Unit plan- 9^{th} -12^{th} grade

SYED ALI AUN RAZA SHAMSI

Central focus

- In this unit students will learn about the difference between the Abstract art,2D and 3D forms of artworks.
- To jump start the project after the discussion on the difference. The students will be asked to explore modelling board and cardboard as materials. Using these materials, the students will start off by making an abstract cardboard sculpture.
- Then they will learn to make platonic forms such as cubes. Pyramids and cylinders out of cardboard.
- Students will then make a painting with perpendicular and parallel lines which they will use as the ‘plan’ for a model making a walk-through/3D model of the painting.
- Through all these activities they will have practice and demonstrate command over the cardboards cutting skills. Making cut joints/slot joints and butt joints, scoring cardboard to make corner/turns/rolling needed to make cardboard models without the use of glue or tape.

Unit Objectives

- 1.Students will learn to work with model making board, cardboard to make sculptures.

- 2. Take inspiration from Stijl painters Theo van Does burg, Abstract painter Piet Mondrian and the works of Mies Van Der Roh.

- 3. Students will learn to create Models of a walk-through version of Paintings.

RECYCLED SCULPTURES

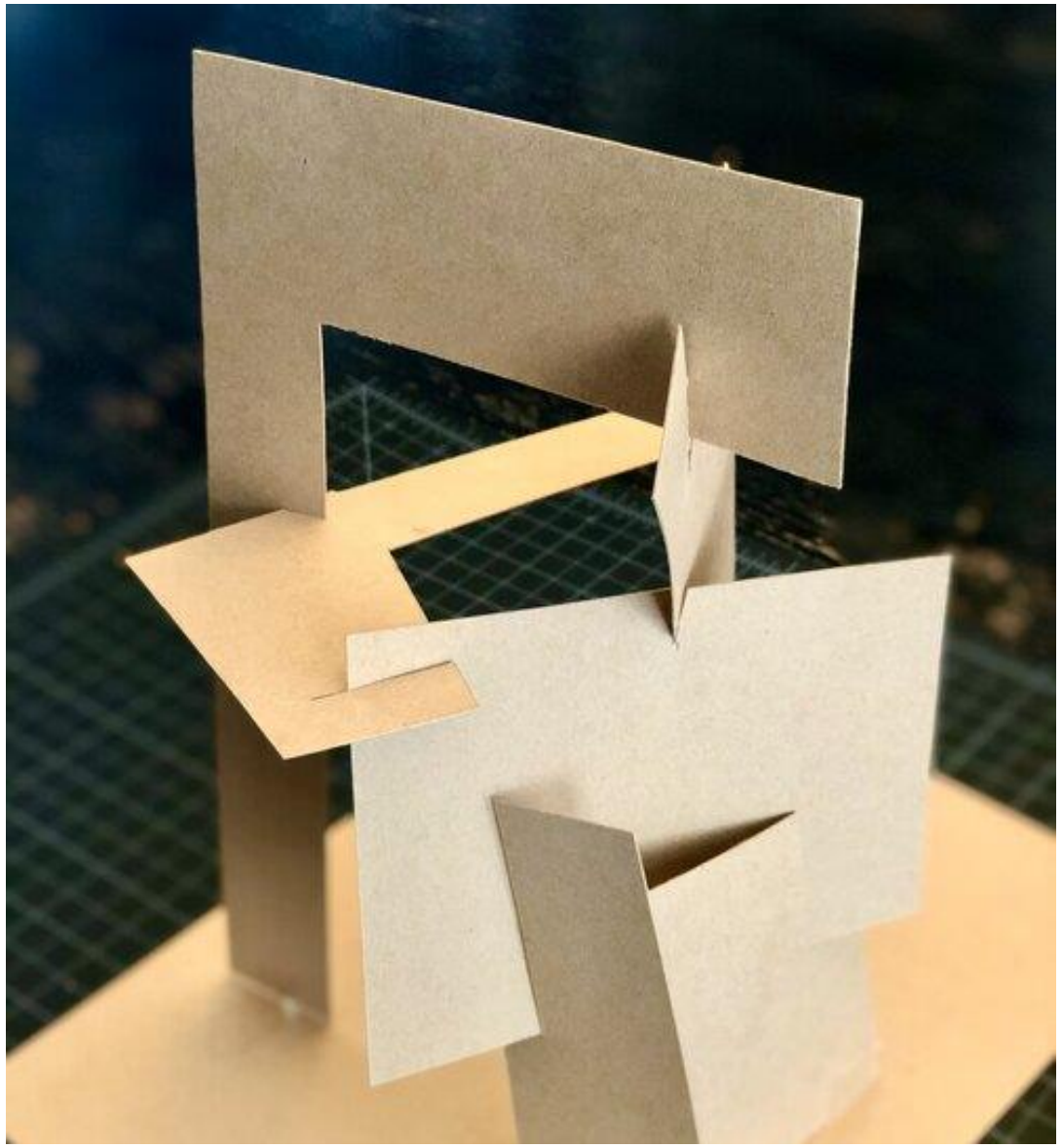
Objective:

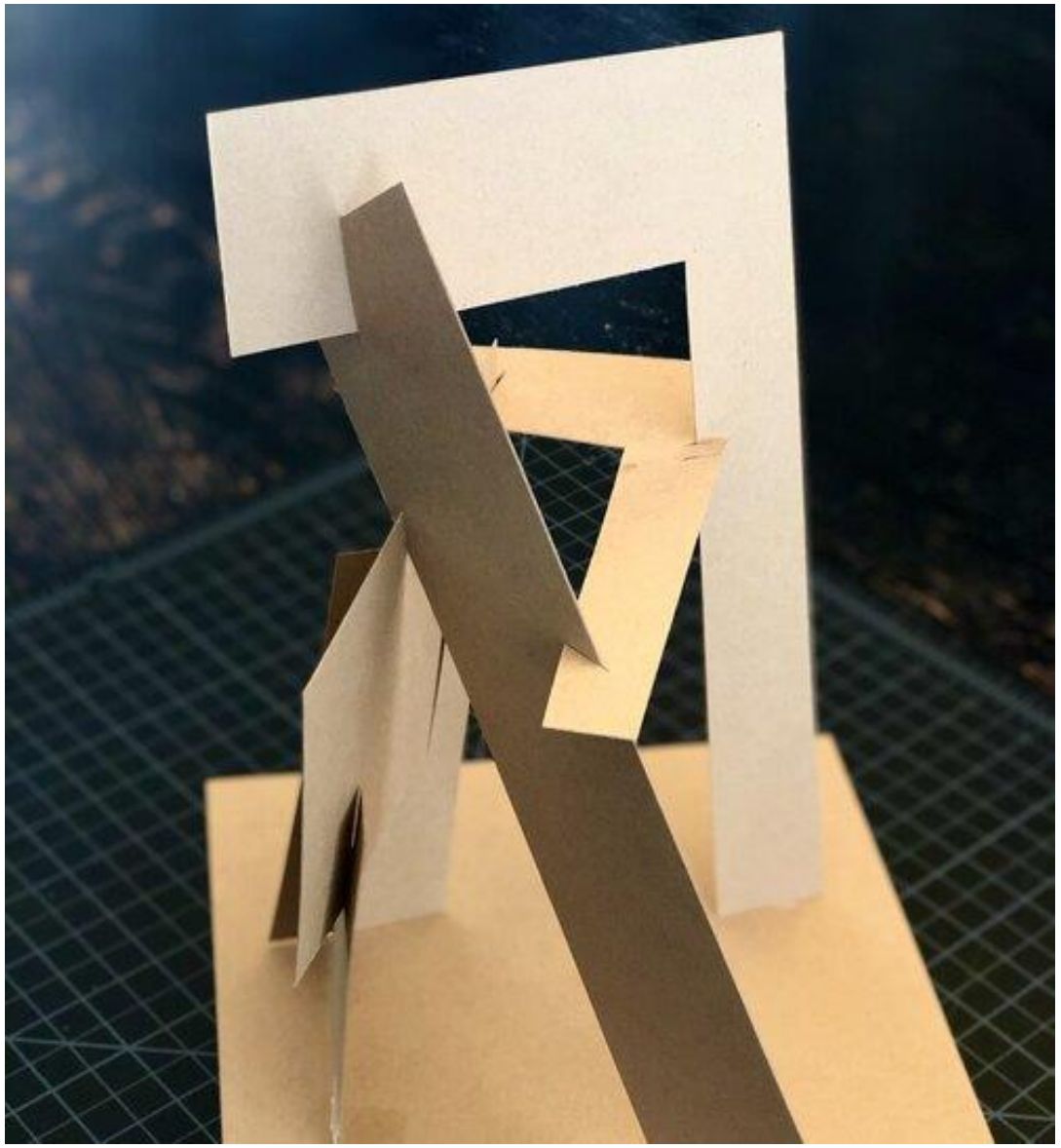
- Students will learn to make sculptures made from cardboard. Using cut joints to connect pieces of cardboard.
- Students will learn about Sculptures made by David Raegan and his use of small cardboard models of the actual sculptures.
- Student will learn to Identify positive (needed) and negative (no needed) parts of the sculptures.

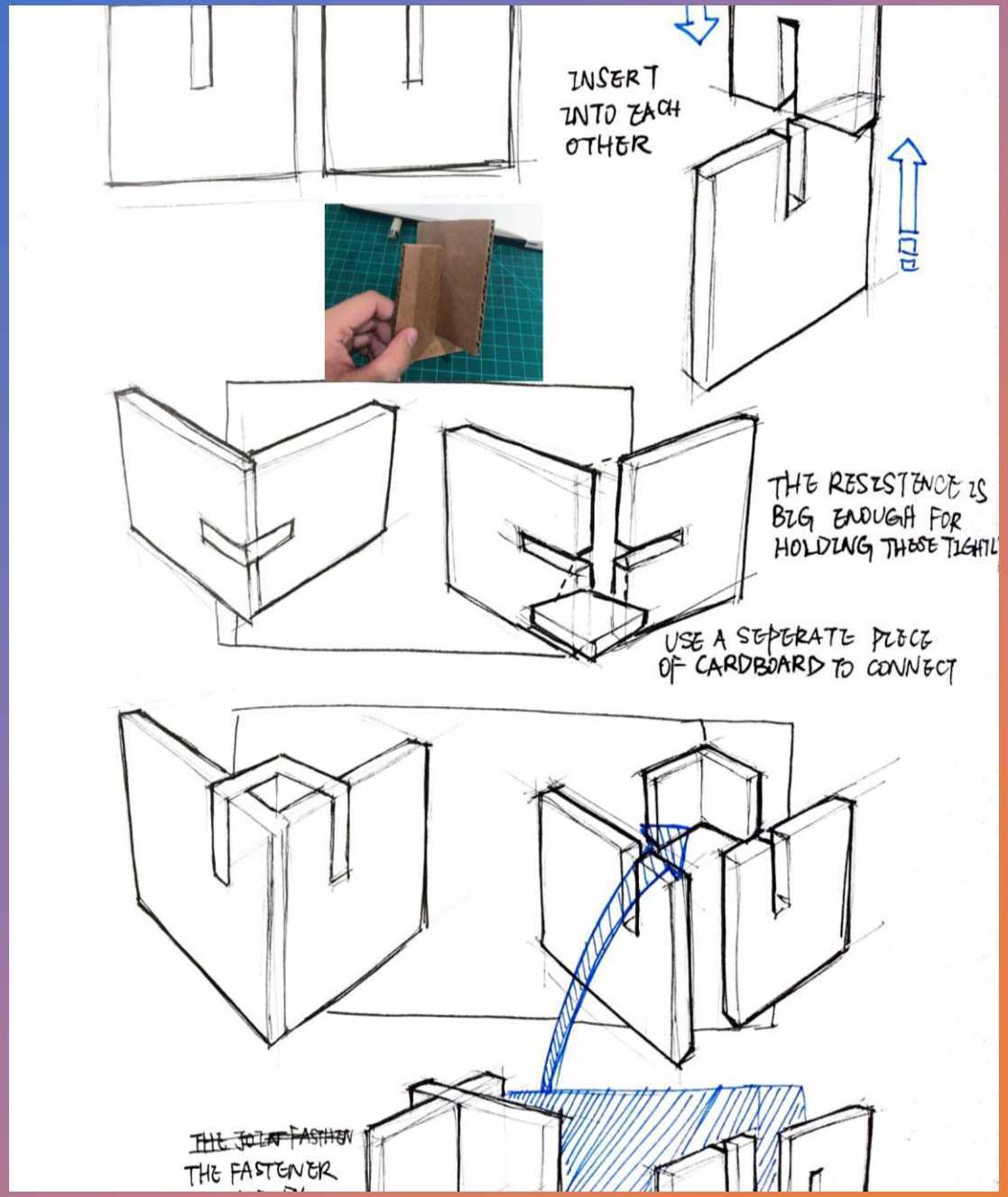
Reference Picture

What is do you see in this picture? Does anyone know what this type of artwork is called? Has anyone one made a sculpture before? What is the difference between paintings and sculptures? What is 3 dimensional? Can someone explain it in simple words? Can you walk around/look around a painting? Can you walk around a sculpture?

‘Avalon’ Sculpture by David Regan

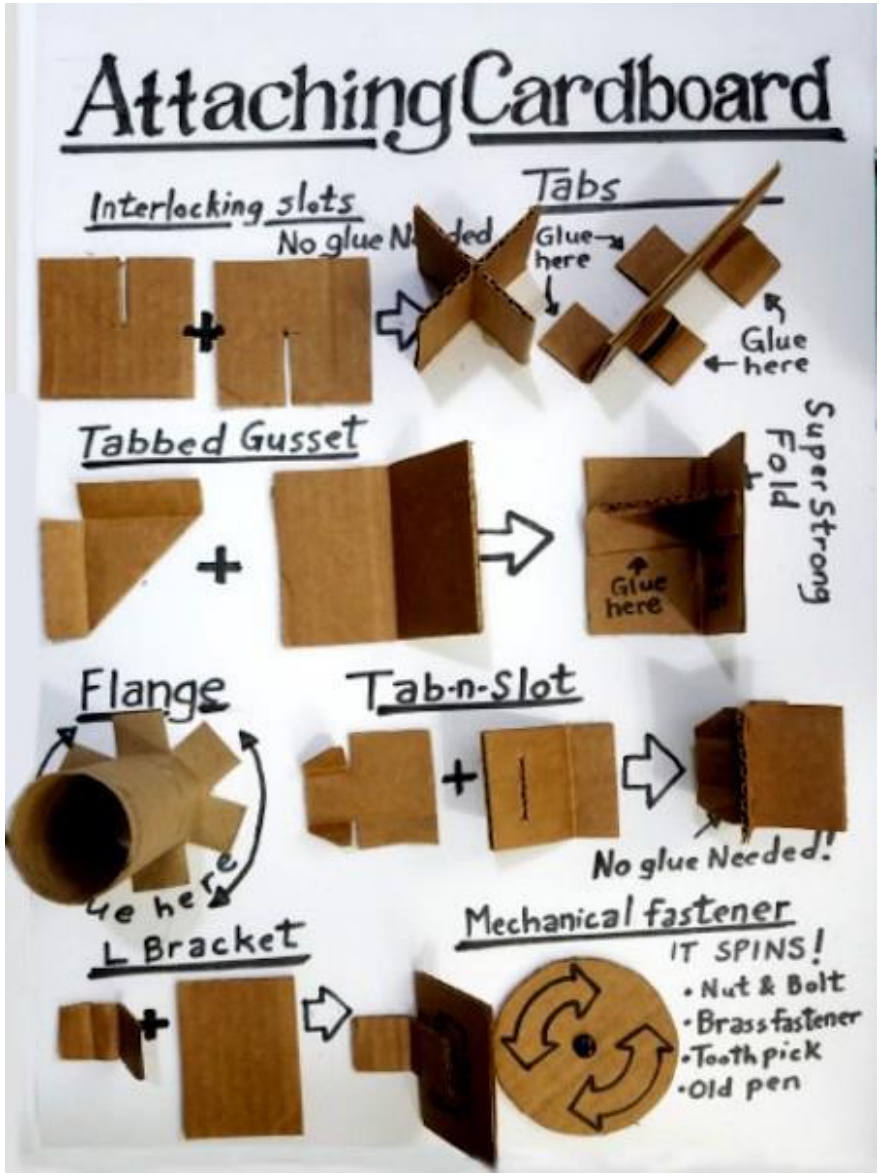


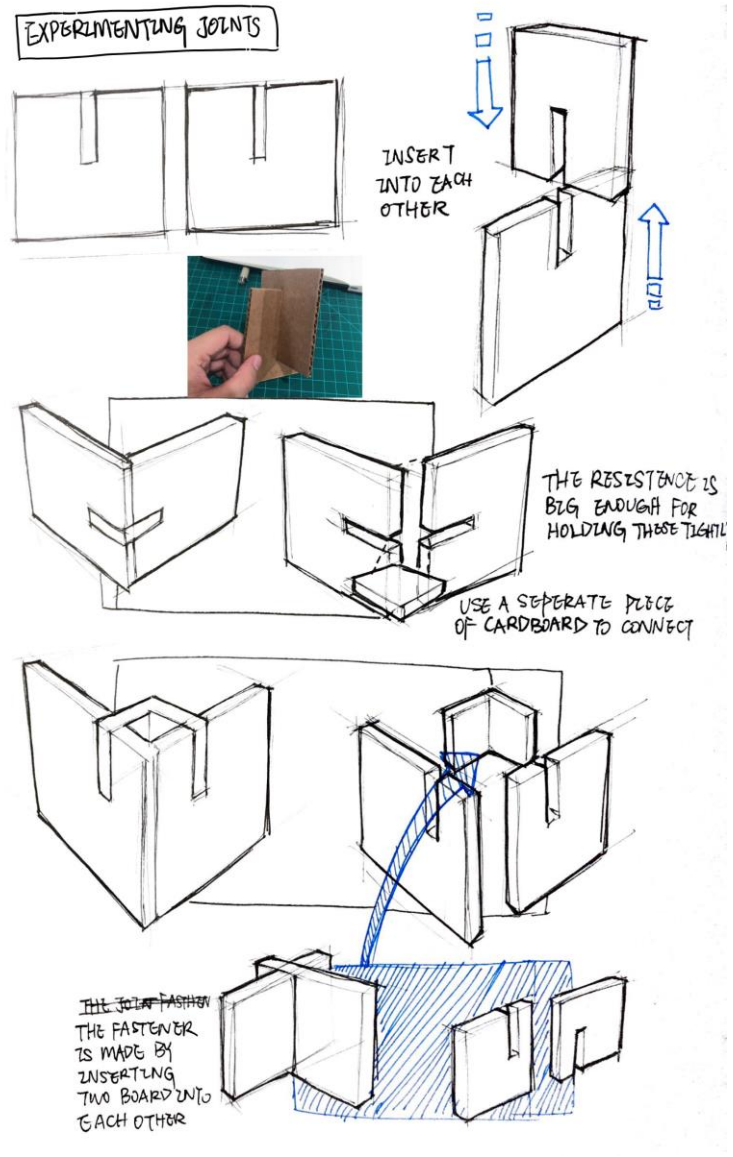




Joints

- Take the two pieces of cardboard you guys are going to join.
- Make the positions of the joints you will be making.
- Make an elongated U-shape on the two pieces of cardboards and then cut them out using the scissors.
- Then insert one piece into the other.


Attaching Cardboard
Interlocking slots
No glue Needed
Tabs
Glue here
Glue here
Tabbed Gusset
Super Strong Fold
Glue here
Flange
Tab-n-Slot
No glue Needed!
Glue here
L Bracket
Mechanical fastener
IT SPINS!
• Nut & Bolt
• Brass fastener
• Tooth pick
• Old pen


EXPERIMENTING JOINTS
INSERT INTO EACH OTHER
THE RESISTENCE IS BIG ENOUGH FOR HOLDING THESE TIGHT
USE A SEPERATE PIECE OF CARDBOARD TO CONNECT
THE FASTENER IS MADE BY INSERTING TWO BOARD INTO EACH OTHER

Assessment

Students will be assessed on their skills of making models.

The models should be joined and stuck together using only joinery. No glue or tape should be used in making the models.

The models should not be less than 12” high.

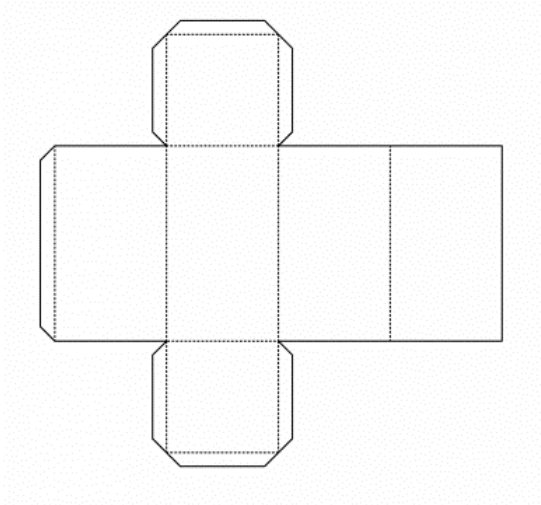
Lesson 2- Platonic Forms

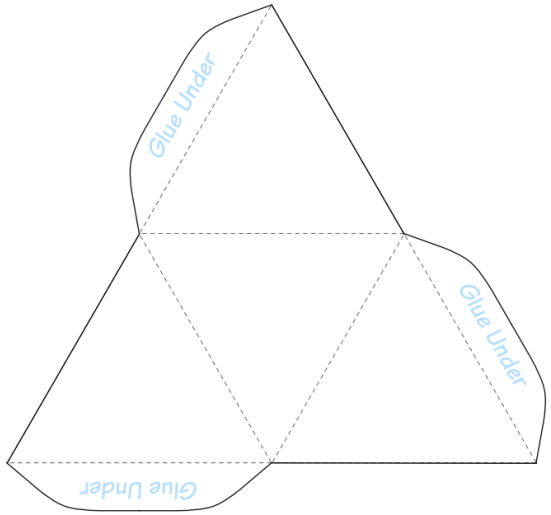
Objectives- SWBAT

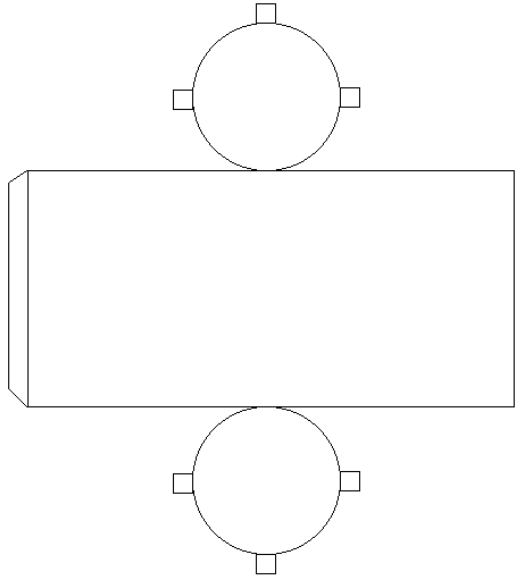
- to Study volumetric study of Platonic solid shapes.
- Make models out of modelling board/cardboard.

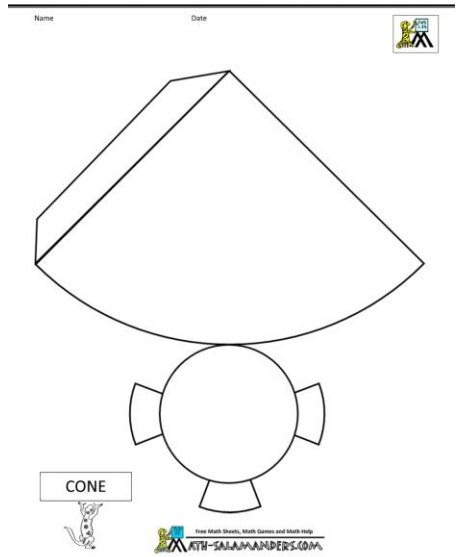
Discussion

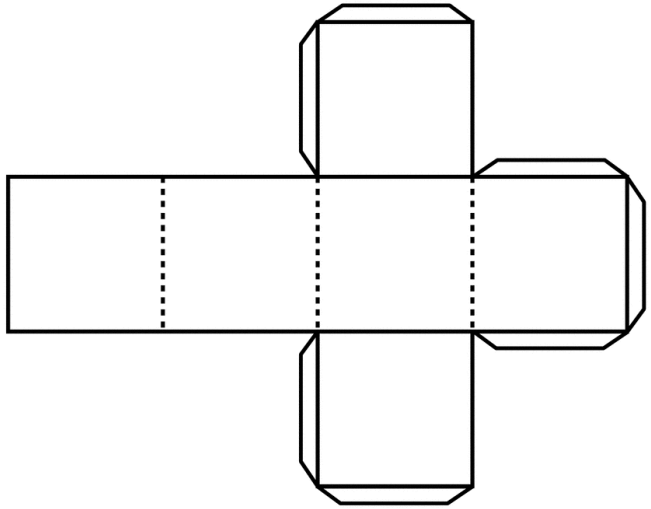
- At the start of the class Students will learn to look at 3D solids all around us in the real world.
- I will show them examples of “the Pyramids of Giza and Peru”, obviously as an example of Pyramidal solids,
- “432 park avenue building-NYC” as an example of cuboids. “Apple store” on 5th avenue as example of cube. “Leaning tower of Pisa” as an example of cylindrical solids.
- Traffic cones as example of Conical shapes. Ice cream cones etc.
- Students will learn to look at the different materials, sizes, color, and other properties of the real-life solids from the examples shown in class.









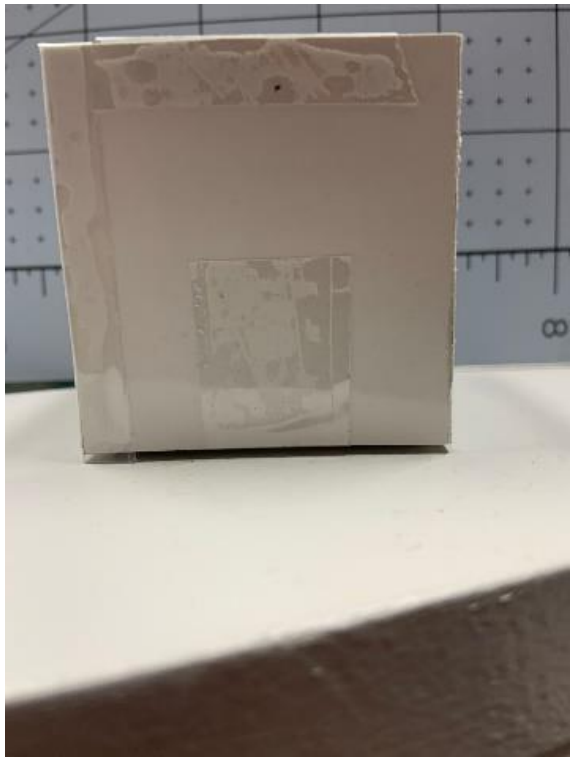


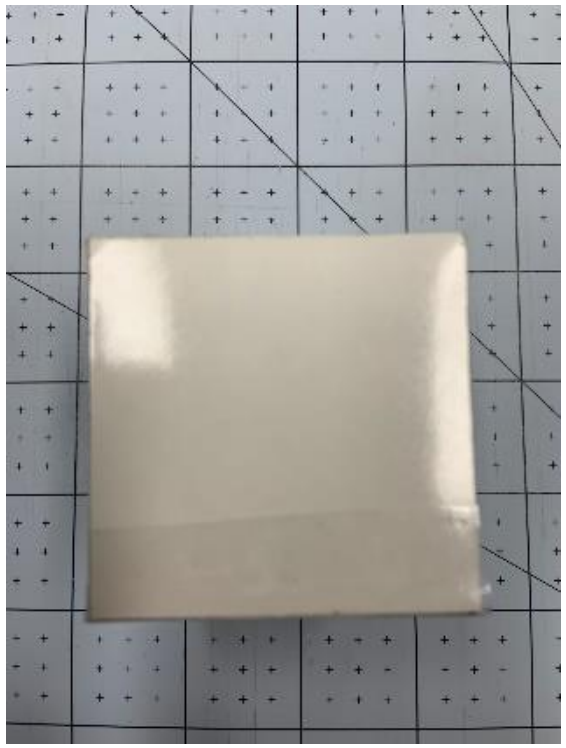
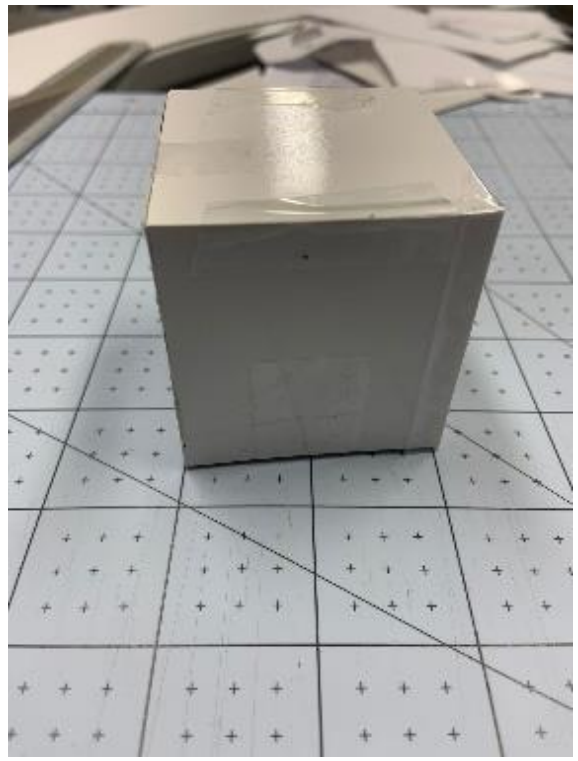
Templet Handouts

- Students will be giving handouts with a “folded-out” 2D version of solids such as cube, cuboid, cone, cylinder, prism, and pyramid.
- I will start a class discussion with the students on what 2D shapes they see in each one of the “folded out” shape sheet provided to them. Through discussion will guide them to notice that all the 2D shapes they see on the pages are connected or share their construction lines with the other shape.

Instructions

- Once the class agrees, I will give the class a demonstration on cutting the outline of the 2D “folded out “cube I will point out how they have extra flaps which are important for our exercise.
- Once the outline is cut, I will use a ruler and paper cutter to score all the lines of the shapes.
- Fold them all in and assemble the 2D folded out shape into the 3D solid, by gluing the flaps.



Final Piece example

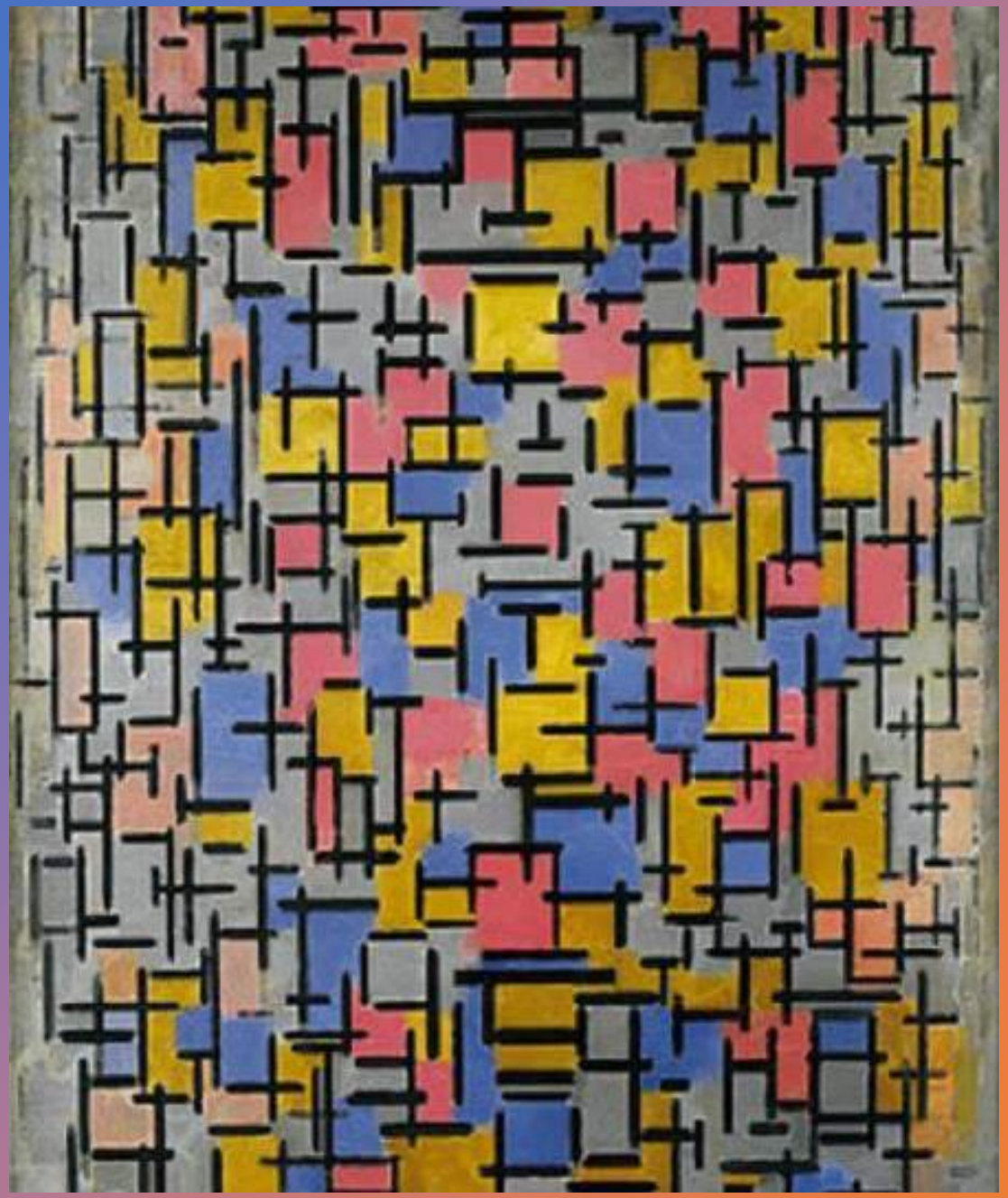
Final Piece example

Assessment

After the lesson is over the student work will be assessed on the quality of model making.

The final art piece should have clean joints/no glue marks and the use of flaps to connect the sides of the shapes should be apparent.

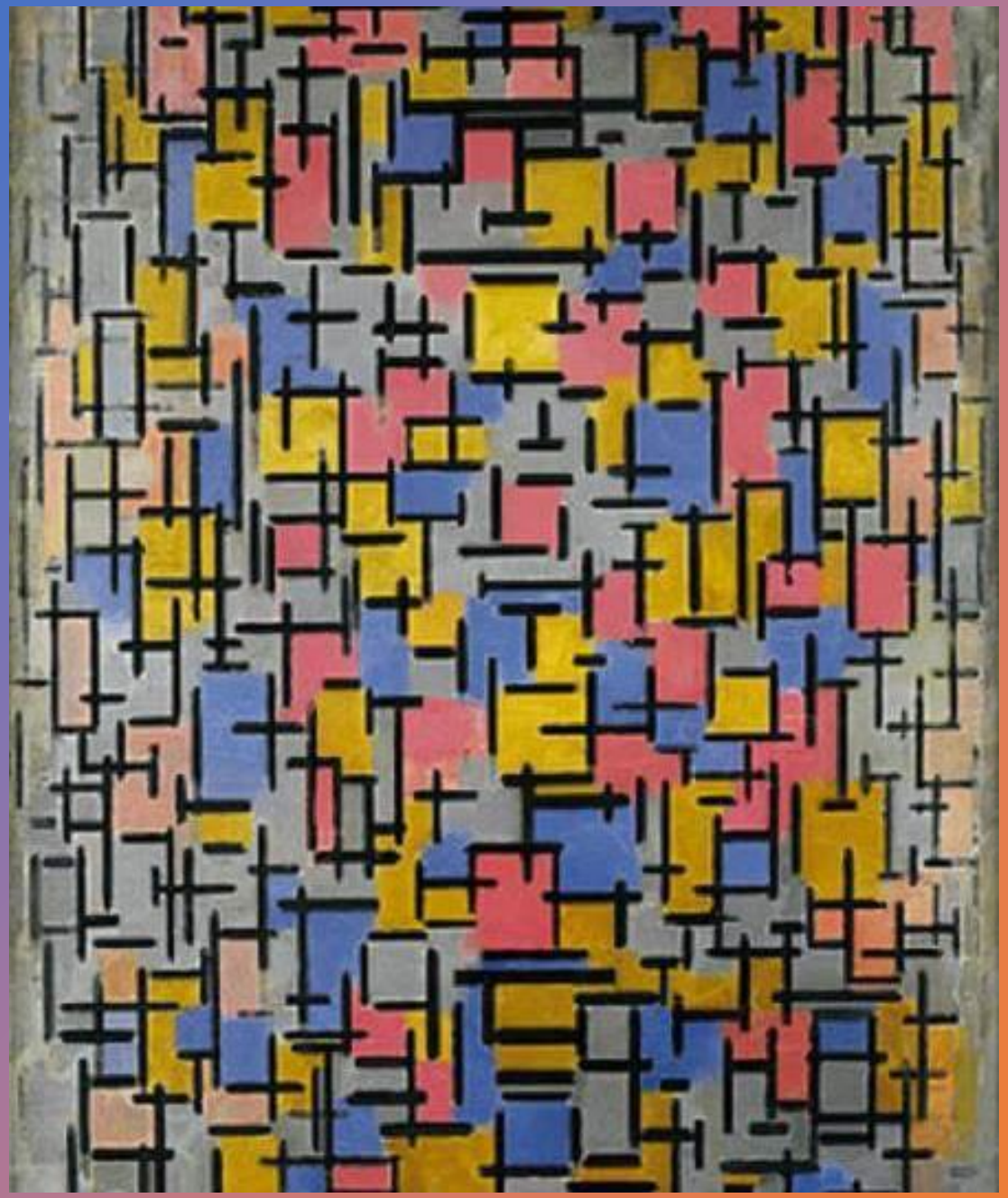
For solids such as cube and pyramid that have modular sides and sizes should have all the pieces of the same size.



Lesson 3- abstraction

Objectives- SWBAT

1. Students will learn to create a Painting using only Perpendicular lines and parallel lines.
2. Abstraction and use of grids to show abstraction by of Piet Mondrian.



discussion

- At the start of the class Students will learn about abstraction and use of grids, perpendicular and parallel lines to make abstract versions of object in the works of Piet Mondrian's Paintings.

- Students will be given a presentation on the works of Piet Mondrian and how he used grids and perpendicular and parallel likes to make abstract painting/compositions. Specifically, his earlier paintings of Trees.

Instructions

- Students will learn about use of lines and grids to make a painting with perpendicular lines only.
- Students will be given a demo of making grids of different sizes. Using a set square to make perpendicular lines (in case they haven't learned that in the math class)
- Students will start working on the project and carry out the steps mentioned.
- Students will then start on making their own grid on a canvas.
- Once they have made the grid and composition using only perpendicular lines.
- After making the painting the students can choose a color palette and paint in the parts of the canvas they choose to.

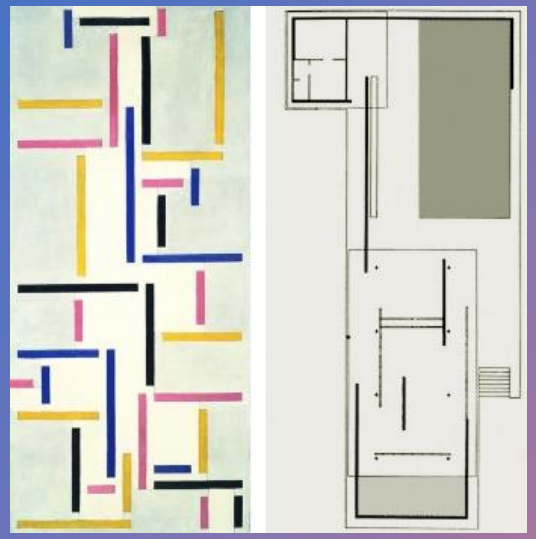
Assessment

- Students will be assessed on the following.
- The final product should
- Have all lines in a grid.
- All lines should be perpendicular and parallel with 90-degree angle.
- The student should have a reason for them choosing the color palette they use for the painting portion of the lesson.

Lesson 4- walking in a painting

Objectives- SWBAT

- to make a 3D version/ walk through of the Painting they did in the previous lesson.
- Make models out of modelling board/cardboard



Discussion

At the start of the class Students will be shown Di Stijl art painting by Theo van Doesburg. The class will discuss the use of perpendicular lines. The positive and negative space between around the lines.

Students will also be shown Video game maps such as Pac-man. They will be explained and discuss how grids can be used to make spaces and walkthroughs.

This discussion will be tied in, to the discussion about the Di Stijl painting by Theo Van Doesburg.

Instructions

- Students will start working on the project and carry out the steps mentioned.
- Students will copy the grid painting they made in the last class onto a cardboard/foam core sheet.
- Students can use tracing paper, or just measure the painting and make a line drawing.
- Students will learn to use model making board, cardboard, foam core sheets to cut out strips of foam core walls to be placed on the grid tracing they made on the foam core base.
- Students will use only 10 strips of cardboard to make the walls and make a walk-through model of the Grid painting they made.

Assessment

- Students will formatively be assessed during all the lessons and activities. I will go around the room while the students are working on their grid making to make students understand the task. Student question about the process will further help in understanding how much the students understood the assignment and where the instructions were not clear by the teacher.
- Once they have made the grid, I will make sure each student has used only **10 lines** as the walls in their maze design. These 10 lines will then have cardboard/foam core walls glued to them to make a walk through.
- The walk through should have a flow. Students can choose to make the walk through into a maze-like situation.
- The teacher will go to all the workstation and check on the quality of model making. To check the quality of the model making and gluing**, the teacher will pick the model up, turn it upside down and shake it 5 times to make sure all the wall pieces are stuck properly.** (This helps make sure that the pieces are stuck properly and won't break off while the students are transporting their assignment back home.)
- Afterwards, as **an exit slip,** the students can think about how they can use **a camera and take picture of the inside** of their walk through and write an essay on what they can use the walkway as, if it were a building/ habitable space.

Self-reflection

- **Throughout the whole unit, I think the students were very interested in the discussions and the work that they were going to do. As a teacher I felt that I might have underestimated the time duration each of these lessons would take for the students to finish. the materials were also unforgiving at times, cutting the cardboard with children's scissors was difficult task for a lot of the kids.**
- **I feel I was helpful in opening the mind of students by letting them experience a variety of materials, mediums and techniques. As a teacher , this was a good experience. I learned a lot from my CT and through this experience. I learned I like working with kids' 3rd grade or lower. 4th and 5th grade are not what I was ready for.**
- **I was able to have a peak behind the curtain of how schools deal with art teachers and the art department.**