**Unit Summary**

In this unit, students will design a sculpture that expresses an idea to make the world a better place. Students will brainstorm by studying other middle school students’ inventions and discussing their own ideas. They will discuss expression. Students will create armatures using plaster casting. Then, they will add a base and found items to form their sculpture. They will enhance their work by adding a simple electrical circuit. They will paint their sculpture using color theory. Finally, they will add any items that they wish to better express theme. They will reflect on their success by writing on their rubrics.

**Unit Rationale**

The unit helps students' build vital life skills and artistic abilities. Students are challenged to brainstorm how they would make the world a better place and strive to convince others of their opinions by creating a visual representation. Furthermore, students combined their prerequisite knowledge of media with a new medium, plaster casting, to craft a stable, durable sculpture. Throughout the process students enhance their understanding of life through art.

 Within the context of the curriculum’s scope and sequence, the unit provides review, builds knowledge, and prepares students through knowledge of students’ development. Students are engaged through an age-appropriate topic with relevant real-life examples as Junior High observe videos on other middle school students' inventing designs to improve the world. Students' increased their knowledge by focusing on expressing themselves. Also, they will learn to plaster cast and to create electrical circuits through discussions, experimentation, and teamwork. Thus, students received differentiated instruction through varied content, processes, product, and learning environment. Thus, students were encouraged to utilize their preferred learning modalities to explore this interesting topic.

**Three Lakes District Standards based on National Visual Arts Standards Grades 7& 8 in paraphrases**

1. Brainstorm artwork ideas through multiple methods, such as discussions, interactive activities, sketches, written prompts, and mood boards. (VA:Cr1.1.7, VA:Cr1.1.8)Bottom of Form

2. Analyze shown artwork and real world problems through written and verbal reflection as a basis for creating artwork. (VA:Cr1.2.7, VA:Cr1.2.8)

3. Demonstrate basic techniques using the following medium: drawing, painting, ceramics, airbrush, graphic design, and so forth. (VA:Cr1.2.7, VA:Cr1.2.8)

5. Demonstrate ethical behavior when sharing art, creating art, and interacting with others. (VA:Cr2.2.7, VA:Cr2.2.8)

7. Evaluate own and other’s artwork through rubrics, checklists, self-critique notes, and peer-critique notes. (VA:Cr3.1.7, VA:Cr3.1.8)

14. Analyze artwork to determine strategies that are used to visually communicate. (VA:Re8.1.7, VA:Re8.1.8)

**Unit Goals & Assessments**

* Identify ways that junior high students can make the world a better place. (large group discussion, written reflections, verbal reflections)
* Illustrate one way that junior high students can make the world a better place. (student experimentation, teacher observation)
* Construct structurally sound sculpture. (student experimentation, teacher observation)
* Properly handle selected media which may include plaster cast, paint, found objects, writing, electricity, drawing, etc. (student experimentation, teacher observation)
* Create a visually pleasing, expressive design. (student experimentation, teacher observation)
* Justify how their work is sturdy, visually pleasing, expressive, and appropriate. (large group discussion, written reflections, verbal reflections)

**JH: Save Sculpture D1 Develop theme.**

**Objectives:**

* Identify how to make the world a better place. (large group discussion, written reflection)
* Plan an expressive artwork that illustrates a way to make the world a better place. (verbal explanation, written reflection)

*In the last unit, you learned from professionals by analyzing their artwork and creating a glogster depicting their work. In this next unit, you’ll use what you learned to make a difference! In this next unit, you’ll make a difference by creating a sculpture illustrating how you can save the world or make the world a better place. (Next class, you’ll begin plaster casting!)*

* DUE: Assignment from last class.
* These kids made a difference. Just like these kids, YOU hold tomorrow’s future!!! Watch one of the following videos.
* <https://www.weareteachers.com/15-ways-students-changing-world/>
* <http://www.samsung.com/us/solvefortomorrow/winners.html>
* <https://youtu.be/OMfoigDkCA8>
* <http://www.mnn.com/lifestyle/responsible-living/photos/8-amazing-kids-who-have-changed-the-world/get-ready>
* According to Greek mythology, Athlas was commanded by Zues to keep the Earth and Sky separate so that they won’t fight.
* http://en.wikipedia.org/wiki/Atlas\_(mythology)
* http://en.wikipedia.org/w/index.php?title=File:Atlas\_sculpture\_on\_collins\_street\_melbourne.jpg
* While Athlas is a make-up figure, one person can make a difference! (Examples)

*You can make a difference! In this next unit, you’ll make a difference by creating a sculpture illustrating how you can save the world or make the world a better place. Your goal is to encourage others to make a difference! As I read the following, circle or write the concept that you think is most interesting. (Show students examples while reading.)*

* **Concepts:** Circle or write the concept that you think is most interesting.
* Identify ways that you can make a difference in making the world a better place.
* Illustrate how you, and others like you, can make the world a better place.
* Create a structurally sound sculpture.
* Combine multiple mediums including plaster cast, paint, found objects, etc.
* **Rationales:** Circle or write the reason that you think is most important.
* Improve the world around you.
* Discuss concepts as a concerned citizen.
* Use mixed mediums to create artwork!
* Have fun making the world a better place.
* Create a visually pleasing design so you can earn money and fame. You’ll have the chance to enter contests and earn $$$!

*In this unit, you’ll create a sculpture illustrating how you can save the world or make the world a better place.*

* Brainstorm! What would make Three Lakes a better town? What would make people want to move here? (Write on Mind Map OR Play charades OR have students complete this as homework!)
* Brainstorm! Based on what you see, who does this person what to change the world? How could he/she better illustrate this?

*In this unit, you’ll create a sculpture illustrating how you can change the world.*

* Plan! You’ll pick 1 way to change the world from the list or from your head. Then, you’ll create a 3D model symbolizing this idea. Show examples. You have 5 minutes of silent work time to complete the following.
	+ **Justify:** How does your design show how you, and others like you, make the world better? (Write 1 detailed sentence based on our discussion and your thoughts. Describe how it’ll show saving the world.
	+ **Draw.** Draw a sculpture showing how you (a regular person) could make the world better.
		- Complete the sentence: WHO could make be world a better place by DOING WHAT.
		- You can include LED lights or ??? You pick media!
		- You may include a hand or face. (show examples!)
		- You should make it original. NO COPYING!
	+ **Plan.** Do you need to bring anything or need Ms. Grapa to get anything special?

*Today, you planned your next assignment, a sculpture illustrating how you can make the world a better place.* *Tomorrow, you’ll begin to create a plaster cast base to decorate!!!! Watch the demo!*

* Work in teams and work fast!!!! Each table needs to send 1-2 models to sit at tables.
* Respect your teammate. You can pick your teammate. (Write down partner. Direct the student to lay down.)
* Be organized. (Set the bowl near his head. Encourage the students to set up their workspace in a similar manner.)
* Dip, Slip, Crisscross, Layer, Smooth. DO NOT TO PUT STRIPS BACK IN THE DISH!!!

**JH: Save Sculpture D2 Create first cast.**

**Objectives:**

* Properly demonstrate plaster cast construction to create a sturdy armature. (student experimentation, teacher observation)
* Demonstrate teamwork by completing artist and model tasks. (student experimentation, teacher observation)
* Evaluate armature’s construction to determine sturdiness. (large group discussion)

PREP: Dry stations, Work Stations

*In this unit, you’ll make a difference by creating a sculpture illustrating how you can save the world or make the world a better place. Last class, you brainstormed ideas to save the world and sketched ideas. Today, you’ll begin plaster-casting your armature. Next class, you’ll finish plaster casting!)*

* DUE: sketch

*Let’s review plaster casting by watching this demo and taking notes on making your armature!*

* Review plaster casting steps by having the students watch the video and fill-in-the-blanks (the underline text) on the whiteboard. Reference the whiteboard as they work if they need to know the next steps.)
* Get in position. Look at sketch.
* Get organized. Set the two bowls on newspaper near his head. Have sketch out.
* Cover with plastic, gloves, and/or jelly. Keep nose open.
* Dip and slip.
* Crisscross and smooth strips in middle of face. Work FAST!
* Layer 3 strips. To create a well-constructed plaster cast piece, you need to crisscross strips, layer 3 strips, and smooth all of the holes so that you can’t see the glaze. Hint: Use the goopy stuff from the bottom of the pan!
* Leave openings.

*Today, you will be creating your plaster cast of your partner’s face/hand using their assignment sheet as a guide. You should follow the instructions on the board. Refer to the board if you don’t remember what to do next.*

* Pick who will go first.
* Work fast! You will need to work quickly to complete their entire face in the class period. IF you finish early or are waiting, help someone else! You should add extra strips as needed to match your design. You’ll need to work quickly as a team.
* Model coat hands with jelly or plastic wrap and form position. (Model, your job is to make sure the artist is matching your design.) You should trip to help create plaster strips or smooth plastic strips with your other hand.)
* Artist dump strips in water and then, crisscross strips. (Artist, your job is to make sure that it is well-constructed!)

*Today, you sought to create the armature for your plaster cast unit using good construction before you clean up, you’ll check your construction by answering several questions. This is important so that you know if there is anything that you need to fix before next class. (*Show me by giving me thumbs up or down!)

* Is your work well constructed?
* Is it strong so that it won’t bend?
* Did you smooth all of the holes so that you can’t see the gauze?
* Did you alter the shape to match your design?
* Did you clean your place so that there is no plaster sitting out?
* DUE: 1 team member’s hand/face

**JH: Save Sculpture D3 Create 2nd cast.**

**Objectives:**

* Properly demonstrate plaster cast construction to create a sturdy armature. (student experimentation, teacher observation)
* Demonstrate teamwork by completing artist and model tasks. (student experimentation, teacher observation)
* Evaluate armature’s construction to determine sturdiness. (large group discussion)

*In this unit, you’ll make a difference by creating a sculpture illustrating how you can save the world or make the world a better place. Last class, you brainstormed ideas to save the world and sketched ideas. Today, you’ll begin plaster-casting your armature. Next class, you’ll improve your armature’s sturdiness!*

* DUE: 1st cast
* *Let’s review plaster casting by answering this question!*
* What is an armature? What is an armature? (A: It is the base of your sculpture. It is a sturdy structure that creates the basic form of your design and is held together using adhesive.)
* Which is good vs. poor plaster casting construction? How can you fix this design? (Student should point to the correct one. Randomly call on students to share suggestions!

*Today, you will be creating your plaster cast of your partner’s face/hand using their assignment sheet as a guide. You should follow the instructions on the board. Refer to the board if you don’t remember what to do next.*

* + Pick who will go first.
	+ Work fast! You will need to work quickly to complete their entire face in the class period. IF you finish early or are waiting, help someone else! You should add extra strips as needed to match your design. You’ll need to work quickly as a team.
	+ Model coat hands with jelly or plastic wrap and form position. (Model, your job is to make sure the artist is matching your design.) You should trip to help create plaster strips or smooth plastic strips with your other hand.)
	+ Artist dump strips in water and then, crisscross strips. (Artist, your job is to make sure that it is well-constructed!)
	+ IMPROVE projects from last class!!!

*Today, you sought to create the armature for your plaster cast unit using good construction before you clean up, you’ll check your construction by answering several questions. This is important so that you know if there is anything that you need to fix before next class. (*Show me by giving me thumbs up or down!)

* Is your work well constructed?
* Is it strong so that it won’t bend?
* Did you smooth all of the holes so that you can’t see the gauze?
* Did you alter the shape to match your design?
* Did you clean your place so that there is no plaster sitting out?
* DUE: 2nd team member’s hand/face (all casting!)

**JH: Save Sculpture D4 Improve armature’s sturdiness.**

**Objectives:**

* Express meaning by combining media. (verbal reflection, teacher observation)
* Improve construction of armatures by reflecting on art piece and making revisions. (student experimentation, teacher observation)
* Evaluate armature’s construction to determine sturdiness. (large group discussion)

*In this unit, you’ll make a difference by creating a sculpture illustrating how you can save the world or make the world a better place. Last class, you finished plaster-casting your armature. Today, you’ll improve your armature’s sturdiness. Next class, you’ll add an electrical circuit to improve your work’s expression!*

* DUE: 2nd casting (all casting!)
* 1. Based on this picture, which is better casting?
* 2. How improve casting?
* 3. What is an armature?
* BONUS: Where are the LED lights?
* IF: Based on this picture, how should you make the world a better place? How could it better show this?

*Today, you’ll create an expressive sculpture. You will need to show how you can save the world and encourage others to do the same.*

* BONUS: Plan. How could you make your work sturdier?
* Explain: You’ll visit 3 stations. Watch me demonstrate each station. Then, you’ll have a chance to do. Your goal is to make it through the first 3 stations today!
	+ 1. Fix plaster. I want to make it sturdy. Which is the sturdiest? QUICK VOTE!
	+ 2. Sand plaster. Does it need to be that strong? I need to make it neat. Which is neater? How could I make it neater?
	+ 3. Add a base. I want to make it the right shape. But that’s difficult to make into the shape that I need, is there something else that I could use?
	+ 4. Add found objects. Emphasize students can differentiate by using medias that they already know about: clay, airbrush, drawing, painting, electricity, assemblage, etc.
	+ 5. Add circuit. Create practice paper circuit worksheet. Wire your artwork using paper circuit as a guide.
	+ 6. Paint plaster to show meaning. Read colors list. As you listen, write down the color that you want to use and why! Pay attention; you’ll be tested at the end of class. Create underpainting.
	+ 7. Repeat step 4.

*Today, you sought to create a sturdy, expressive armature.*

* Reflect to remember, save time, and create better artwork. Answer one of the questions on your unit guide. Emphasize that students' can differentiate by recording verbal or written reflections.
* How did you make it sturdier? OR What color did you pick? Does it develop your work’s meaning? OR How does an electrical circuit work?
* DUE: Sturdy armature including base (ALL CASTING MUST BE FINISHED!)

**JH: Save Sculpture D5 Add electrical circuit**

**Objectives:**

* Express meaning by combining media. (verbal reflection, teacher observation)
* Improve construction of armatures by reflecting on art piece and making revisions. (student experimentation, teacher observation)
* Evaluate armature’s construction to determine sturdiness. (large group discussion)

*In this unit, you’ll make a difference by creating a sculpture illustrating how you can save the world or make the world a better place. Last class, you improved your armature’s sturdiness. Today, you’ll add an electrical circuit to improve your work’s expression! Next class, you’ll add color to improve your work’s expression!*

* DUE: Sturdy armature including base
* Based on this picture and what we discussed last class, which is sturdier? Now guess, which will light up?
* BONUS: What does this artwork mean? How does this artwork inspire you to make the world a better place? What makes you say that? How could it better show this? (Call on random students.)

*Today, you’ll create an expressive sculpture by adding an electrical circuit. You will need to show how you can save the world and encourage others to do the same.*

* BONUS: Plan. How could you make your work sturdier?
* Explain: You’ll visit 3 stations. Watch me demonstrate each station. Then, you’ll have a chance to do. Your goal is to make it through the first 5 stations today!
	+ 1. Fix plaster. I want to make it sturdy. Which is the sturdiest? QUICK VOTE!
	+ 2. Sand plaster. Does it need to be that strong? I need to make it neat. Which is neater? How could I make it neater?
	+ 3. Add a base. I want to make it the right shape. But that’s difficult to make into the shape that I need, is there something else that I could use?
	+ 4. Add found objects. Emphasize students can differentiate by using medias that they already know about: clay, airbrush, drawing, painting, electricity, assemblage, etc.
	+ 5. Add circuit. Create practice paper circuit worksheet. Wire your artwork using paper circuit as a guide.
		- See page 25. <http://hmsmakerspace.weebly.com/uploads/3/6/3/9/3639173/paper_circuits_for_makerspaces__1_.pdf>
		- Emphasize:
			* Electrical circuits work because the create a loop, called a circuit. The electricity flows because the electrons travel! (If desired watch: <https://www.youtube.com/watch?v=VnnpLaKsqGU>)
			* Make a circuit by arranging negative sides match the positive sides. Demonstrate with LED long leg to positive battery side and short leg to negative battery side.
			* Use wire or copper tape depending on your sculpture to “length” the legs so that you can complete the circuit by the battery.
			* Use a switch or make a switch to connect the circuit by the battery.
	+ 6. Paint plaster to show meaning. Read colors list. As you listen, write down the color that you want to use and why! Pay attention; you’ll be tested at the end of class. Create underpainting.
	+ 7. Repeat step 4.

*Today, you sought to add an electrical circuit to your sturdy, expressive armature.*

* Reflect to remember, save time, and create better artwork. Answer one of the questions on your unit guide. Emphasize that students' can differentiate by recording verbal or written reflections.
* How did you make it sturdier? OR What color did you pick? Does it develop your work’s meaning? OR How does an electrical circuit work?
* DUE: Sturdy armature with electrical circuit

**JH: Save Sculpture D6 Paint base coat.**

**Objectives:**

* Express meaning by combining media and selecting colors. (verbal reflection, teacher observation)
* Explain how artwork expresses meaning. (verbal or written reflection)
* Evaluate armature’s construction to determine sturdiness. (large group discussion)

*In this unit, you’ll make a difference by creating a sculpture illustrating how you can save the world or make the world a better place. Last class, you added an electrical circuit to improve your work’s expression! Today, you’ll add color to improve your work’s expression! Next class, you’ll enhance your work’s composition.*

* DUE: Sturdy armature including base
* Based on this picture and what we discussed last class, which has a closed circuit? Now guess, which is a better underpainting? BONUS: What is an underpainting?
* BONUS: What does this artwork mean? How does this artwork inspire you to make the world a better place? What makes you say that? How could it better show this? (Call on random students.)

*Today, you’ll create an expressive sculpture. You will need to show how you can save the world and encourage others to do the same.*

* BONUS: Plan. What colors will help express your design? Write 1+ idea. BONUS: How can you better express your theme?
* Explain: You’ll visit 3 stations. Watch me demonstrate each station. Then, you’ll have a chance to do. Your goal is to make it through the first six stations today!
	+ 1. Fix plaster. I want to make it sturdy. Which is the sturdiest? QUICK VOTE!
	+ 2. Sand plaster. Does it need to be that strong? I need to make it neat. Which is neater? How could I make it neater?
	+ 3. Add a base. I want to make it the right shape. But that’s difficult to make into the shape that I need, is there something else that I could use?
	+ 4. Add found objects. Emphasize students can differentiate by using medias that they already know about: clay, airbrush, drawing, painting, electricity, assemblage, etc.
	+ 5. Add circuit. Create practice paper circuit worksheet. Wire your artwork using paper circuit as a guide.
	+ 6. Paint plaster to show meaning. Read colors list. As you listen, write down the color that you want to use and why! Pay attention; you’ll be tested at the end of class. Create underpainting.
		- An underpainting is important because you are laying down the base color similar to when you glaze. You are deciding where to place the colors and how to unify the colors. Here is an example of underpainting. Can you point to the arrow that shows the well painted section and what arrow shows the poorly painted section? Using this example as a guide, you should paint your underpainting by balancing, contrasting, creating movement, and unifying your colors.
		- 1. Pick paint! Read colors list. As you listen, write down the color that you want to use and why! Pay attention; you’ll be tested at the end of class. Create underpainting.
		- 2. Organize workspace. Lay down newspaper. Set armature on top. Set sketch to side. Pick the right size paintbrush. Get quarter-size amount of paint.
		- 3. Dip brush in the paint to the ferrule.
		- 4. Outline. Then, fill in.
		- 5. Dry with hair driers. Repeat.
		- 6. Clean brush by wiping the majority of the paint from the brush, gently thumping the brush against the containers’ bottom about 5 times, and rising the brush in the sink until clean.
	+ 7. Repeat step 4.

*Today, you sought to create a sturdy, expressive armature.*

* Reflect to remember, save time, and create better artwork. Answer one of the questions on your unit guide.
* How did you make it sturdier? OR What color did you pick? Does it develop your work’s meaning? OR How does an electrical circuit work?
* DUE: painted armature

**JH: Save the World D7 Enhance composition.**

**Objectives:**

* Discuss composition strategies including balance, contrast, movement, and unity. (small group reflection, individual discussions)
* Express meaning by combining media and selecting colors. (verbal reflection, teacher observation)
* Justify own armature’s composition. (verbal or written reflection)

*In this unit, you’ll make a difference by creating a sculpture illustrating how you can save the world or make the world a better place. Last class, you added color to improve your work’s expression! Today, you’ll enhance your work’s composition. Next class, you’ll complete your sculpture!*

* DUE: painted armature
* To begin, you’ll review the composition strategies that you’ve been learning all year long SO THAT you can create a visually pleasing work of art! You’ll divide into groups and rotate through 5 stations. At each station, you’ll answer the question on the poster by writing 1+ sentence. Mention Yes/No and HOW/WHY you know this. You have 11/2 minutes per station. (Have students visit stations.)
	+ Which shows a better underpainting?
	+ Which better balances high and low relief?
	+ (Balance relief by placing equal amounts of high and low areas on both sides. OR balance one group of high objects and one group of low objects.)
	+ Which better uses contrast to make the focal point stand out?
	+ (One area should stand out because it has more details, is a different color, or has a different texture. There isn’t details and decorations everywhere.)
	+ Which has more movement? (Hint: how are the forms and colors arranged?
	+ (Forms and colors are grouped on a curved or diagonal line.)
	+ How do you unify colors? (Use a color scheme by repeating 3-4 colors. Use analogous, complementary, or monochromatic colors.)

*Today, you’ll begin to paint and decorate your armature. To create one that looks good, you’ll need to use good composition strategies. Just like in advertising, you want people to look at your artwork; having a good composition will make people want to look at your artwork!*

* Decorate work!
* *Here are some strategies. As I read them, fill in the blanks on your worksheet.*

*Today, you’ll use balance, contrast, movement, and unity to create a visually pleasing composition by painting your underpainting. Next class, you’ll continue to use balance, contrast, movement, and unity. To reflect on your work today, you should answer the following questions.* **Remember to mention the where and how just like you did in the learning café; however, this time you are looking at your own work! Answer at least one question.**

* Did you balance high and low relief?
* (Balance relief by placing equal amounts of high and low areas on both sides. OR balance one group of high objects and one group of low objects.)
* Did you use contrast to make the focal point stand out?
* (One area should stand out because it has more details, is a different color, or has a different texture. There isn’t details and decorations everywhere.)
* Did you arrange forms and colors to create movement?
* (Forms and colors are grouped on a curved or diagonal line.)
* Did you unify colors? (Use a color scheme by repeating 3-4 colors. Use analogous, complementary, or monochromatic colors.)
* BONUS: How did you improve your design to make it more expressive? By just looking at the sculpture, can you tell your idea?
* DUE: 1/2 Armature

**JH: Save the world D8 Complete.**

**Objectives:**

* Discuss expressive strategies to illustrate way to make the world better. (small group reflection, individual discussions)
* Express meaning by combining media and selecting colors. (verbal reflection, teacher observation)
* Evaluate technical, expressive, formal, and contextual aspects of design. (verbal or written reflection)

*In this unit, you’ll make a difference by creating a sculpture illustrating how you can save the world or make the world a better place. Last class, you enhanced your work’s composition. Today, you’ll complete your sculpture! Next class, you’ll begin your next unit!*

* DUE: 1/2 armature
* In this assignment, you are trying to express how you’ll save or improve the world. Today, you’ll gather more ideas to help you better express your idea. So that the viewer will understand your meaning just by looking at it. You won’t even have to explain it to them. To begin, you’ll gather ideas from your classmates by creating idea cards.
* Set out artwork with card in front. Guess the meaning. Return to seat. Based on their guesses, plan at least one revision.
* OR On your card, write your name and your “save the word idea.” Exchange cards. Read their card. Write 1 idea to better show their idea. OR Reflect by filling out your rubric.

*Using the cards, your original sketches, and your ideas as a guide, d*ecorate your armature. (Remember, you’ll have next class to complete your work!)

*Today, you expressed how to save/improve the work by decorating your armature using the ideas that you gathered.*

* *To reflect on today’s lesson, e*valuate the composition using a fun new technique that will let you exchange ideas! On the back of your idea card, write PQP, exchange cards, write WHAT & HOW/WHY. P (for positive) Q (for question) P (for polish or make better)
* Reflect by completing rubric! Be proud of what you have accomplished and check to see if you forgot anything.
* DUE: finished armature