

Name: Jorge Paz

Lesson Plan

Lesson Title: Understanding 3-D Space in Sculpture

Grade Level: 9-12

Description & Rationale:

Students will be introduced to contemporary 3-D sculpture artists and their public installations. They will discuss the spatial considerations these artists have to make, specifically with 3-D space, when creating and installing their work. Students will then choose a site on the school grounds for which they will create a sculpture for. Students will work, as individuals or as a group, with air-dry clay and found material and their chosen subject matter while keeping in mind the limitations of their chosen site. Pre-planned installations will be made available for students who may require them. Finally, students will create a proposal for their work which they will present as if presenting to actual patrons.

Skills:

Spatial Awareness: Students will learn to visualize and manipulate objects in 3-D space and consider how their sculptures will be viewed from multiple angles. They will also explore the use of negative and positive space in sculpture making.

Problem Solving: Students will work through creating creative solutions to overcome the obstacle of creating sculptures with spatial considerations. Students will also work through the iteration process as they draft and execute their designs.

Critical Thinking: Students will learn to observe and analyze existing artworks and discuss their effectiveness in utilizing space. Students will also reflect on their own work and assess how their own utilization of space.

Fine Motor Skills: Students will develop and work on their hand-eye coordination, dexterity, and ability to work with tools as they work with materials such as wire, clay, and more.

Collaboration: Students will work together and discuss the artists mentioned in lecture to reach a collaborative understanding of spatial consideration in sculpture. Students may also work together on the project and develop their coordination, teamwork, and interpersonal skills.

Communication: Students will learn to vocalize their ideas and critiques through group discussion and presentations. Formal presentation language and communication will be developed through proposal presentations.

Learning Objectives:

Upon completing this lesson, students will be able to:

- Discuss the formal 3-D elements of sculptures
- Evaluate how sculptures spatially interact with their surroundings
- Choose a location which best suits their sculpture
- Design and construct small-scale sculptures using instructor provided and found material
- Use persuasive language in oral presentations to persuade potential patrons

State Standards:

CREATING Prof.VA:CR1.1: Use multiple approaches to begin creating endeavors

Prof.VA:CR2.1: Engage in making a work of art or design without a preconceived plan

Prof.VA:CR2.3: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place

RESPONDING Prof.VA:Re8: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts

Prof.VA:Re9: Establish relevant criteria in order to evaluate a work of art or collection of works

CONNECTING Acc.VA:Cn10: Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.

RESPONDING Adv.VA:Re7.1: Analyze how responses to art develop over time based on knowledge of and experience with art and life.

Teaching Resources Needed to Support the Lesson: *Note: All background materials, research documents, and handouts should be listed below and included as attachments.*

- Information regarding site-specific and installation art:
 - A YouTube video briefly discussing the history of site-specific and installation art: https://youtu.be/SDRtlQ_ueSs?si=vVcFhwbrlrDM5ujs
 - A short article by the Getty Museum talking about contemporary art and its influence on site-specific and installation art: https://www.getty.edu/education/teachers/classroom_resources/curricula/contemporary_art/background1.html
- Information regarding the elements of 3-D design
 - A short YouTube video about shape and form in art <https://www.youtube.com/watch?v=Ql0N8niEMk>
 - An article about the elements and principles of structure with visual examples: <https://schs-art.weebly.com/3d-principles.html>
- Information regarding MIT's public art installations
 - MIT's outdoor public art digital tour <https://listart.stgry.app/1/tour/11117>
 - MIT's page on Antony Gormley's *Chord* <https://listart.mit.edu/art-artists/chord-2015>
 - MIT's page on J. Meejin Yoon's *Sean Collier Memorial* <https://listart.mit.edu/art-artists/sean-collier-memorial-2015>

Art Materials Necessary for the Lesson:

Core Sculpting Material

- Armature wire
- Pliers
- Air dry clay
- Sculpting tools
- Aluminum foil

Sketching and Planning

- Drawing materials (paper, pencils, pens, colored pencils, markers)
- Rulers

Optional Materials

- Hot glue gun and sticks
- White, craft glue
- Tape
- Acrylic paint and paint brushes
- Construction paper
- Found materials: any object or material students want to bring in (cardboard, beads, empty bottles or cans, printed material, etc.)

Considerations/Extensions

High Achieving Students: Students who finish quickly or feel unchallenged by the lesson may be provided with additional tasks or challenges to further deepen their understanding of 3-D space. These accommodations may look like:

- Asking the student to further refine their work by adding further details such as texture or a new type of material
- Assigning the creation of a second sculpture to be placed in a more complicated location
- Asking the student to support another student who may be struggling with their project
- Encouraging the student to expand their installation proposal as if they were to propose the installation to the school admin

Low Achieving Students: Students who feel that they may not be able to complete the assignment or have low interest in the lesson may be provided with alternative expectations or approaches to the assignment. These accommodations may look like:

- Providing pre-planned sculptures with an outline on how to complete it
- Simplifying the scale or complexity of the project until it's more manageable
- Emphasizing progress over finishing a perfect sculpture
- Encouraging the inclusion of personal interests or themes into the sculpture

Teacher Activities	Purpose/Student Activities
<p>Introduction:</p> <p>The lesson begins with the introduction to some of the public sculptures at Massachusetts Institute of Technology (MIT), with a specific emphasis on Antony Gormley's <i>Chord</i> and J. Meejin Yoon's <i>Sean Collier Memorial</i>. Then, have a simple discussion about the observable features of the sculpture and its installation.</p>	<p>Looking at and making sculptures will introduce students to a 3-D art medium which they may otherwise not have had much interaction with.</p> <ul style="list-style-type: none"> • Also helps build a sense of 3-D form in art in an interactive and tangible way

<p>Discussion will then move on to the physical limitations and constraints that the two featured artists had to keep in mind when designing and installing their sculptures.</p> <p>The intro ends with the introduction of the sculpture project where students are tasked with choosing a site to develop a sculpture for.</p> <p>Development: The activity portion of the lesson begins with students thinking about interesting sites on campus where they'd like to place a sculpture. Students may work together or on their own and may discuss ideas with each other.</p> <p>Students will then deliberate on their choices and choose the one they are most interested in. Students will sketch out their ideas for their sculpture on paper and include details on how they are being considerate of the location.</p> <p>The next portion of the activity is the part where they begin to build their sculpture. Students will work in 20-minute intervals with 5-minute breaks in between. Students may use this time to collaborate, ask questions, and work on their sculptures.</p> <p>Students may work in whatever manner best suits them. Instructor input or impromptu presentations may occur if students require extra support.</p>	<p>Reinforcing the idea that artists are intentional with their work and establishing similar practices in students.</p> <p>If time permits, have students walk outside and physically look at the places they could install a sculpture (~30 minutes)</p> <ul style="list-style-type: none"> • Encourage students to take pictures or sketch the area for reference when making their sculpture <p>Students will analyze various locations on campus and choose three options to create sketches for (10 minutes)</p> <ul style="list-style-type: none"> • Again, emphasis on having students be thoughtful about their art making <p>Students will select their best option and design sketches of their sculpture (10 minutes)</p> <p>Students will gather and familiarize themselves with the materials they will use for their sculpture (10 minutes)</p> <ul style="list-style-type: none"> • Encourage creativity and variety in material used; preference of experimentation over quality of final product <p>Students will work on developing their sculpture using their chosen materials (20-minute segments)</p> <p>Students will take breaks from sculpting to analyze their progress and view the progress of their fellow students (5-minute segments)</p>
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<p>Conclusion:</p> <p>The final part of the lesson is the proposal presentation. This will serve as a self-reflection in which students think about and communicate their considerations when constructing their sculptures.</p> <p>Students will then have a chance to look at each other's sculptures before sharing their experience with the project. Students will be asked what they found to be difficult with the project, what they enjoyed, and if they would change anything about it.</p> <p>The lesson ends with encouraging students to continue to work on their project if they find it enjoyable. Further resources and reading may be made available to those who are interested in learning more about the topic.</p>	<ul style="list-style-type: none"> • Provide enough time where students can make works that they're proud of while making sure they have time to continually reflect on their work, ask questions, and not burn out from too much work. <p>Students will develop a proposal for their sculpture and communicate their spatial considerations through it (20-minute segments)</p> <ul style="list-style-type: none"> • Will help develop an understanding of how to formally speak about art and provide a 'real' example of how they may propose their work should they continue with art in the future <p>Students analyze each other's work and communicate their experience with the project to the class or in small groups (5 minutes per student / 10-15 minutes per group)</p> <ul style="list-style-type: none"> • Will allow students to learn and grow off each other and will provide better feedback about the project than if they had expressed it to me directly <p>Students may continue to work with the project, improving it and developing themselves. If enough interest is garnered, the project may even leave the walls of the classroom. The more students are engaged with their work, the more they're likely to enjoy it and art as a whole.</p>
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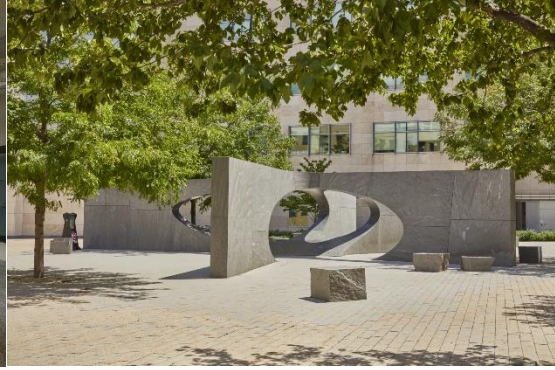
Example Works

The two art pieces that students will engage with and analyze are Antony Gormley's *Chord* and J. Meejin Yoon's *Sean Collier Memorial*.

- Gormley is a British sculpture artist known for his public installations dealing with the interconnection of the human body and space.
- Yoon is a South Korean architect and currently the dean of the College of Architecture, Art, and Planning at Cornell University. She is known for her emphasis on integrating technology with design.



Chord – Antony Gormley



Sean Collier Memorial – J. Meejin Yoon

Resources

- A YouTube video of someone walking around the MIT campus and looking at the art installations <https://www.youtube.com/watch?v=VzCp5sfeREk>
- Info on Meejin Yoon from Cornell University's site (includes sample works) <https://aap.cornell.edu/people/j-meejin-yoon>
- Gormley's website which provides details about himself and his work <https://www.antonygormley.com>