



# ARTS LESSONS IN THE CLASSROOM

## A COMPREHENSIVE K-6 VISUAL ART CURRICULUM

Aligned with Washington State Arts Standards and Common Core in English Language Arts and Math

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WASHINGTON STATE  
ARTS COMMISSION





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## ART LESSONS IN THE CLASSROOM

# ACKNOWLEDGMENTS

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WASHINGTON STATE  
ARTS COMMISSION



CULTURE



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## THANK YOU!



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## ART LESSONS IN THE CLASSROOM

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**ARTS EDUCATION FOR ALL**

# THIRD GRADE LESSON FIVE

## FIGURES IN ACTION

### Description Of Project:

*Teach in multiple sessions*

Students create a 3-dimensional human figure in wire.

### Problem To Solve:

How can the human figure be represented in space?

### Student Understanding:

Suggesting form by defining volume with line can show pose and gesture and relationship of the figure to space.

## LEARNING TARGETS AND ASSESMENT CRITERIA

### The Student:

LT: Uses a gesture drawing to inform 3-D sculpture.

AC: Selects and references prior drawing associated with a specific activity in making wire form.

LT: Creates a wire sculpture.

AC: Bends and secures wire to make curves and volume/3-dimensionality (height, width and depth) for a human figure in a specific pose.

## EVIDENCE OF LEARNING

### Art: Process Drawing

Uses a preliminary drawing to inform 3-D sculpture by selecting a drawing associated with a specific activity

Bends wire to make curves

Creates volume

Approximates a human figure in a specific pose

### EXAMPLE



### VOCABULARY

- *Three-Dimensional*
- *Figure*
- *Form*
- *Gesture*
- *Sculpture*
- *Volume*

### RESOURCES

**Mark Tobey, Folk Dance on Independence Day, MAC;**

### ART MATERIALS

- *aluminum or copper wire: 18-20 gauge, 18" long, 3 per student*
- *color coated wire*

## THIRD GRADE LESSON FIVE // FIGURES IN ACTION

## INSTRUCTIONAL STRATEGIES

## TEACHER

Revisit gesture drawing by Mark Tobey, and emphasizes 3-dimensionality of sculpture. Assign students to groups of three to five. Demonstrate referencing 'bank' of gesture drawings (from previous lesson) to stimulate selection of pose for a sculpture. Guide student groups in reviewing prior gesture drawings, then selecting one to use as a reference in developing a wire sculpture. Encourage discussion about verbs noted on each drawing.

**Prompts:** Which drawing best expresses the verb and action that you set out to capture in your gesture drawing? Listen to feedback from your group. Imagine the lines of your drawing becoming a three dimensional form rather than just being flat. How would they change?

Demonstrate bending wire ends for safety and wrapping wire to approximate pose seen in gesture drawing.

**Prompts:** First make a small bend or loop on the ends of your wires. Imagine the wire is your pencil line in your gesture drawing. Think about suggesting the pose of the figure without needing any detail. Bend the wire around a cylindrical object like a pencil, ruler or dowel to help make curves and to build the 3-dimensional shape. Remember that it requires time and patience to build a form out of wire. Attach and secure shapes by wrapping/twisting to bind them together.

Facilitate group discussion where students identify or interpret actions expressed in peer's sculptures.

## STUDENT

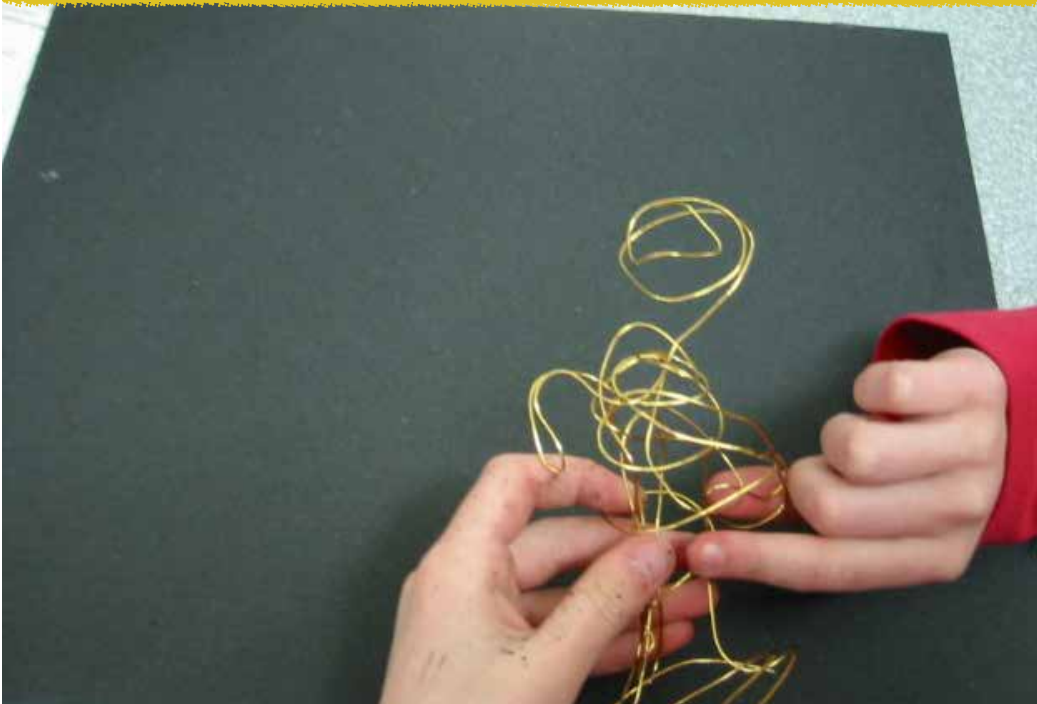
As a group, students review each other's drawings and assist each other in selecting the drawing that will become their wire sculpture.

Manipulates wire to create a 3-dimensional human form.

Reflects on sculptures.

## THIRD GRADE LESSON FIVE // FIGURES IN ACTION

## SKILLS AND TECHNIQUES



Manipulating wire.



Experiment with twisting to create extra texture and depth.

## ART STUDIO TIP

Coated color wire is available through arts and crafts catalogues.

Wire ends are sharp. Make sure ends are always formed in loops and stress careful handling.

## LESSON EXPANSION

Students combine sculptures to create collaborative scene.

Visit local sculpture to examine other examples of figures in space.

## EVERYDAY CONNECTIONS

Figures in film, sports, and public places

## LEARNING STANDARDS

**Visual Art**

- 11.a Elaborate on an imaginative idea.
- 2.1.a Create personally satisfying artwork, using a variety of artistic processes and materials.
- 2.2.a Demonstrate an understanding of the safe and proficient use of materials, tools and equipment for a variety of artistic processes.
- 7.2.a Determine messages communicated by an image.
- 8.a Interpret art by analyzing use of media to create subject matter, characteristics of form and mood.
- 10.a Develop a work of art based on observations of surroundings.

**Common Core ELA**

- 3.SL.1.d Explain their own ideas and understanding in light of the discussion.
- 3.L.1.d Form and use regular and irregular verbs.

THIRD GRADE LESSON FIVE // FIGURES IN ACTION

**ASSESSMENT CHECKLIST**

LEARNING TARGET	ASSESSMENT CRITERIA
Uses a gesture drawing to inform 3-D sculpture.	Selects and references prior drawing associated with a specific activity in making wire form.
Creates a wire sculpture.	Bends and secures wire to make curves and volume/3-dimensionality (height, width and depth) for a human figure in a specific pose.

STUDENT	REFERENCES DRAWING OF ACTIVITY FOR WIRE FORM	BENDS AND SECURES WIRE TO MAKE CURVES	CREATES VOLUME/3D	MIMICS HUMAN FIGURE IN A POSE	TOTAL POINTS