

Subject & Grade: Kindergarten Constructions

Curriculum Goals/Enduring Understandings (for the semester/year): *construction/assemblage*

Unit Title: Building!

Central focus of the Unit/Big Ideas:

This lesson focuses versus 3-D and balance in assembling we also talk about construction and architecture/ buildings.

New York State Learning Standards for the Arts:

Kindergarten VA:Cr1.1.K a.

Kindergarten VA:Pr6.1.K a

Kindergarten VA:Re8.1.K a.

Kindergarten VA:Cn11.1.K a

Lesson: Construction		
Unit Title: Lesson Plan #: 2 Grade: K	Length of each period: 45 Number of days: 2	Essential Questions: Learning how to balance and construct? Helping students' understanding of architecture and buildings.
Lesson Objectives: <ul style="list-style-type: none">• Technical Objective: Students will create a wooden sculpture. Using construction begin with wood and glue.• Thinking Skills Objective: Student will be learning about balance and how to assemble. They will also understand and learn what makes 2 D vs 3 D. Using balance and composition in # dimensional form.		
Assessments: <i>Evidence that demonstrates all lesson objectives met and confirms students are ready to move on. Specify Pre-/Formative/Summative</i>		
Pre - Formative: Check for understanding; Specifically aimed at assessing what students' know about the concept of balance. During the lesson question the students' thinking process and decisions / choices. Formative/Summative: Assessing knowledge of building strategies, by looking at the sculpture and checking their construction.		
Procedure How they will get there		

Motivation/ Spark:

This lesson builds on the lesson of learning the difference between 2-D and 3-D and experimenting with stacking and balancing large shapes.

The next class we will begin our construction sculptures, this time adding glue to a base.

10 Min., We will look at Louise Nevelson, talk about what shapes we can see in her artwork and how she possibly constructed her art.

Modeling/Demonstration: It will be important to demo holding the pieces in place to allow the wood glue to set. They will also have to learn that the pieces must be balanced in order to go higher.

Working Time: Students will be glueing their sculpture during the working time.

Note, by 5 min left they should be checking that their pieces are securely attached.

Reflection/Closure:

We can talk about choices and how do using the big pieces on the bottom make things harder or easier? Wood shapes and stacking;

Does your sculpture stand up better if it's tall or wide?

Why does my sculpture fall down when it gets too tall?

What makes your sculpture different from a flat picture?

Materials –Artist/ Visual Text /Technology/ Resources:

SmartBoard equipment for playing PowerPoint.

Wood pieces of assorted shapes, small cups, wood glue brushes for glueing drawing paper, metallic paint, assorted colors tempera washable.

Visual References/Art Historical References:

Day 2 and 3: Louise Nevelson was an American sculptor known for her monumental, monochromatic, wooden wall pieces and outdoor sculptures. Born in the Poltava Governorate of the Russian Empire, she emigrated with her family to the United States in the early 20th century.

Day 1: Exploration artist - Look at rock sculptures by Andy Goldsworthy. <https://blogs.uoregon.edu/artofnature/>

Academic Vocabulary:

Stack, balance, construct,
Architect, 3-D, 2-D, build, support, attach, tab, base, geometric shape names, color names, lines,
plan

Student Support and Differentiation: Visually impaired students will be placed in front of the classroom for optimal sight line
Hearing or sound impaired students will be in the front or near a speaker as needed.
Student will be given printed lesson notes.
Advanced students can simply add more details

NYS Visual Arts Standards

Creating Presenting Responding Connecting

Kindergarten VA:Cr1.1.K a. Engage in exploration and imaginative play with materials.

Kindergarten VA:Pr6.1.K a. Explain what an art museum is and distinguish how an art museum is different from other buildings.

Kindergarten VA:Re8.1.K a. With guidance, share observations comparing artworks.

Kindergarten VA:Cn11.1.K a. Identify a variety of forms of art and design.

Task Analysis/Procedure

Day 1: Students will first experiment with folding paper. We will create a tall 3D sculpture using paper strips.

Day 2: They will then do a lesson where they only practice stacking the wooden shapes.

Day 3: The next lesson will be where they glue the shapes

Day 4: Painting their sculptures

Day 5: The reflection class will involve drawing the sculptures from different views.

Benchmark from NYC Visual Art Blueprint for Teaching and Learning (optional):

Folding paper and creating 3-D paper sculptures (like a pop up book)

3D vs 2D

Stacking and Balance

Decision making

Introduction to painting a 3D object

Glueing and Attaching

Drawing from observation

How choices affect the outcome of art.

Rubrics

	4 Advanced: Student constructed sculpture that shows height and complex layers of shapes	3 Proficient: Student constructed a sculpture	2 Developing: Student sculpture is not very well constructed	1 Novice: Student was unable to complete the sculpture
Create a sculpture using wood shapes that are pre-cut	Many complex layers of large and small shapes	Yes		
Show an understanding of stacking and balance in their sculpture	Yes	Yes		
Take care in both constructing and painting their sculptures	extremely well constructed			
Understand 2-D vs. 3-D	understood	understood	understood	Not understood

Teaching Materials

Student Samples

CLOSURE OF UNIT PLAN (This is a self-assessment piece and should not to be attached to unit/lessons):

Self- Reflection and Action Plan:



