

Richard Hunt

Fourth Grade Integrated visit

Behavioral Objective:

Students attending the Richard Hunt: Past & Present Show at the Lubeznik Center for the Arts will recognize how a sculptor uses simple geometric and complex geometric shapes and forms as well as freeform (organic) shapes and forms to create works of art.

Learning Objectives:

Students will:

1. Recall knowledge of shapes and forms
2. Observe how forms are shapes with other names
3. Correctly identify circles, squares, triangles, spheres, cubes, pyramids and freeform shapes and forms within sculptures.
4. Learn about the art form of sculpture and how math and science play an important part in the construction of sculpture pieces.
5. Create a journal page about their favorite sculpture.

Teacher Background:

Sculpture speaks powerfully to the culture in a language that we all can understand. Welding, fabricating, carving, transporting, rigging and assembly are all labors that are part of the fabric of Northwest Indiana. The great range of materials (steel, stainless, concrete, bronze, glass, light, wood, stone and hardware) used to create the pieces engage the viewers and speak clearly to the people of LaPorte County and all who visit the show.

Vocabulary:

Sculpture	Shape	Geometric
Sculptor	Form	Complex geometric
Positive	Organic/Freeform	Steel
Negative	Texture	Concrete
Subtractive	Maquette	Wood
Assemblage		Stone
Free standing	Relief sculpture	

Fourth Grade State Standards:

Language Arts:

Standard 6: English Language Conventions

- 4.6.3 Create interesting sentences by using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases and conjunctions.

Standard 7: Listening and Speaking: Skills, Strategies, and Applications

- 4.7.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.

Math:

Standard 4: Geometry

- 4.4.3 Identify, describe, and draw parallelograms, rhombuses, and trapezoids using appropriate mathematical tools and technology.

Social Studies

Standard 5: Individuals, Society, and Culture

- 4.5.4 Describe the role of Indiana artists in American visual arts, literature, music, dance and theatre.

Visual Arts:

Standard 1: Responding to Art: History

- 4.1.2 Research and identify the function of a work of art or artifact and make connections to the culture (the steel industry, Indiana limestone, etc.)

Standard 5: Responding to Art: Aesthetics

- 4.5.1 Personally respond to a work of art and examine alternative responses from peers to form a logical hypothesis.
- 4.5.2 Discuss and raise questions about the nature of art, reflect on these discussions, defend personal viewpoints.

Standard 8: Creating Art: Production

- 4.8.1 Apply elements (line, shape, form, texture, color, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis) in work that effectively communicates their ideas.
- 4.8.2 Identify and discriminate between types of shape (geometric and organic), colors, lines, textures (tactile and visual), and space (placement, perspective, overlap, negative, positive, size) balance and the use of proportion, rhythm, variety, repetition, and movement in their work and the works of others.

Standard 9: Creating Art: Production

- 4.9.2 Identify and control different media, techniques and processes to effectively communicate ideas, experiences, and stories including (but not limited to)
- Drawing
 - Media; pencils, colored pencils, markers, chalks, crayons, oil pastels, charcoals
 - Processes: contour line, rendering, sketching, value, shading, crosshatching
 - Sculpture
 - Media: paper, papier-mâché, clay, plaster, fiber, cardboard, wood paper, foil, found objects, beads, wire, foam
 - Processes: carving, additive, subtractive, modeling, constructing.

Standard 12: Careers and Community

- 4.12.1 Identify individual art experiences and how these affect daily life
- 4.12.2 Analyze and respond to art at local museums, exhibits, arts performances and exhibited by visiting artists in the school.

Standard 13: Integrated Studies

- 4.13.1 Begin to distinguish between products and processes of visual art and other disciplines.

Additional Activities:

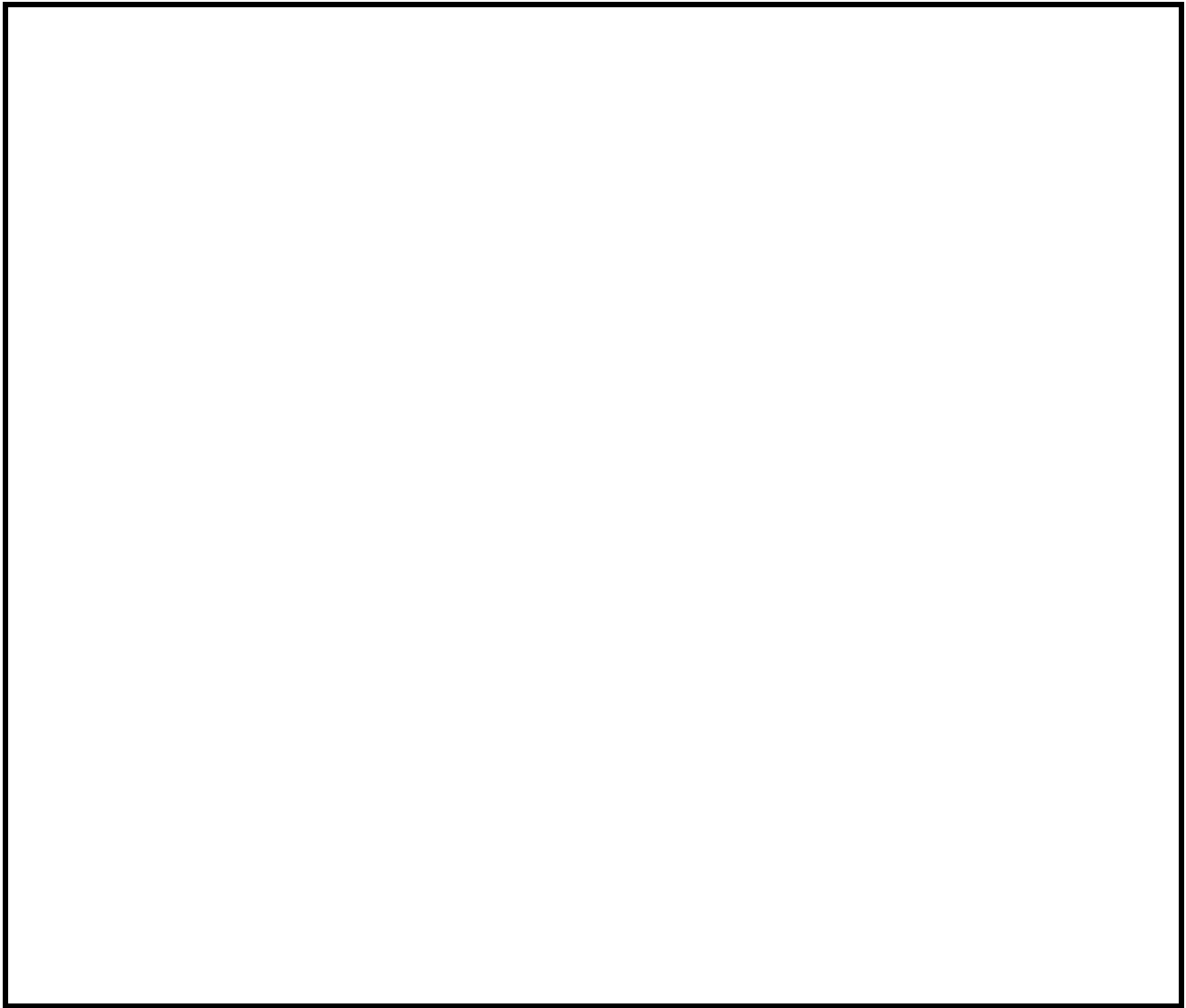
Students create an assemblage sculpture by using items from a “junk drawer” that they have at home. The junk drawer is the drawer that virtually every household has that many miscellaneous objects is placed when they have no other home.

Fourth Grade Worksheet

Name _____

Find the sculpture that you like best and draw it in the space below:

Artist _____ Media _____



Describe why you like this sculpture
