

# Sculpture Drawings

Kristen Mehlig

Teacher Candidate at Monmouth University

Grades 4-5

**Duration:** 1 class period

- I. **Enduring Understanding:** Proportion and Detail help create an interesting sculpture.
- II. **Learner Outcomes:**
  - 1.1 **The Creative Process** – Students will be able to demonstrate an understanding of proportion by creating a picture of themselves as a sculpture. (Bloom 3, Bloom 6).
  - 1.2 **The History of Arts and Culture** – Students will be able to analyze Seward Johnson's sculptures for the use of proportion (Bloom 4)
  - 1.3 **Performance** – Students will be able to create a picture of themselves as a sculpture by demonstrating their knowledge of proportion and using detail (Bloom 6).
  - 1.4 **Aesthetic Response and Critique Methodologies** – Students will be able to evaluate their work by filling out a rubric.
- III. **Standards (NJCCCS, CCSS, NJPST, and SPA):**
  - 1.1 **The Creative Process** – 1.1.5.D.1 Identify elements of art and principles of design that are evident in everyday life.
  - 1.2 **The History of Arts and Culture** – 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.

**1.3 Performance** – 1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.

**1.4 Aesthetic Response and Critique Methodologies** –1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.

**IV. Essential Questions:** What is proportion?

**V. Procedures: (Including Assessments linked to Learner Outcomes):**

#### **ASSESSMENTS**

**1.1 The Creative Process** – Students will be able to demonstrate an understanding of proportion by creating a picture of themselves as a sculpture (Bloom 3, Bloom 6).

Review of art work for use of proportion

**1.2 The History of Arts and Culture** – Students will be able to analyze Seward Johnson's sculptures for the use of proportion (Bloom 4)

Students participation in class discussion

**1.3 Performance** – Students will be able to create a picture of themselves as a sculpture by demonstrating their knowledge of proportion and using detail (Bloom 6).

Review work for use of proportion and detail

**1.4 Aesthetic Response and Critique Methodologies** – Students will be able to evaluate their work by filling out a rubric.

Students complete rubric.

#### **PROCEDURES**

- The teacher discusses with the students how some artists create sculptures that are meant to look like real things or people. The teacher explains that this

technique is called tromp l'oeil. The artist creates their piece by painting it a certain way and making it a certain size so that it will trick the audience into thinking it is something real.

- The teacher shows the students an image of one of the sculptures from the Seward Johnson exhibit. Teacher asks the students "Does this look real? What makes this sculpture look real?" The teacher shows more pictures of the sculptures and explains the Seward Johnson's art works.
- The teacher introduces proportion. The teacher explains that if the proportions of the sculpture are the same as the proportions of a real person, it is easier for the artist to trick the audience into thinking it was real.
- The teacher explains that artists use proportions to make their drawings look real too. The teacher draws an example on the board of a stick figure with a head that is bigger than the body and a stick figure with a normal sized head and asks the students which one looks more proportionate.
- The teacher demonstrates on the board how to make a proportionate child. The teacher explains that the figure should be 5 heads tall. They should have a neck and their arms should go down to their hips.
- The students stand and explore these measurements on their own bodies.
- The teacher explains that the students are going to use these proportions to draw themselves as a sculpture like the sculptures of Seward Johnson. They should add a background to their picture of where they would be if they were a sculpture. Before they begin drawing they need to answer some questions first that will help them plan out their drawing.
  - If I were a sculpture, where would I be? Why?
  - What would I be doing? Why?
  - What kind of clothes would I wear?
- When the students are done answering the questions, the teacher gives the students a handout with the proportions and a piece of paper to draw their

person. The teacher goes through the steps along with the students as they draw the parts of the body.

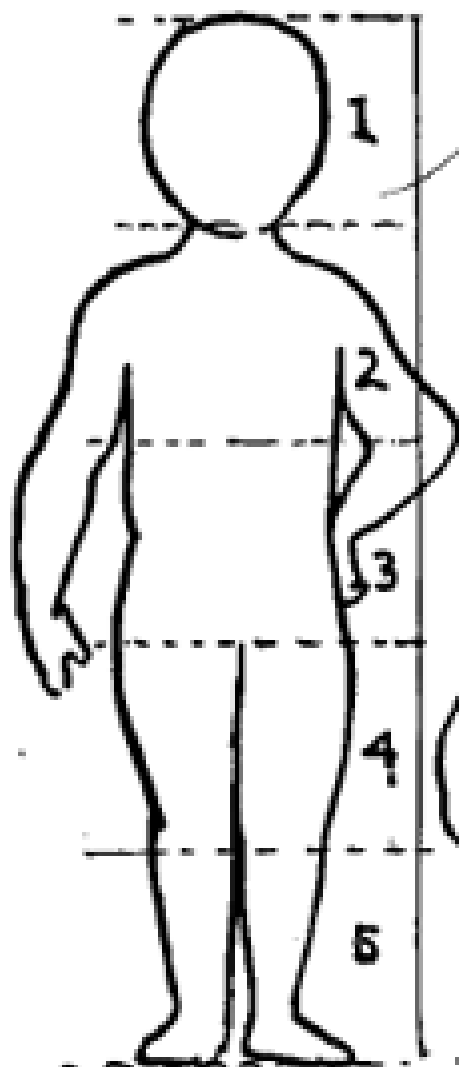
- Now that they all have a proportionate person, they can add details the details they planned when they answered the above questions.
- When they are done drawing they can use either colored pencil or crayons to add color to their drawing.
- When students have completed their work they will discuss their work with their partner.
- Students will volunteer to discuss their work with the class.
- The students will then use the attached rubric to assess their work.
- The teacher will walk around and help the students as needed.

#### **VII. Materials/Use of Instructional Technology:**

- Power point
- Pencils
- Proportion handout
- White drawing paper
- Colored pencils, crayons
- Rubric
- Handout with questions

# Proportions

CHILD



You Try!!

A large empty rectangular box for drawing or writing.

Name: \_\_\_\_\_

## Let's Brainstorm!

If I were a sculpture, where would I be? Why?

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What would I be doing? Why?

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What kind of clothes would I wear?

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Name: \_\_\_\_\_

How did I do? Let's Check!

I participated in the discussion about the sculptures



I used proportions correctly in my drawing



I added details to my drawing



I talked about my work

