Unit: Sculpture from Found Objects
Grade: Seventh Grade

Standards:
- FA 8.2.1 a Investigate ideas and materials, demonstrate planning and begin refining.
- FA 8.2.3 b Individually or collaboratively analyze the selection of art in collections, displays, and presentations.
- FA 8.2.4. d Students can explain how images and objects may convey a story, a familiar experience, or connections to the world.

Know:
- Additive Method
- Freestanding Sculpture
- Three-Dimensional
- Relief Sculpture
- Assemblage
- Leo Sewell
- Armature
- Robert Rauschenberg
- Space
- Marcel Duchamp
- Variety
- Found Objects

Understand:
- Art is a form of personal expression.
- Art is a process involving planning, problem solving, creating/constructing, and refining.
- Sculpture is critiqued constructively and effectively to instill understanding, growth and appreciation.

Do:
- Visualize, design, and construct a 3-dimensional artwork.
- Examine and critique their own artwork and the artwork of fellow classmates in a constructive and helpful way.
- Select the most effective materials (found objects) and tools to successfully produce their planned artwork.
- Explain their artwork, and justify their artistic choices and reasoning.

Summative Assessment
Summative assessment for this lesson will include the following: teacher assessment according to the rubric for the students' “found object sculptures”, student self-evaluation of their sculpture, and a class critique of the final sculptures. This summative assessment will basically be a combination of evaluating reasoning skills and performance skills. These formats seem most appropriate as students will have to demonstrate their understanding of terms and concepts of the lesson within the critique. If they are not able to speak knowledgeably about the artwork, they probably just went through the motions of the lesson. Plus, critiques provide the opportunity for students to give descriptive feedback to each other. Looking at the finished project must also be a part of summative assessment in that it displays student understandings, (put forth in KUDo's) and it is good for students to fully work through the creative process. If they knew that they project was not part of the final assessment of a unit, they might not even finish it. Student self-evaluation is also good to have at the end simply for reflection on what actually went into their projects. They would be very informative and perhaps would motivate the students to want to improve.
Preassessment

I would first informally preassess simply by informing the students of the lesson and observing and listening to their reactions. Then I would preassess using the carousel method with the stations: “kinds of sculpture,” “words to describe sculpture,” “Artists/Artwork,” and “Materials used in sculptures.” The students will form small groups, with each group taking a different color of marker, and go from station-to-station (large paper on the wall) writing what they know about sculpture. At each station, they will spend a 2-3 minutes discussing possible answers with each other. If any groups are struggling, I will try to bring in examples from around the room to facilitate some discussion or thinking, even if they do not come up with an answer at that time. When all groups have completed their stations, we will come together as a class, look over the answers, address misconceptions, and introduce artists and example artworks to begin the lesson. These stations will stay up on the wall for the duration of the unit on sculpture.

Formative Assessment

Informal formative assessment in this unit will involve monitoring student progress on their art and facilitating discussion on possible stories their found object sculpture could tell or express about them. Another example of formative assessment for this lesson would be to work off of the carousel preassessment and set aside a time each day to build on the station topics as they continue to learn. I would encourage them to look at sculpture outside of classroom in their communities. Encourage them to snap a photo of public sculptures they come across to put up or possibly look into other artists. Not only with this inform me of how excited/indifferent the students are about the project, but it will show what areas of the “sculpture” unit need to be addressed further at the time or in future lessons.