

## Lesson Plan

Title: "Alberto Giacometti wire sculptures"

Length: 5 days

Grade: 4th

### Objectives/Outcomes/Learning Targets:

Objectives **describe** a learning experience with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:** Objective. (Bloom's: \_\_\_\_\_ - Standard: \_\_\_\_\_ - GLE: \_\_\_\_\_ -Art learning: \_\_\_\_\_ -Numeracy, Literacy, and/or Technology)

*After watching the powerpoint and being introduced to the project*, students will be able to **describe** who Alberto Giacometti was and what characteristics his walking man sculpture had by participating in a group discussion. (Understand, Standard 1, GLE 1, design, literacy)

*After watching the demonstration*, students will be able to **create** the structure of their figure by using pipe cleaners to create the structure of their sculpture. (Create, Standard 3, GLE 2, Technique)

*After watching the demonstration*, students will be able to **construct** the "muscles" of their figure by covering the pipe cleaners in a thin layer of aluminum foil. (Create, Standard 3, GLE 1, Technique)

*After constructing all the muscles*, students will be able to **create** the "skin" of their figure by covering the pipe cleaners in a thin layer of duct tape. (Create, Standard 3, GLE 2, Technique)

*After covering their figure in skin*, students will be able to **construct** the clothes of their figure by adding colored duct tape. (Create, Standard 3, GLE 2, Technique)

*After completing their figure*, students will be able to **design** a base for their figure to balance on by duct taping recycled materials together and fastening their figure to the base using duct tape. (Create, Standard 1, Gle 2, Technique)

*After completing their project*, students will be able to **reflect** on what they learned by completing a 3.2.1 artist statement. (Remember, Standard 2, GLE 1, Critique)

<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students can use painters tape if duct tape is too hard for them to tear.	Students can have their person posed with both feet on the ground instead of balancing.
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Student can create a two person sculpture if they want more of a challenge.	Student can construct their base out of duct tape if they want more of a challenge.

## **Lesson Summary:**

### Day one

- introduce project (powerpoint)
- demo how to make body and wrap with foil
- Students make body skeleton out of pipe cleaners
- Students begin to wrap pipe cleaner body with small pieces of tin foil to act as muscles

### Day two

- students continue to wrap pipe cleaner body with tin foil
- demo how to wrap tin foil with duct tape to act as the skin
- students begin to wrap tin foil body with duct tape

### Day Three

- Students finish wrapping body in duct tape pieces for skin
- Demo how to use colored duct tape to create clothes
- Students begin to add clothes

### Day Four

- Students will continue to add clothes
- Demo how to construct a base for figures out of recycled objects and how to attach the figure to the base using duct tape.
- Students work on base and completing sculptures

### Day Five

- Students complete sculptures and write 3,2,1 artist statement.