



Grade/s: 6-12

Enduring Idea: Metamorphosis

Integrated Discipline: Science

Unit Title: Ordinary to Extraordinary

Unit Designer: Katie Pfrommer

Unit Description: Through this multidisciplinary unit, learners explore the concept of metamorphosis within environmental science and art. Learners will study the impact of manmade materials, such as Styrofoam, on the environment, and how these discarded materials can be transformed into abstract art.

Images: Wave Vessel, Jennifer C. McCurdy CMA2010.7



Fire, Yamaguchi Ryuun CMA2007.16.1



Untitled, Dale Chihuly CMA2010.4

Key Concept: Metamorphosis is a change of physical form, structure or substance.

Essential Question: How do people change?

CCSS Art: Standard 3: The learner will examine the content of works of visual art and use elements from them in

creating his or her own works.

VAH2-3.1 Explore the sources of the subject matter and the ideas in variety of works of visual art.

VAH2-3.2 Analyze and describe the relationships among subject matter, symbols, and themes in communicating intended meaning in his or her artworks and the works of others.

Integrated CCSS: **CCSS.ELA-Literacy.RST.6-8.3** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Learning Outcomes:

- Learners will explore the enduring idea *metamorphosis* and discuss the impact humans have on the earth's transformation.
- Learners will study environmental science topics of recycling and reusing materials.
- Learners will discuss how materials can be reused to create art.
- Learners will study and critique the selected works from the Columbia Museum of Art collection, emphasizing the abstract sculptural form.
- Learners will research ideas and design a sculpture that uses repetitive shapes and positive and negative space to be viewed in the round.
- Learners will reuse discarded Styrofoam to create this abstract sculpture.
- Learners will participate in multiple class critiques on their own sculpture as well as others.
- Learners will reflect on the process and critique their artwork by writing an artist statement on their work.

Motivator: Give groups learners a piece of scrap paper per person. With limited instructions, ask learners to work together to use only the pieces of paper as materials to visually show their interpretation of *metamorphosis* or *transformation*. Give learners five minutes to create, then discuss their findings.

Next, the teacher will give a presentation on the "trash vortex," including videos, and to lead learners into a discussion on human's impact on this problem.

Introduction of *Metamorphosis* in the context of reusing materials to transform them into art or other functional objects. Discuss the essential question "*How can people change?*" in this context. How can people impact this issue? Is *metamorphosis* relevant in this issue?

Day Breakdown: Day One: Motivator activity, presentation, and videos on trash vortex. Discuss the role humans play in creating this problem. Homework: Learners begin to collect (clean) Styrofoam cups, plates, and packing materials.
Day Two: Discuss *Metamorphosis* in various contexts. View and critique selected Columbia Museum of Art sculpture images. Introduction of unit and discussion of rubric and sculpture requirements. Students begin to research, sketch, and brainstorm sculpture ideas.
Day Three: Demonstration of cutting, gluing, and creating connecting joints. Learners finish designing and begin sculpture.
Days Four-Eight: Begin each day with review, discussion, and critique. Remainder of the day is open studio.
Day Nine: Complete sculpture, write artist statement, photograph artwork, and review and summarize.

Materials: Collected packing Styrofoam
Collected washed Styrofoam cups
Exacto knives and replacement blades
Scissors

Resources: Video:
http://www.huffingtonpost.com/2009/04/23/oprah-shines-light-on-green_190552.html

Environmental link:
<http://www.inspirationgreen.com/index.php?q=styrofoam-art.html>

Artwork Link:
<http://artistrendezvous.cansonstudio.com/web/styrogami/styrogami>

- Assessment:** Formative Assessments:
- Rubric for Sculpture
 - Written Artist Statement

Summative Assessments:

- Checklist for work ethic, critiques, and written work