <p>Day 6-9: 12/5-12/8/23- Work days, teacher will periodically check on the progress of the sculpture. Progress photo will be due on Schoology at the end of the day, Friday 12/8.</p> <p>Day 10: 12/11/23- Final day to work on sculpture. Teacher will give the students the first 20 minutes of class to finish the sculpture. The remaining time in class will be used to document the sculpture (take good quality photos) and complete the process portfolio. Teacher will reiterate that each student must contribute to the portfolio, and label which parts were completed by who, by labeling name and date. This will be the time where the entire group talks and reflects on the process from start to finish-what went well, what they could improve on, etc.</p>	<p>place at the very end of class, where the group will discuss what went well, what could be improved, etc. Students can decide where they want to display the sculpture, and if time allows; write a brief statement to hang near it so viewers know the story behind the finished sculpture.</p>	
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Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

- Most materials and handouts are included throughout this document. The images below show the schoology folder for this unit.

Social Justice Multiples Sculpture

 Immersive Reader

 Prev

Next 

For this group project you will be creating a sculpture that relates to the topic you all agree on. (food waste/recycling & climate change)

This sculpture must include:

- Multiple of one item per topic (example: climate change, 30-50 plastic bottles)
 - For the multiples portion aim for 30-50 of one object (per topic)
- The composition of the sculpture must relate to the topic of choice, and the materials used must also relate to the topic(s)
- Plan out how it will be presented (free standing, install, etc.)
- A complete process portfolio with participation from every member of the group (document who adds what)
- A written statment describing the ideation portion, the creating process, and the reflective portion.

[See Less](#)

 Add Materials ▾

Options ▾



Thumbnail Sketches 11/29/23



Post your full page sketch here for the social justice multiples sculpture.

This sketch should include:

- One full page drawing
- List of materials you are planning on using
- Ideas for...

 6 · Due Wednesday, November 29, 2023 at 11:59 pm



Warm Up Discussion 11/30/23



While reflecting on our previous conversations, answer each question in 2-3 sentences.

- What is social justice art?
- What is it used for?
- How does social justice art differ from other art?

-...

6 · Due Thursday, November 30, 2023 at 11:59 pm



Assemblage Sculpture_Multiples Sculpture.pdf 716 KB



6



Find one Assemblage artist and one Multiples Sculpture



Research an assemblage artist AND a multiples sculpture and post them on the discussion board.
List why you chose this artist and sculpture.

6 · Due Friday, December 1, 2023 at 11:59 pm



Progress Photos 12/4/23



Post a photo at the end of class of the progress you made today. At the very least, you should have started building your armature.
Each person will also explain the next steps of creating the...

6 · Due Monday, December 4, 2023 at 11:59 pm



Emma- Progress Photos



Post photos of the progress you have made so far.

1 · Due Friday, December 1, 2023 at 11:59 pm



Final Sculpture Photos

6 · Due Monday, December 11, 2023 at 11:59 pm · Unpublished



Complete Process Portfolio

Upload a link to the completed process portfolio here.

Included in the process portfolio:

- final (good quality) photograph of the work
- name, project title, when you started the project, when ...

6 · Due Monday, December 11, 2023 at 11:59 pm · Unpublished

