

# Art in the Park: (8, 6, 6)

Grade Level: High School

Content Area: Visual Arts

## Mini-Design Iterations

### Reflection Question

In each version of the design, what attention does the learning designer pay to:

- learner variability?
  - expert learning?
  - barriers in design ?
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## Version A

### Goals

- Learners will make observations and interpretations about the function of several monuments, outside installations or sculpture
- Learners will curate a show from their selections based on their own self determined categories
- Learners will replicate one of the chosen works, creating a model with techniques and materials of observed sculptures

### Standards:

- **RESPOND:VA:** Re.7.2.IIIa Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.
- **CREATE:** VA:Cr2.1.IIIa: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

### Materials

- Printed images of David Smith's work
- Various materials for 3 D creation: paper, tape, glue guns, cardboard, exacto knives

### Assessment

- Learners will demonstrate their analysis of David Smith's work with an open ended written quiz

- Learners will demonstrate construction techniques and material knowledge with the creation of their final models
- Learners will demonstrate their understanding of 3D modeling in a verbal critique

## Design

The goals for the lesson will be stated verbally. The instructor will give a presentation and lecture on the sculpture artist: David Smith. The teacher will then model the construction of one of his sculptures in paper, clay and recycled plastic. Students will choose to work individually to replicate (model size) one of the works in a different medium. Students will then participate in a verbal critique of their work for feedback.

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## Version B

### Goal:

- Learners will explore the works of other sculpture artists and their use of repurposed materials
- Learners will use various repurposed materials and building techniques to design and create a 3 D form
- Learners will consider how this design might respond to the elements of weather
- Learners will explain their thinking in a verbal critique

### Standards:

- **CREATE:** VA:Cr2.1.IIIa: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
- **RESPOND:** VA: Re.7.2.IIIa Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

### Materials:

- Collection of items to be recycled: plastic bags, flexcon materials, water bottles, boxes, etc.
- Scissors, exacto knives
- Duct tape, glue guns

### Assessment:

- Learners will demonstrate their understanding of material use by recording observations in a sketchbook

- Learners will demonstrate their understanding of the 3D form and construction techniques with various mini challenges
- Learners will take a multiple choice quiz on sculptural techniques and various artists
- Learners will show their technical mastery in their final projects

## Design:

The teacher will state the goal and begin with a presentation of several sculptural artists that work in a variety of outdoor settings and with upcycled materials. The teacher will then demonstrate various construction techniques and materials. Students will record their observations and take notes in their sketchbook. Students will participate in several design challenges: creating mini models of structures that can withstand wind, water, weight (with found materials). Students will discuss the results and make observations about various materials and structural techniques in a sketchbook. Students will then consider their own sculptural design for an outside space, create a model and present their idea to the class for a final verbal critique.

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## Version C

### Goals

- Learners will observe and analyze works made by installation artists in order to evaluate function, technique and medium
- Learners will design and create a 3D sculpture to withstand the parameters of an outdoor environment
- Learners will collaborate with artists and directors of Art in the Park in order to apply for, design and install their work in the bi-annual local show
- Learners will present their work at the opening

### Standards:

#### CREATE:

HC Advanced VA: Cr.1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

VA:Cr2.1.IIIa: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

#### PRESENT:

VA:Pr4.1.IIIa. Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event

VA:Pr.5.1.IIIa. Investigate, compare, and contrast methods for preserving and protecting art.

### **RESPOND:**

VA: Re.7.2.IIIa Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

## **Materials**

- Read: Materials on each artist (digital and paper copy)
- Listen to: Videos and recordings of past sculpture artists
- Watch: Videos of various installation artists speaking about their works

## **Assessments**

- Learners will demonstrate their understanding of various functions, techniques and mediums by curating a mini exhibit of their given images.
- Learners will record their observations of each step of the process in a sketchbook, social media account or other journaling tool.
- Learners will use discussions and experimentation to create a proposal that will be submitted for feedback from the Art in the Park committee (options for submission)
- Learners will present their works to get feedback in a self-selected format of critique (peer to peer, peer to teacher, peer to classroom).
- Final projects will show their understanding of each part of the process

## **Design**

### **Warm Up:**

Students will be asked about what materials, objects they may have observed to survive outside weather over time and why. (Show a lost dog sign on a post or a package left on a doorstep). The teacher will play a “this or that” game to identify various materials that might survive a thunderstorm in the summer. The teacher will put an image up on the board and the students will move to the left or the right side of the room if they think the object would survive outside in a park. Students will turn and talk to discuss why.

**Goal:** The teacher will state the goals of the project, put the goals on the board and students will restate in their own words in small groups.

**Responding and Connecting:** Students will view various examples of installations at Art in the Park and works by Maya Lin, Pepon Osorio (CRP: Range of artists and diverse perspectives that make outdoor work). They will group each into various categories with labels. This will be modeled by the teacher with

the example of “sculptures that have been made from recycled objects”. Student groups will meet to compare and contrast and make observations about materials, function and techniques.

**Mini artmaking challenge:** Students will work individually or in pairs to complete several 3D challenges at various stations. (Creating a newspaper structure to hold 25 pounds, using straws to make the tallest free standing object to withstand a fan blowing on it). Students will record their observations in a self selected form of sketching. This will also be where they record their ideas, prototyping and response to feedback.

**Studio work:** Students will use a Jamboard to brainstorm possible ideas for their own outdoor sculpture (CRP: Authentic Connections). The teacher will then provide options for students to learn more about a technique of their choice: videos, live demonstrations, articles. Students will create a model, drawing, or voice recording of their own idea.

**Wrap Up:** Each student will choose a form of critique to get feedback on their ideas. Students will either choose to present their final works at the end of the year show or apply for admittance into Art in the Park.