

Unit 5: Abstract Sculpture

Unit #: APSDO-00070695
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Grade(s): 9, 10, 11, 12
Subject(s): Visual Arts
Course(s): ADVANCED CERAMICS

Unit Focus

In this unit, students will learn the differences between realistic, abstract, and non-objective sculpture and how to develop an object into an abstract design plan without creating a realistic copy of what they see. Students will apply this learning toward the creation of a sculptural form based on a chosen object from nature. The elements and principles of art will be examined as a way to inform the work. Emphasis will be placed most specifically on form, texture, color, proportion, and design unity with contrast. Desired viewer response will be discussed along with questions regarding the nature of artistic intent and viewer response. Sketchbooks will be used for design sketches, gathering ideas for form and texture, as well as information about the works of other artists in the area of abstract design. Assessments will include individual and group discussion and critique, written analysis of works, and an applied rubric specific to the assignment. Primary instructional materials include, but are not limited to, earthenware clay, glazes, underglazes and non-traditional finishes, modeling tools, visual references, online resources, and sketchbooks.

Prior Learnings/Connection

Prior experience in ceramic design, elements and principles of design and ceramic construction techniques will be drawn upon for the successful completion of an abstract sculptural form.

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) ▪ Convey meaning through the presentation of artistic work. (ART.PRES.03 PK-12) ▪ RESPONDING <ul style="list-style-type: none"> ▪ Perceive and analyze artistic work. (ART.RESP.01 PK-12) ▪ Apply criteria to evaluate artistic work. (ART.RESP.03 PK-12) ▪ CONNECTING <ul style="list-style-type: none"> ▪ Synthesize and relate knowledge and personal experiences to make art. (ART.CONN.01 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>	
	T1 (T100) Work through a creative process to make art that communicates meaning and/or achieves a desired result.	
	T2 (T101) Experiment with diverse materials, tools, techniques, and concepts in order to grow one's capacity as an artist.	
	T3 (T103) Analyze a piece of artwork according to the elements and principles of design.	
T4 (T102) Provide specific, actionable feedback to another artist during the creative process.		
T5 (T104) Respond to artwork based on personal experience, artist statement (if provided), and/or background context.		
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 (U101) Artists effectively communicate by using the elements and principles of design.</p> <p>U3 (U102) Artists communicate meaning through their work.</p> <p>U4 (U104) Artists improve through exploration and experimentation with materials, tools, techniques, and concepts.</p> <p>U5 (U105) The materials and techniques you use and the way you use them affect the craftsmanship/quality of your work.</p> <p>U6 (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 (Q104) How do I use materials, tools, techniques, and concepts to express my ideas?</p> <p>Q3 (Q101) What do I do when I'm stuck? What will help me keep improving?</p> <p>Q4 (Q103) When is my work ready for an audience?</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>K1 That abstract and nonobjective art, by definition, are not the same</p> <p>K2 Elements of an object can be used to create abstract work without realistically depicting the entire object</p> <p>K3 Artists use abstraction as a means to create unique sculptural works which convey meaning without replicating the original subject</p>	<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Using ceramic processes to successfully create sculptural forms based on objects from nature</p> <p>S2 Re-interpreting elements within the design of an object to construct in a manner which expresses a unique form</p> <p>S3 Analyzing the sculptural processes and resulting product of an abstract sculpture</p> <p>S4 Critiquing art using appropriate terminology and concepts (e.g., elements, principles) supported by clear explanations</p>