

Unit 4: Planar Structure

Unit #: APSDO-00079269
Team: Jill Van Slooten (Author), Sara Glick

Grade(s): 9, 10, 11, 12
Subject(s): Visual Arts
Course(s): SCULPTURE

Unit Focus

In this unit, students will employ flat shapes as a means of creating sculptural forms using intersecting planes. Concepts of positive and negative space, repetition for harmonious design, issues of weight, mass and volume, balance within a design, and symmetry versus asymmetry to create visual interest will be addressed. Assessments will include project rubrics, written self evaluations, sketchbook progress, and in class observation of progress. Primary instructional materials include, but are not limited to, visual resources, oaktag, cardboard or foam core, paper tape, matt knives, cutting mats, hot glue, acrylic paint, sketchbooks, writing implements, glue sticks, paper, paintbrushes, and water cups.

Stage 1: Desired Results

Established Goals	Transfer	
<p>Standards</p> <ul style="list-style-type: none"> • Connecticut Goals and Standards <ul style="list-style-type: none"> ◦ Visual Arts: PK-12 <ul style="list-style-type: none"> ▪ CREATING <ul style="list-style-type: none"> ▪ Generate and conceptualize artistic ideas and work. (ART.CREA.01 PK-12) ▪ Organize and develop artistic ideas and work. (ART.CREA.02 PK-12) ▪ Refine and complete artistic work. (ART.CREA.03 PK-12) ▪ PRESENTING <ul style="list-style-type: none"> ▪ Develop and refine artistic techniques and work for presentation. (ART.PRES.02 PK-12) ▪ RESPONDING <ul style="list-style-type: none"> ▪ Apply criteria to evaluate artistic work. (ART.RESP.03 PK-12) 	<p><i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i></p> <p>T1 (T100) Work through a creative process to make art that communicates meaning and/or achieves a desired result.</p> <p>T2 (T101) Experiment with diverse materials, tools, techniques, and concepts in order to grow one's capacity as an artist.</p> <p>T3 (T103) Analyze a piece of artwork according to the elements and principles of design.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)

	<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 (U100) Artists plan, problem solve, and revise ideas throughout the creative process.</p> <p>U2 (U104) Artists improve through exploration and experimentation with materials, tools, techniques, and concepts.</p> <p>U3 (U105) The materials and techniques you use and the way you use them affect the craftsmanship/quality of your work.</p> <p>U4 (U101) Artists effectively communicate by using the elements and principles of design.</p> <p>U5 (U300) Feedback is effective when specific suggestions are shared in order to help the artist achieve a desired result.</p> <p>U6 (U200) Artists consider various criteria (concept, craftsmanship, personal connection) in selecting and presenting.</p> <p>U7 (U400) Effective analysis of artwork uses the elements and principles of design with appropriate art terminology.</p> <p>U8 (U106) Growing artistic capacity requires exploration, invention, and openness to new ideas.</p>	<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 (Q100) Where do I find inspiration to create art? How do I choose an idea?</p> <p>Q2 (Q403) How do I turn my ideas, experiences, and feelings into art?</p> <p>Q3 (Q104) How do I use materials, tools, techniques, and concepts to express my ideas?</p> <p>Q4 (Q400) How can I "read" a work of art? What do I notice?</p> <p>Q5 (Q401) How do I use art vocabulary and criteria to talk about a work of art?</p> <p>Q6 (Q103) When is my work ready for an audience?</p> <p>Q7 (Q304) How do I use art vocabulary and criteria to talk about a work of art?</p> <p>Q8 (Q200) Which pieces demonstrate my best work?</p>
Acquisition		
Knowledge		Skill(s)

	<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p>	<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p>
	<p>K1 Designing the negative space around and between structural elements can influence the appearance of weight and add visual interest to sculptural form</p> <p>K2 Traditional use of 2-dimensional elements from drawing and painting can be expanded to include 3-dimensional forms and design</p> <p>K3 Artists use a broad variety of subjects as inspiration for their work</p> <p>K4 Elements which are unbalanced or protrude into space can be used to create visual unrest or discomfort with a design and can be used as a meaningful element</p> <p>K5 Artists often create maquettes as a method of exploring and refining 3-dimensional design ideas</p>	<p>S1 Creating, refining, and joining planar forms to express a specific theme or idea</p> <p>S2 Considering and choosing negative space elements to support their design ideas and influence the viewer</p> <p>S3 Using the creation of maquettes as a method of exploring their ideas for a project</p> <p>S4 Employing relevant and appropriate design vocabulary when talking about their work or the work of other artists</p> <p>S5 Critiquing art using appropriate terminology and concepts (e.g., elements, principles) supported by clear explanations</p>