

Unit Title: Spirit Pod **Unit Theme:** Spirit – Giving Form to the Abstract **Grade:** 9-12 **Length of Unit:** 15 classes

Desired Results

State Content Standard(s):

- VA:Cr1.1.1a: *Use multiple approaches to begin creative endeavors.*
- VA:Cr2.1.1a: *Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.*
- VA:Pr5.1.1a: *Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.*
- VA:Cn10.1.1a: *Document the process of developing ideas from early stages to fully elaborated ideas.*

Central Focus:

Students will understand:

- *How to utilize expressive line in a three-dimensional context.*
- *The technical and conceptual foundations of working with reed and wire.*
- *How final display of a sculpture affects overall design, construction, and concept.*

Essential Question(s):

Theme

- *What is the essence of my spirit?*

Art

- *How can I give form to something non-physical and abstract?*
- *How can line represent emotion and personal qualities?*
- *How does considering the final display of my sculpture early on affect the artmaking process?*

Student objectives (outcomes):

Students will be able to:

- *Create an abstract sculpture that represents their spirit using expressive line.*
- *Apply two or more reed and/or wire connection techniques.*
- *Create a plan of action for the construction of their sculpture.*

Assessment Evidence

Formative Assessments:

- *Discussion inferring what kind of person each example spirit pod could belong to during opening.*
- *Investigating descriptive words and line-drawing lines that visually represent chosen descriptive words.*
- *Thumbnail sketches and detailed sketches of final design that show thought behind concept and construction of final product.*
- *Demonstration of student's ability to execute all connection techniques before beginning construction of final product.*
- *Process – 2D composition transferred into 3D, ceramic vessel. Skill and overall care to the materials, tools, and final product.*

Summative Assessments:

- *Self- Assessment – Students will identify and justify, through a rubric, what hand-building techniques and principle/elements of art they used in the construction of their vessel.*
- *Self- Reflection – Students will respond to an essay prompt to explain the conceptual meaning behind their narrative vessel.*
- *Final Product – Final product will be assessed using rubric.*

Learning Plan

Opening:

Introduce students to the concept of giving form to abstract, non-physical ideas. Talk about our spirits/souls and what we think they would look like if we could see them. Show examples of spirit pods and ask students to describe what kind of person each spirit pod could possibly belong to and how abstract line and form informed their descriptions.

Generating Ideas and Making Preliminary Plans:

Look at examples of spirit pods and other abstract forms.

Ask students to identify and write a list of words that describe their own spirit or soul. Then have students draw lines that visually represent each descriptive word. Use these lines as a jumping off point to begin thumbnail sketches.

Introduce students to thumbnail sketches, asking them to create as many variations of the same idea as they possibly can, then narrow it down to one or two ideas that they will create larger, more detailed sketches of.

Exploring Materials, Tools, and Techniques:

In small groups, demonstrate connection techniques with wire and reed. While working with one small group, the rest of the class will continue working on generating ideas for their spirit pod. The next day, after techniques have been demonstrated to the whole class, students will have the opportunity to attempt connection techniques and experiment with manipulating wire and reed. Students will need to keep their examples of each connection technique, so I can give feedback

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and give them the go ahead to move on to the construction of their final product.

Creating the Final Product:

After trying the different connection techniques, students will take their sketches and begin to think through the order of construction and what techniques they plan to use. Once they have established a course of action, students will have 2 weeks to complete the construction of their spirit pods. Students may bring in additional materials that they would like to incorporate into their design (tree branches, tea lights, beads, etc.)

Reflecting:

On completion of their project, students will take 3 professional, high quality photographs of their work to add to their portfolio and submit to Canvas. Along with the photographs, students will complete a self-assessment/reflection using the provided rubric. Students will score themselves in each of the categories and have to justify their scores in a written reflection.

Resources and Materials:

- Student Digital Devices
- Sketchbook, Pencil
- PowerPoint Presentation
- Supplemental Worksheets & Vocabulary for the Unit
- Wire, variety of gauges and colors
- Pliers
- Wire Cutters
- Reed, variety of widths and colors
- Scissors

Required Accommodations/Modifications:

- *Briefly summarize any required accommodations or modifications for students receiving special education services and/or student who are gifted and talented as they will affect your instruction in this lesson.*

Additional Modifications for Individual Students:

- Students who struggle with reading or vocabulary will be given a modified vocabulary sheet that only asks them to recognize a few key words and concepts.
- More one to one instruction with ENL students who have trouble understanding verbal instructions.
- For those with sensory and/or motor skill issues, students could work with yarn stiffened with starch, softer wire, and/or pipe cleaners.

Extending the Lesson

- Once everyone has constructed their spirit pod, have students walk about and write descriptive words on sticky notes for each other's sculptures. Discuss why or why not the words chosen by classmates accurately represent the artist's original intent.