

Collaborative Outdoor Sculptures

Toki Middle School

Stage 1 - Desired Outcome

Established Goals:
(MMSD Standards
for fine Arts)

The student....

- * Imagines and applies a variety of approaches to and solutions for visual problems.
- * Makes connections among the visual arts with other disciplines.
- * Sees in ways that engage the student in personal inquiry leading to a vision of what could be

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Understandings:

Students will understand that...

- * Public sculpture can invite people to a space and enhance the environment.
- * Consensus and collaboration is necessary in creating a group work of Art.
- * Compromise is vital in creating something that everyone can enjoy.
- * Materials have limitations.

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Essential Questions:

- * How can the wide variety of learning that happens in our school be expressed in a single, cohesive sculpture?
- * How can we work together to beautify our garden space?
- * How can we make something that encourages people to explore our garden?

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Students will know . . .

- * Students will learn how to present and defend a design.
- * Students will know how to work individually and as part of a group.
- * Students will be able to either create an individual piece that works with two other pieces or collaborate to create a small group (3) design.
- * The relationship between positive and negative space.

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Students will be able to

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Stage 2 - Assessment Evidence

Performance Tasks:

- * Pipe cleaner sculptures
- * Sheet metal sculptures
- * Hexagon designs on whiteboard
- * Use of positive and negative space
- * Ability to work within a group

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Other Evidence:

- * Sketchbooks
- * Critiques of initial designs and of artists' renditions

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Stage 3 - Learning Plan

Learning Activities:

Students learned about the process Will and Laura go through in designing a sculpture, from budgeting materials to submitting design to committee to construction to installation. Students discussed public sculptures in Madison and how the public has responded to them (positively and negatively.)

Students thought about their own interests as well as those of their classmates and friends when creating initial sketches and pipe cleaner models. We had a class critique on these with the artists, and looked for common themes. As a class we discussed possible ways to combine them.

The artists became excited about a soccer ball form and thought about cutting it apart. We discussed the wide

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variety of places hexagons are found (math, nature, physical education classes, Art) and in a variety of cultures.

Students then began sketching on whiteboards. We discussed positive/negative space. Students needed to create something that wouldn't leave "large holes" when cut out.

Students found others to pair with so they could work on one large idea or combine their individual ideas with similar ones.

Students were invited outside to view their finished sculpture.