## Instructional Unit Title: Wabi-Sabi: The Beauty of Things Imperfect Sculpture

The teacher may provide students with multiple interpretations of the term tradition so that students can examine and define tradition; comparing "traditional" art to "non-traditional" artwork.



The teacher may lead the students through a guided discussion to create a list so that students can identify traditional practices/ideals in a variety of cultures and time periods (e.g., man as provider, woman as mother/home maker, rites of passage in various cultures, birth/death traditions), considering the impact of these traditions on art.



The teacher may show images that represent a variety of cultural and historical traditions (*The Arnolfini Portrait* by Jan van Eyke or works by Haley Hasler concerning gender roles) so that students can examine and explain how cultural traditions have influenced artistic expression throughout history.







The teacher may review student ideation so that students can implement their ideas into their final three-dimensional composition.







The teacher may create multiple media centers so that students can explore and choose media appropriate to realize their specific concept (e.g., clay wheel-throwing or hand-building construction, collage, or assemblage construction).



The teacher may provide students with guiding questions such as "In what cultural, personal, or social traditions have you taken part" so that students can create a concept map that links physical icons/objects that symbolize these traditions and experiences (e.g., first communion, quinceañera, bar mitzvah, wedding ceremony, funeral, birthday party, etc.) and identify how they are and have been represented in art.



PERFORMANCE ASSESSMENT: In honor of "World Heritage Day", your local library has put out a call for local artists to create a work of three dimensional art which examines and challenges a cultural, historical, social, and/or personal tradition. Your sculptural work of art can be created in the media of your choice (clay, plaster, assemblage, found object, natural objects, etc.) and will be put on display for your community to view. Your artwork must visually reference your interpretation of cultural/personal traditions in a realistic, representational, or abstract manner.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <a href="http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.">http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples</a>.