



Visual Art	Curriculum Goals/Enduring Understandings <ul style="list-style-type: none"> • Artists and designers experiment with forms, structures, materials, concepts, media, and artmaking approaches. • Artists and designers develop excellence through practice and constructive critique; and reflecting on, revising, and refining work over time. • Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, and the world. • Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
Grades 7–9	
Period length: 2 hours	

AEC-1054-A Drawing and Sculpture
<p><i>Students will learn about painting, drawing and sculpture while exploring a variety of different materials. Scrap wood, wire and clay will be used to create three-dimensional sculptures, while pencil, charcoal, acrylic paint and watercolor will be used for two dimensional projects. Students will learn the tools and techniques for creating from direct observation as well as their imagination.</i></p>

Balance and Repetition with Wood	
	Number of days: 1
Essential Questions:	<ul style="list-style-type: none"> → How do artists and designers determine what resources and criteria are needed to formulate artistic investigations? → How do artists and designers learn from trial and error? → How does knowing and using visual art vocabularies help us understand and interpret works of art?
Lesson Objectives:	<ul style="list-style-type: none"> → Technical Objective: Students will be able to build a structurally sound wood sculpture. → Thinking Skills Objective: Students will be able to evaluate and explain how works of art express the concept of balance. → Social-Emotional Objective: Students will be able to discuss what makes an artwork complete.

Learning Targets:	→ I can build a sculpture that demonstrates balance.	
Materials		
Art References		Louise Nevelson <i>Dawn's Wedding Chapel II</i> 1959
		Louise Nevelson <i>That Silent Place</i> 1954-1955
<ul style="list-style-type: none">• Sketchbooks• Pencils, erasers• Scrap wood• Tacky glue• Hot glue guns and glue sticks• Extension cords		
Academic Vocabulary		
<ul style="list-style-type: none">• Balance• Repetition		
Procedure (<i>Italics for teacher dialogue</i>)		
Day 1 <ul style="list-style-type: none">• Have students observe and discuss Louise Nevelson's work.		

- *What do you think these sculptures are made out of?*
 - *How big do you think they are?*
- *We're going to be talking about more formal qualities of artwork today, rather than what the artwork "means."*
 - *What do I mean by "formal"?*
 - *For a lot of modern and contemporary artists, the meaning of a work is in the material choice or the way the materials are arranged.*
- *How does Nevelson show/use balance?*
 - *Repetition?*
 - *What does she achieve by painting the sculpture one color?*
- *Start with six wood blocks. Build a structure that is balanced. Draw a picture of it in your sketchbook.*
 - *Now move some of the blocks so that one side is heavier. Draw a picture of it. How do the two structures feel different from each other?*
 - *Take another wood shape and add it to your structure. How does that change the way it feels?*
- *We're going to create our own wood sculptures by arranging and gluing the wood together. How will we know when our sculpture is complete, or when it's ready to be glued together?*
 - Have students brainstorm ideas for a checklist to guide their work.
- Demonstrate and discuss glue use and safety.
- Pause about halfway through work time to have students self-evaluate the type of balance in their work. What is the mood communicated?
- After clean-up, have students leave their work at their seats and do a gallery walk
 - Ask full class: What's one challenge you had (working with the wood)?
 - Ask each student as we look at their work: What were you thinking about while you made this? If you could paint it one color to add more detail, what color would you use?

NYS Visual Arts Standards

Creating	Presenting	Responding	Connecting
VA:Cr1.2.7.a (Develop criteria to guide making a work of art or design to meet an identified goal.) VA:Cr2.1.8.a (Experiment, innovate, and take risks to		VA:Re8.1.7.a (Interpret ideas and mood in art by analyzing artmaking approaches, characteristics of form and structure, relevant contextual information, subject matter, and use of media.)	

pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.)			
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Benchmarks from NYC Visual Art Blueprint for Teaching and Learning:

- (8th Grade) Students hone observation skills and discuss works of art.
- (8th Grade) Students reflect on the process of making art.
- (8th Grade) Create a sculpture that demonstrates unity through purposeful selection and manipulation of materials.
- (8th Grade) Create a sculpture that demonstrates symmetrical/asymmetrical balance.

Examples of Student Work



