**Instructional Unit Title: Tension, Conflict, and Transformation**

**Sculpture**

- The teacher may take students to a public space or show images (of different scale and from multiple viewpoints) so the students may gain an understanding of the 3D art forms in relation to environment with consideration of perception, feeling, content, and purpose.

- The teacher may introduce students to three-dimensional art forms (such as sculpture, architecture, and installation) including characteristics of public art as experienced in the environment (sound, form, space, volume) so that students may gain knowledge of the similarities and differences of the expressive features and inherent characteristics.

- The teacher may provide examples of the artistic planning and collaboration that artists need to complete (with a range of collaboration involving government, local officials, etc.) so the students can select and defend their choice for their installation and develop a written plan for proposal.

- The teacher may lead a discussion on the expressive features and inherent characteristics of art relating to sculpture and installations so that students can identify how these elements work and begin to create sketches, ideas for their artwork.

- The teacher may introduce students to installation artists (Ai Weiwei, Sandy Skogland, Jean Claude, and Christo) and facilitate a discussion about the artist’s choice of space and how the transformation of the space changes the understanding of it so that students can make an informed decision about the importance and impact of space in installation/three-dimensional art.

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- The teacher may demonstrate a variety of sculptural media (plaster, found object, clay, etc.) so that students may experiment with the media and the spaces of their choice.

- The teacher may facilitate reflection during the creation of their sculpture installations so that students can actively reflect, evaluate, and defend their decision making, the process, and choices in the creation of the final product.

**PERFORMANCE ASSESSMENT:** As an artist you have been invited to transform a public space (within the school boundaries or within the community) to challenge the viewer to alter their perceptions about public spaces and consider alternate purposes to the environment.

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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 [http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples](http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples).

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