Line to Space: Alexander Calder Wire Self-Portraits

Introduction to 3D Art, grades 9-12

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Unit Rationale

The purpose of this unit is to teach students about the twentieth century sculpture artist Alexander Calder, who used line to convey issues of space, movement, energy, emotion, etc. (San Diego Museum of Art). Students will be presented with the opportunity to be inspired by the linear wire self-portraits made by Calder and create their own. Throughout this unit students will learn to view linear drawings and wire sculptures as relatable, as well as personal forms of expression through the use of line.

Through the linear characteristics of wire, participants will explore the possibilities of translating two-dimensional drawings into three-dimensional forms in space. Students will explore the creative process of wire forming and its intrinsic flexibility to problem solving. Students will also learn what it is like to display light and evaluate their own work. The lessons in this unit promote the value of individual choice through art history inspiration and personal perspectives.
Objectives

Art History Objectives: Students will be able to show they know Alexander Calder was the creator of expressive wire self-portraits through written response.

Standards:
VA.H.1 – RESPONDING TO ART: History and Culture: Understanding art in relation to history and past and contemporary culture
VA.H.2 – RESPONDING TO ART: History and Culture: Recognizing significant works of art and the chronological development of art movements and historical periods

How this objective will be assessed: Written assessment

Art Criticism Objectives: Students will examine and list what elements and principles of art were used in order for Calder to create his wire self-portraits.

Standards:
VA.H.4 – VISUAL LITERACY: Criticism and Aesthetics: Theorize about art and make informal judgments

How this objective will be assessed: written assessment

Aesthetics Objectives:

Students will answer the following questions:
- Do you consider your portrait as an artistic form?
- What is art?
- Is a sculpture composed of lines more or less significant than a line drawing?

Standards:
VA. H.5 – VISUAL LITERACY: Criticism and Aesthetics: Reflect on and discuss the nature of art, esthetic experience, and aesthetic issues concerning the meaning and significance of art

How this objective will be assessed: Informal group discussion
Art Studio objectives:
- Students will work with three-dimensions to create a self-portrait.
- Students will work with size and shape to create a sense of balance and symmetry.

Standards:
VA.H.7 – CREATING ART: Studio Production: Understand and apply elements and principles of design in personal works of art, utilizing a variety of media tools and processes

How this objective will be assessed: Student self-evaluation and instructor assessment rubric.

Additional/Ancillary Standards:

Standards:
VA.H.8 – INTEGRATED STUDIES: Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas

NL-ENG.K-12.7 – EVALUATING DATA: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

How this objective will be assessed: Students will write a reflection after they finish their product.

ELP 11.7.4 – LISTENING AND SPEAKING: Deliver brief, simple oral presentations, including narratives or informational or descriptive presentations, with simple words, phrases, or sentences.

How this objective will be assessed: Students participate in a formal group critique. Students discuss elements and principles of art used in their peers’ completed sculpture projects.
Art Vocabulary:

- **Alexander Calder:** An American sculptor/multimedia artist

- **Abstraction:** Emphasis on simple forms and design.

- **Self-Portrait:** A portrait of an artist produced or created by that artist.

- **Three Dimensional Forms:** Artwork that has depth, width, and height.

- **Negative space:** The space around and between the subject(s) of an image.

- **Expressive line:** A kind of line that seems to spring directly from the artist's emotions or feelings--loose, gestural, and energetic--epitomized by curvilinear forms

- **Descriptive line:** Lines that provide information to the viewer.

- **Dowel Rod:** A solid cylindrical rod usually made of wood, plastic, or metal.

- **Pliers:** Pincers with parallel, flat, and typically serrated surfaces, used chiefly for gripping small objects or bending wire.

- **Wire Cutters:** A tool for cutting wire.
Classroom Resources:

Teacher Resources

- Laptop
- Projector
- Black and white printer
- Videos –
  - YouTube Videos –
    - “Exhibit Showcase Different Side of US Artist”
      https://www.youtube.com/watch?v=ovC9_LDnK1o
    - “Alexander Calder”
      https://www.youtube.com/watch?v=MKqO307Tbbi&list=UUXOl_wcjB9lkHD6Mmf1333A

Student Resources

- Art Supplies:
  - Materials
    - 18 gauge black sculpture wire
    - 24 gauge colored wire
    - Wooden blocks (4”x4”)
    - Printer paper
    - Pencils
    - paper of Styrofoam plates
    - rubber bands
    - yarn
    - Paper plates
  - Tools
    - Wire cutters
    - Pliers: needle nose, utility
    - Dowels of various thicknesses
    - Mirrors
    - Pencils
  - Equipment
    - Digital camera
    - Black and white printer
Resource List:

Websites:


Retrieved July 20th from: http://www.sdmart.org/


http://en.wikipedia.org/wiki/Dada

Images:


Alexander Calder. Untitled, Ugo Mulas, France.

Videos:


[Video file]. Retrieved from https://www.youtube.com/watch?v=ovC9_LDnK1o


https://www.youtube.com/watch?v=MfKqO307TbbI&list=UUXOL_wcjB9IlHD6Mmf1333A
Display Area:
Technology Resources:

**PowerPoint:** This program will be used to teach students about Alexander Calder and the history of his rise to fame in the art world. PowerPoint will also be used to display images of art that will spark aesthetic discussions.

**Share 1:** Share 1 is a computer database program that allows all computers in Anderson High School to be linked. Through this database students will be able to digitally access any tests, written assignments, and rubrics I assign. This reduces the amount of paper used and allows students a chance to use technology.

**Digital Camera:** Students will use digital cameras to capture their self-portrait and use it as reference material.

**YouTube Videos:** This website is a great web resource for video/audio learning materials. Through this website our class will be able to see interviews and museum tours of Alexander Calder’s gallery exhibitions.
Resources:
Images of Original Wire Sculptures by Alexander Calder

Unit Enduring Understandings:

- Artists can utilize design to serve a specific function or aesthetic.
- Line can be used to evoke an emotion.
- At all times people have created designs that express themselves.
Instructional Strategies:

- Vocabulary handouts
- In-progress feedback
- Informal class discussion
- Formal class critique
- Instruction through visuals
- Transition techniques
- Instruction through demonstration
## Calendar Overview

<table>
<thead>
<tr>
<th>Date</th>
<th>Overview</th>
<th>Review and Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBT Day 1</td>
<td>Students will watch an Introduction to Alexander Calder video (YouTube). Portrait photographs of students are taken.</td>
<td></td>
</tr>
<tr>
<td>TBT Day 2</td>
<td>Introduce expressive line and blind contour line drawings, student photos are taken</td>
<td>Connect Calder wire to expressive line drawings.</td>
</tr>
<tr>
<td>Day 3</td>
<td>Teacher demonstration of how to make a wire portrait, Students measure how much wire they need by tracing images with yarn,</td>
<td>As vocabulary is used it is written on the wipe board (to be referred to later).</td>
</tr>
<tr>
<td>TBT Day 4-14</td>
<td>Work days: Student work on the production portion of creating their wire sculptures while referencing their contour drawings and photographs.</td>
<td>Review expressive Line drawing, steps of making wire portrait (on dry-erase board), using the dowel rods for hair and other details.</td>
</tr>
<tr>
<td>TBT Day 15</td>
<td>Final critique and students fill out written reflection and self-evaluation rubric.</td>
<td>Review elements and principles of art relevant to the unit.</td>
</tr>
<tr>
<td>TBT Day 16</td>
<td>Students take post-test, turn in projects for a grade</td>
<td></td>
</tr>
</tbody>
</table>
Detailed Lesson Plans

Day 1

Overview:
Students will be introduced to Alexander Calder and expressive line via PowerPoint and YouTube video. After the video students will be introduced to the topic contour line drawing, students are asked to follow along with the PowerPoint by taking notes on study guide that teacher has prepared. They are then asked to form groups of 2 students to take portrait and profile photographs of each other’s faces.

Art History Objective:
Students will learn about the life and work of the artist Alexander Calder

Aesthetics Objective:
Students will answer the following questions (in an informal class discussion):
- Do you consider your portrait as an artistic form?
- What is art?
- Is a sculpture composed of lines more or less significant than a line drawing?

Visual Art Standards:
- VA.H.1 – RESPONDING TO ART: History and Culture: Understanding art in relation to history and past and contemporary culture
- VA.H.2 – RESPONDING TO ART: History and Culture: Recognizing significant works of art and the chronological development of art movements and historical periods

Materials Needed:
- Printed pre-tests
- Writing utensils

Sequence:
1. Students take their seats
2. Attendance is taken
3. Play introductory videos to Alexander Calder’s wire portraits
4. Follow-up discussion
   - What reactions do you have to Calder’s artwork?
   - Explain how Calder transforms line drawings into 3D forms –transitions to next day.
   - Any questions?
5. Pictures are taken
6. Clean up

Resources Material:
- Projector
- Computer
Introduction to the Life and Art of Alexander Calder
Study Guide

Alexander Calder is considered a __________-__________ artist.

Both of his parents were ________________.

Alexander Calder was a member of the ______________ art movement.

Calder is MOST famous for making art called ________________.

Calder used a ___________ of _____________ to create his wire sculptures.

All of Calder’s portraits were based off real ____________.

When creating portraits Calder made sure his model’s characteristics were ________________.
Contour Line Drawing

**facts:**
- A contour is the edge of something.
- Contour drawings use line to show the edge of an object.
- Line can also describe texture and pattern.
- Contour drawings **never** use shading.

There are **two types of contour line drawings**.

**one:**

A **Blind contour** drawing is...
- A drawing created when you do not look at your paper while you are drawing.
- A drawing created by never lifting your pencil from the page.
- Created when you examine the object which you are drawing very carefully with your eyes.
- Often out of proportion and strange-looking, so don’t worry— they are supposed to look odd!

**two:**

A **Modified contour** drawing is...
- A drawing created when you look at your subject and your paper for equal amounts of time.
- Usually more accurately proportioned than a blind contour drawing.
Detailed Lesson Plans:

Day 2

Overview:

Explain/recap expressive line:
- Discuss how line can convey issues of movement, variety, energy, emotion, etc.

Blind Contour drawing:
- Using drawing pencils and table top mirrors, ask students to explore with their pencils through the motif of the portrait. Ask them to pair up for this collaborative project.
- Students are asked to start by placing their pencils on any point on the paper and begin drawing individual component shapes that make-up the portrait, while being careful not to lift their pencils from the surface of the drawing until it is finished.
- Students will draw life size or larger to enable the inclusion of detail.
- Working from observation, stress the freedom of the seemingly uncontrolled line and the irrelevance of making a wayward line. Do not provide erasers.

Student photos are taken

Production Objectives:

Through drawing, students will…
- Become familiar with contour lines.
- Capture the life, action, or expression of the subject.
- Be able to develop their hand-eye coordination.
- Deconstruct drawing from a serious painstaking work to one that is quick and intuitive.

Visual Art Standard:
VA.H.7 – CREATING ART: Studio Production: Understand and apply elements and principles of design in personal works of art, utilizing a variety of media tools and processes

Materials Needed:
- Rubber bands
- Paper or foam dinner plates
- Pencils
- Drawing paper 6 pieces per student
- Table-top mirrors
Sequence:
1. Class begins
2. Instructor demonstration of quick (1 minute) blind contour line drawing.
   - Emphasizing that the drawing will not be high-quality and that is “OK”.
   - Explain that students are to draw the same perspective every time no moving or selecting a different area of interest
3. Pass out dinner plates, rubber bands, paper, and pencils to students. (Students assemble drawing tools).
4. Students begin several quick drawings varying times from 1 to 3 minutes.
5. Pause for reflection after the first 3 drawings.
   - Ask students to reflect on what they see vs. what is being produced on the page.
   - Do they see emotion in the drawing?
   - Can they see some formation of the objects they are attempting to draw?
6. Allow students 5-10 minutes to execute a blind contour portrait after completing 5 blind contour
7. Discussion:
   - Did they find the blind contour drawing exercise useful? Freeing?
   - Was it easier to execute their drawing after the blind drawings?
   - Would they do it again?
8. Clean up.

Resource Material:
- Dry erase board + markers with daily objectives and standards
- Posters of Calder’s wire self-portraits

Note: By now all profile and portrait photographs of students are printed (in black and white on regular 8.5 x 11 printer paper) and ready for Monday’s class.
Detailed Lesson Plans
Day 3

Overview:
Students are introduced to materials (wire, wire cutters, and pliers). Teacher demonstrates how to make a wire portrait from a photo print and using dowel rods for details. Students cut wire into five-foot lengths and wind them into individual balls/spools. (Note: unwinding the full length is technically more difficult and may present problems with the flailing end).

Production objectives:
- Students will work with three-dimensions to create a self-portrait
- Students will work with size and shape to create a sense of balance and symmetry.

Important key points for demonstration:
- Demonstrate how students are to use the wire from a ball and roll out what they need as they form their sculpture.
- Students begin with a point on the face and to begin their sculptural translation.
- Avoid holding the wire on the drawing to shape it. Work freely using the drawing as a departure point.
- Add more wire as needed, but the less cuts in the wire, the better.
- Compare and contrast these sculptures to their preliminary pencil drawings.
- Discuss how line can convey issues of space, movement, energy, emotion, etc.

Visual Art Standards:
- VA.H.7 – CREATING ART: Studio Production: Understand and apply elements and principles of design in personal works of art, utilizing a variety of media tools and processes

Materials Needed:
- Wire
- Wire cutters
- Pliers

Sequence:
1. Students are seated
2. Procedures for tools and gathering wire are announced
3. Instructor demonstration of how to twist and bend wire into a self-portrait
   a) Referencing contour line drawing.
   b) Using dowel rods for hair and other details
4. Students begin gathering materials
5. Clean up

Resource Material
- Digital Camera
Detailed Lesson Plans

Day 4-14

Overview: Students begin production on their wire sculptures by forming their portraits referencing their photos and contour line drawings.

Production objectives: Students will use the techniques and knowledge they have learned through the instructor demonstration to begin construction on their wire self-portraits.

Visual Art Standards:
- VA.H.7 – CREATING ART: Studio Production: Understand and apply elements and principles of design in personal works of art, utilizing a variety of media tools and processes
- VA.H.4 –VISUAL LITERACY: Criticism and Aesthetics: Theorize about art and make informal judgments

Materials Needed:
- Wire (18 gauge)
- Wire cutters
- Pliers

Sequence:
1. Students are seated
2. Work day- Students begin on their wire self-portraits
3. Clean up
Detailed Lesson Plans

Day 15

Overview: Final critique and students fill out written reflection and self-evaluation rubric.

Objectives: Students will analyze their peers wire sculptures through the process of deconstruction (the components of the image and its meaning).

Visual Art Standards:
- VA. H.5 – VISUAL LITERACY: Criticism and Aesthetics: Reflect on and discuss the nature of art, esthetic experience, and aesthetic issues concerning the meaning and significance of art

Interdisciplinary Connections/Ancillary Standards:
- VA.H.8 – INTEGRATED STUDIES: Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas
- NL-ENG.K-12.7 – EVALUATING DATA: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Materials Needed:
- Writing utensils

Sequence:
1. Students are seated
2. Students gather at front of class for a final critique
3. Students fill out self-evaluation rubric along with written reflection questionnaire.
4. Clean up
Wire Portrait Written Reflection

Name: ____________________________

Date: __________

Period: _________

Please answer the following questions using full sentences.

1. What was the hardest part about this project? Why? What problems did you run into that you did not anticipate?

2. Examine your wire portrait and compare yours to Alexander Calder’s wire portraits. How does it compare? What are the similarities? What are the differences?
Detailed Lesson Plans
Day 16

Overview:
Review of the unit’s art terms, students fill out post-tests, and turn in wire projects for a grade.

Materials Needed:
- Rubrics printed

Sequence:
1. Students are seated
2. Brief group review of unit terms and information
3. Students fill out post-test
4. Students submit all wire projects for a grade
5. Clean up

Resource Material
- Dry-Erase board and Dry-Erase markers
- PowerPoint (optional)
- Projector (optional)
Differentiation/Accommodations:

During this unit I will use a variety of teaching strategies to accommodate students with different learning abilities. During the introduction to this lesson I will use a projected PowerPoint presentation to teach my students about Alexander Calder and his wire portraits. While my students watch the PowerPoint they will also follow along and take notes to focus their attention on the content. This technique targets students with different learning styles. The use of the PowerPoint also will help the visual learners, and the note-taking will help students who are kinetic learners. I will also post visuals in the classroom to serve as examples of what their project should look like.

Before starting their wire portrait project, students will be given printed images of themselves to reference. Not only do these images serve as a visual reference for shaping their wire, but they are also given the choice to lay their wire down on top of the image and “trace” the image. This allows students with low ability to think spatially to work in a different way. In the case that there are students in the class with physical special needs, hand/wrist cuffs, mouth-sticks, or other adaptive tools could be used.
Assessment: Project Rubric

Name:_____________________________  Period:____

**Wire Self-portrait Sculptures**

**Project Requirements:**
You will construct an Alexander Calder inspired wire sculpture. This is a self-portrait assignment. You will use a photograph of yourself to model your sculpture from. Your goal is to create a wire self-portrait using a continuous contour line.

<table>
<thead>
<tr>
<th>Wire Self-portrait Sculpture Rubric</th>
<th>Student Evaluation (Circle one)</th>
<th>Teacher Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meets Requirements:</strong></td>
<td>Needs Work ...... Strong</td>
<td>Creativity:</td>
</tr>
<tr>
<td>• Student successfully created a sculpture using contour line</td>
<td>1 2 3 4 5</td>
<td>/50</td>
</tr>
<tr>
<td>• Sculpture is representative of the artist that created it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• A variety of line was used (twisted, zig-zag, coiled, etc.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Level of effort/attitude:**                                                                  | Needs Work ...... Strong        | Effort/attitude:   |
|------------------------------------------------------------------------------------------------| 1 2 3 4 5                      | /50                |
| • Worked hard every class and used tools/materials correctly                                   |                                |                    |
| • Focused on work and good craftsmanship                                                       |                                |                    |
| • Project is turned in on time                                                                |                                |                    |

3-5 pieces used  | 6-9 pieces used  | 10+ pieces used

| **Craftsmanship:**                                                                             | Needs Work ...... Strong        | Craftsmanship:     |
|------------------------------------------------------------------------------------------------| 1 2 3 4 5                      | /50                |
| • Evidence of hard work and quality of skill is apparent                                       |                                |                    |
| • Problem solving was demonstrated in manipulating the wire to represent a photograph          |                                |                    |
| • Wire is successfully secured, form is stable and isn’t falling apart                          |                                |                    |

**Teacher Comments:**

**Final Grade:** /150 Points
Assessment:
Line to Space – Pre-Test

Name:_____________________________ Hour:__________

Multiple Choice Questions

1. What mediums did Alexander Calder work in?
   A. Sculpture
   B. Painting and Printmaking
   C. fiber arts
   D. All the Above

2. A line that surrounds a shape is called a(n) ____________.
   A. Contour Line.
   B. Outline.
   C. Geometric shape
   D. Organic form

3. Lines that are strong and powerful.
   A. Straight lines.
   B. Curved lines.
   C. Jagged lines.
   D. Organic lines.

4. Lines that describe a shape or form.
   A. Outlines, contour lines
   B. Lines of sight
   C. Zip lines.
   D. Jagged lines.

5. Lines that seem nervous or awkward.
   A. Jagged lines.
   B. Straight lines.
   C. Curved lines.
   D. Sight lines
6. This picture is an example of which type of line?

A. Straight lines  
B. swirling Line  
C. **Continuous, contour line**  
D. cartoon

**True and False Questions**

7. __________ Abstract lines are used to describe a shape.

8. __________ Descriptive lines convey a mood.

9. __________ Line is only used in 2D art.

10. __________ You may look at the paper as you are drawing a blind contour line drawing.
Name: ______________________ Period _____

Line to Space – Post-Test

Multiple Choice Questions

1. Alexander Calder used what type of line to create his wire portraits?
   A. Curved
   B. Zigzag
   C. Spiral
   D. All of the above

2. Lines that describe a shape or form.
   A. Lines of sight
   B. Organic lines.
   C. Outlines, contour lines
   D. Emotional lines.

3. These images below are examples of what drawing exercise?
   A. Modified Contour
   B. Picasso’s Portraits
   C. Blind Contour
   D. Psychic Sketchs

4. An implied line is a line that ____________.
   A. Is a psychic line
   B. Does not have to be physically present
   C. Always curves
   D. Is present at all view points
5. Descriptive lines are lines that_____________.

A. Express an emotion  
B. **Give the viewer information**  
C. Demand attention  
D. Are always one size

6. The lines in the image to the right are called_____________.

A. Cartoon lines  
B. Straight linear lines  
C. **Continuous, contour line**  
D. Hatch lines

**True and False Questions**

7. ________ Throughout his life, Alexander Calder only created his artwork from wire.

8. ________ Contour lines are lines that describe a shape or form.

9. ________ While performing a blind contour line drawing you need to look at your paper.

10. ________ Line is only used in one type of art form
Student Projects:
Pre-Test and Post-Test Data:

Pre-Test/Post-Test Comparison
Post-Test Results (Percentages Correct)

Pre-Test Results (Percentages Correct)
Assessment of Standards Va.H.1, 3, 5, and 7 on Pre-Test

- **Standard VA.H.1** – RESPONDING TO ART: History and Culture: Understanding art in relation to history and past and contemporary culture

- **VA. H.5** – VISUAL LITERACY: Criticism and Aesthetics: Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art

- **VA.H.3** – VISUAL LITERACY: Criticism and Aesthetics: Describe, analyze, and interpret works of art and artifacts.

- **VA.H.7** – CREATING ART: Studio Production: Understand and apply elements and principles of design in personal works of art, utilizing a variety of media tools and processes

- **Pre-Test Results**
Assessment of Standards Va.H.1, 3, 5, and 7 on Post-Test

- **Standard VA.H.1 – RESPONDING TO ART: History and Culture**: Understanding art in relation to history and past and contemporary culture

- **VA. H.5 – VISUAL LITERACY: Criticism and Aesthetics**: Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art

- **VA.H.3 – VISUAL LITERACY: Criticism and Aesthetics**: Describe, analyze, and interpret works of art and artifacts.

- **VA.H.7 – CREATING ART: Studio Production**: Understand and apply elements and principles of design in personal works of art, utilizing a variety of media tools and processes

- **Post-Test Results**
Standard VA.H.1 – RESPONDING TO ART: History and Culture: Understanding art in relation to history and past and contemporary culture.
VA.H.3 – VISUAL LITERACY: Criticism and Aesthetics: Describe, analyze, and interpret works of art and artifacts.
VA.H.7 – CREATING ART: Studio Production: Understand and apply elements and principles of design in personal works of art, utilizing a variety of media tools and processes

Average: 82.9
Assessment of Visual Art Standard VA. H.5 (VISUAL LITERACY: Criticism and Aesthetics: Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art) on Pre-Test and Post-Test.
Real Life Application

One of the goals of this unit is to teach students about the twentieth century sculpture artist Alexander Calder. Calder was one of the first artists involved with the Dada Movement. Dada was an art movement of the European avant-garde in the early 20th century. This movement was born as a reaction to the terrors of World War I. Dada art embraces humor, playfulness, nonsense, and intuition, while rejecting organization, rules, and logic. Dada artists such as Calder were using art to uplift people from the sadness and suffering of the war (“Dada”, Wiki). Through learning about Dadaism, students will learn that often art is made as a reaction to real life situations. This unit will teach students that making art can be used as a tool to cope and process circumstances that happen in real life.

Through learning about the linear characteristics of wire, students will explore the possibilities of translating two-dimensional art into three-dimensional forms in space. Students will explore the creative process of wire forming and its inherent relation to problem-solving. Because we, as a people, are met with problems on a daily basis and throughout life, every person can profit from having problem-solving skills. This unit pushes students to look for possible solutions to problems, make decisions, and carry out a chosen course of action to create a product. These are all valuable skills to be practiced for better problem-solving and can apply to daily life.
Narrative Statements and Reflections

1. Unit Narratives

a) List of Indiana Visual Art Standards Addressed in the Unit:
   - **VA.H.1** – **RESPONDING TO ART**: History and Culture: Understanding art in relation to history and past and contemporary culture
   - **VA.H.2** – **RESPONDING TO ART**: History and Culture: Recognizing significant works of art and the chronological development of art movements and historical periods
   - **VA.H.4** – **VISUAL LITERACY**: Criticism and Aesthetics: Theorize about art and make informal judgments
   - **VA.H.5** – **VISUAL LITERACY**: Criticism and Aesthetics: Reflect on and discuss the nature of art, esthetic experience, and aesthetic issues concerning the meaning and significance of art
   - **VA.H.7** – **CREATING ART**: Studio Production: Understand and apply elements and principles of design in personal works of art, utilizing a variety of media tools and processes

b) Ancillary Standards Addressed in the Unit:
   - **VA.H.8** – **INTEGRATED STUDIES**: Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas.
   - **NL-ENG.K-12.7** – **EVALUATING DATA**: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
   - **ELP 11.7.4** – **LISTENING AND SPEEKING**: Deliver brief, simple oral presentations, including narratives or informational or descriptive presentations, with simple words, phrases, or sentences.
c) Accommodations Made for Students:
I made accommodations for students by reading any written questions and instructions aloud to the class and allowed students who are considered low ability to work with the help of other students if they desired.

d) Critical Thinking and Problem-Solving Skills Learned throughout the Unit:
Through learning about the linear characteristics of wire, students will explore the possibilities of translating two-dimensional art into three-dimensional forms in space. Students will explore the creative process of wire forming and its inherent relation to problem-solving. Because we, as a people, are met with problems on a daily basis and throughout life, every person can profit from having problem-solving skills. This unit pushes students to look for possible solutions to problems, make decisions, and carry out a chosen course of action to create a product. These are all valuable skills to be practiced for better problem-solving and can apply to daily life.

e) Instructional Strategies Used in the Unit:
- Formal criticism
- Informal criticism
- Teacher demonstration (whole group instruction)
- Modeling
- Visual examples (PowerPoint, prints, and drawings on wipe-off board)
- Checking for understanding
- Displaying student work
- Addressing student learning styles

f) Technologies/Media Integrated in the Unit:
At the beginning of this unit I presented a PowerPoint presentation to the class. The PowerPoint was projected onto the classroom wall in order to be viewed easily by all students. In order to have visual references for this project, students used a digital camera to take portrait photographs. After their images were captured, the portraits were printed using the Anderson High School Art Department’s Digital Media Lab.
2. Assessment Narratives

Accommodations Made During the Assessment Portion of the Unit:
In order to meet the needs of my students I read all questions on the pre-test and post-test aloud to the class. I reread all questions twice and additional times at any student’s request.

3. Project Narratives

a) Method of Presenting Project Directions to Students:
The directions for this unit are presented in multiple ways. One way I presented directions was through door greetings. I stood at the door and as students entered the room I told students what I expected them to do before class started. Another way I directed students was through opening announcements. These announcements are made during the very first minutes of class and usually included information about the goals, objectives and procedures of the lesson. Directions are also presented through demonstration. During demonstrations students see me, as the teacher, fulfill the necessary steps to create the art product. Lastly, I presented directions as a written list on the wipe-off board.

b) How the Project Relates to the Standards in the Unit:
Students work with three-dimensions to create a wire self-portrait that focuses on size and shape to create a sense of balance and symmetry (VA.H.7). The wire art inspired by 20thcentury artist, Alexander Calder. Students learn about Calder’s life and experience as artist that created work during World War I (VA.H.1 and VA.H.2). By the end of the unit students will be able to examine and list what elements and principles of art were used in order for Calder to create his wire self-portraits (VA.H.4). Students form aesthetic opinions about art (VA.H.5).

c) How the Project Connects/Engages Students in Real-Life Applications of Knowledge or Skills Acquired in the Unit:
One of the goals of this unit is to teach students about the twentieth century sculpture artist Alexander Calder. Calder was one of the first artists involved with the Dada Movement. Dada was an art movement of the European avant-garde in the early 20th
century. This movement was born as a reaction to the terrors of World War I. Dada art embraces humor, playfulness, nonsense, and intuition, while rejecting organization, rules, and logic. Dada artists such as Calder were using art to uplift people from the sadness and suffering of the war (“Dada”, Wiki). Through learning about Dadaism, students will learn that often art is made as a reaction to real life situations. This unit will teach students that making art can be used as a tool to cope and process circumstances that happen in real life.

d) Explanation of What the project Criterion was and How the Criterion was Presented:
The criterion for the project was for the students to construct a Alexander Calder-inspired wire sculpture, using contour lines. Each student was required to use a photograph of his or herself in the production process of creating his or her wire portrait. Products are judged based on effort, craftsmanship and meeting the unit requirements. The criterion for the unit was presented visually, orally, and physically. At the beginning of the unit students observed a PowerPoint presentation. During the presentation I told students what the criteria was for the unit and showed them visual examples of Alexander Calder portraits. In addition to the PowerPoint I also gave students a rubric with all the expected criteria listed. This rubric was given individually to each student and a copy was also posted on the classroom wipe-off board. Students were also reminded of the criteria for the product through a teacher demonstration. Students were able to see how to correctly meet the criteria of the project.
# 4. Project Rubric Narratives

## Wire Self-portrait Rubric

### Project Requirements:
You will construct an Alexander Calder inspired wire sculpture. This is a self-portrait assignment. You will use a photograph of yourself to model your sculpture from. Your goal is to create a wire self-portrait using a continuous contour line.

<table>
<thead>
<tr>
<th>Wire Self-portrait Sculpture Rubric</th>
<th>Student Evaluation (Circle one)</th>
<th>Teacher Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meets Requirements:</strong></td>
<td></td>
<td>Creativity:</td>
</tr>
<tr>
<td>• Student successfully created a sculpture using contour line</td>
<td>Needs Work ...... Strong</td>
<td>/50</td>
</tr>
<tr>
<td>• Sculpture is representative of the artist that created it</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>• A variety of line was used (twisted, zig-zag, coiled, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level of effort/attitude:</strong></td>
<td></td>
<td>Effort/attitude:</td>
</tr>
<tr>
<td>• Worked hard every class and used tools/materials correctly</td>
<td>Needs Work ...... Strong</td>
<td>/50</td>
</tr>
<tr>
<td>• Focused on work and good craftsmanship</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>• Project is turned in on time</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Craftsmanship:</strong></td>
<td></td>
<td>Craftsmanship:</td>
</tr>
<tr>
<td>• Evidence of hard work and quality of skill is apparent</td>
<td>Needs Work ...... Strong</td>
<td>/50</td>
</tr>
<tr>
<td>• Problem solving was demonstrated in manipulating the wire to represent a photograph</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>• Wire is successfully secured, form is stable and isn’t falling apart</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Teacher Comments:

Final Grade: /150 Points
5. Evaluation of Student Learning Narratives

a) How Students Preformed Individually and Collectively on the Pre-Test:

Individually, student performance on the pre-test ranged from 0-90%. More than 50% of students scored below 60% on the test, which would translate to an “F” at Anderson High School if this were a graded assignment. I believe some students may have made “lucky” guesses to achieve high scores. Nonetheless, the class average on the pre-test was 58.7%, which provided room for learning growth.

b) Changes Made to the Unit Based Off Pre-test Data:

Based off the pre-test data, I made few changes to the posttest. Change some of the fill in the blank questions to multiple-choice questions, and changed a question to make a more applicable use of art process rather than interpretation. I also made sure that when I presented new information, I asked some of the relevant pre-test questions to reiterate and relate back to questions that may have been missed on the pre-test. In order to meet the needs of some of the lower scoring students, I decided to add a study game to our agenda. Our class played a review game before the post-test to remind students of important content.

c) How Student Performed Collectively and Individually on the Project (based on graph):

All students successfully completed the project for the unit. Although, some more successfully than others. The project scores ranged from 75% to 100%. The rubric I used for the project graded students on meeting the project requirements, effort/attitude, and craftsmanship. Each one of these components is weighted equally. I decided to weigh them equally because the project (a wire self-portrait) cannot be properly completed if one of these constituents is not met. For example, meeting the assignment parameters may appear as the most important component as a student. However, if the student does not put forth effort, the assignment will not be completed. In addition, if the effort is not put forth until the last minute the craftsmanship with likely suffer. More often than not, students who scored lower on their project also lacked in putting forth effort and upholding a good attitude, which has a negative effect on the other categories of the rubric. Thus, the lower scoring students completed the assignment correctly, but their productivity in class was low.
d) How Students Performed Collectively and Individual on the Post-test:
Majority of my students improved from the pre-test to the post-test. However, the scores of students 11 and 19 stayed the same. The class as a whole improved an average of 24.7% on the post-tests as compared to their pre-test scores. Most students improved in each standard, but there were some who stayed at the same score. There were no students that scored lower on the Post-test compared to the Pre-test.

e) The Strengths and Weaknesses of the Instructional Approaches used during the Unit:
I believe that my instructional demonstrations helped my students understand the project requirements and processes. Because of the students’ diverse learning styles, I provided them multiple venues for receiving information. I presented a PowerPoint orally and included a fill in the blank out-line so they could follow along and write down the information. I also drew out important information on the board from the PowerPoint and kept it up there for the duration of the unit. One of the instructional strategies I feel that I am weak in is my questioning. This is an area I wish to improve in my future teaching experience.