**Art Education Six-Point Lesson Plan Template**  Lesson: Sculpture Assemblage Project

Author: Taylor Gartman Grade Level: High School: Art I or II\_\_\_\_

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| Lesson Title:  Sculpture Assemblage |
| Essential Standards:  B.V.1.1 Use art vocabulary when discussing art and artistic styles.  B.V.2.3 Create personal, symbolic expression as a means of communication (original, visual language).  B.CX.1.2 Explain how art influences historical perspectives on society.  B.CX.2.2 Recognize the interdisciplinary knowledge used in the creation of art. |

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| **Activity** | **Description of Activities and Setting** | **Time** |
| 1. Focus and Review | Review the past two lessons that dealt with Symbolism and Composition ( this is included in the powerpoint presentation). Introduce the new project, assemblage sculpture! | 5 min |
| 2. Statement of Objective  for Learner | By using previous knowledge about symbolism and composition in 2D and 3D art, students will create their own assemblage sculptures that reflect one or more of the following:   1. A statement about an issue you are passionate about. 2. A whimsical twist on a biotic form. 3. A focus of form in itself ( specifics of composition and inclusion of compositional elements | 1 min |
| 3. Teacher Input | Go over the corresponding Powerpoint. The presentation reviews composition and symbolism,how they interact in a 2D sense. Transitioning how those principles relate to 3D forms by breaking down what assemblage sculpture is.  Assemblage Sculpture : (*noun*) - As one familiar with the word "assembly" might assume, **assemblage** is a form of sculpture composed of "found" objects arranged in such a way that they create a piece. These objects can be anything organic or man-made. Scraps of wood, stones, old shoes, baked bean cans  This form of sculpture may be whimsical in nature but it is also a highly used medium for communicating perspectives on current events and history. Proceed into talking about Betye Saar, her artist statements, and work. \*\*\*Point out her use of symbolism and composition.\*\*\*  Throughout the presentation, learners will be asked questions to make sure they are understanding both the key concepts and information of the presentation. | 30 min |
| 4. Guided Practice | At the end of the presentation students will be asked to think about what message they want to convey( the 3 main reflections listed above). Research and sketches must be completed and checked in with the instructor before starting assemblage! The main thing the instructor needs to look for is a determined concept, not as much of the sketch because new materials will be added when going thrifting and the “junk” basket (box of random objects brought in by the instructor). | 5 min |
| 5. Independent Practice | Students will be given the remaining time of the class to construct their concepts and explore the “junk” basket. The instructor should go around and check in with each student to make sure they are making progress or to help them if they are stuck on how they may want to convey their idea. When a student feels they have a good concept and it is approved by the instructor let them begin their construction process. | 50 min |
| 6. Closure and Clean Up: | Have students put all their materials in the designated parts of the classroom. Once everyone is seated again go over key concepts that were discussed in the powerpoint and if anyone wants to share their concepts with the class. | 5 min |
| Assessment Methods of  all objectives/skills: (Include any modifications) | Students have developed an understanding of composition, symbolism, and assemblage sculpture by observing other artists work and in the creation process of their own. | |
| **Directed Questions for Discussion:**  What are some examples of symbolism?  How can a composition project a message?  What do I want my assemblage sculpture to be about and/or what figure do I want to convey?  What materials should I use? How do they correlate to ideas?  How can I use composition and symbolism in my work? | | |
| **Modifications to Support Varied Learning Needs**: If students have fine motor skill deficiencies they will be given assistance in the process of attaching objects together. | | |
| **Materials/Technology/References:**  Google Presentation: <https://docs.google.com/presentation/d/1Tr_EqU7hSR9BsqQbvKVj6K0d1K29E3ZHah5r8lvL-Zo/edit#slide=id.ga8a1fed5a2_0_285>  Materials:  Have a multitude of objects students can look through and find inspiration with ( from buttons to doll heads).  Hot glue and hot glue gun stations  Duct tape  Super glue  Sketchbooks( research and mock sketches)  wood | | |
| Reflection on the lesson: | | |