

Lesson Three: Modular Madness

“Modular Madness” is appropriate for elementary or older students. “Space Invaders,” another version of Lesson Three, is appropriate for secondary students.

Objectives

1. Students repeat and arrange rectangles and or triangles (with size variations) to create and unify their sculpture-in-the-round.
2. Students collaborate to select a symbol or meaningful combination of colors to connect their sculptures with the place in which it is displayed.

Arizona Visual Arts Standards

CREATE: Concept 3: Elements and Principles

PO 001 and 101: Identify and use elements (and principles) in his or her own artwork.

PO 201 and 301: Identify, select and use elements and principles to organize the composition in his or her own artwork.

CREATE: Concept 4: Meanings or Purposes

PO 101: Select and use subject matter and/or symbols in his or her own artwork.

PO 201 and 301: Explain purposeful use of subject matter, symbols and/or themes in his or her own artwork.

Preparation

Preview “Sample Modular Madness” PowerPoint under “Resources.” Determine in advance what spaces are available to display student work, for example, bulletin boards in the classroom, halls or school offices; displays at off campus locations such as libraries, banks or community centers; and makeshift display areas where cardboard sculptures are glue-gunned to a larger cardboard surface and mounted on a wall. Depending on available time and circumstances, students could ask the school librarian or school office staff to assist in determining what school hallway options would be available. In a school with parent and community involvement, students could ask their parents about bank, store and community center options.

Plan to group students according to the available display spaces.

Make one copy of the “Public Art Label” for each group to be displayed with the finished work.

Use a paper cutter to precut recycled cardboard rectangles and triangles of various sizes.

You can dilute tempera paint and make it “string” for dripping on sculptures by adding 2-3 drops of liquid dishwashing soap to each paint container.

Resources and Supplies

6-inch x 6-inch or 7-inch x 7-inch cardboard per student

assorted cardboard rectangles and triangles (cut on paper cutter)

glue

tempera paint

large size soft brushes

liquid dishwashing soap
paper cups or other containers
newspaper to cover painting surface
purchased stamps w/inkpads (optional)

Activities

Review: Return students' "Exploring Public Art at the Tempe Center for the Arts" worksheet." Share discoveries about repetition and variation of circles and about how public artworks make connections to place.

Optional: Display "Public Art at the Tempe Center for the Arts" PowerPoint as a review.

Assignment: Ask each student to create a cardboard sculpture that incorporates the repetition and variation of triangles and rectangles. Students will combine their individual sculptures (modules) to create a group display that mimics large-scale public art. This group display is designed to make the specific space special. For example, a classroom display might utilize school colors or mascot symbols unique to the school.

Technical Demonstration: Demonstrate various steps in the process as students proceed. Display "Sample Public Art Sculpture" PowerPoint to illustrate steps.

In Process Feedback: After students have finished gluing, group the sculptures according to display location. Ask students to clear a space and arrange their partially completed sculptures together to begin to think about how they might be best arranged. Use the following questions to guide the group to decide on a consistent decoration.

- Are there colors that are special or meaningful to the place the artwork will be displayed (school colors, company colors, personal favorites)?
- Are there symbols that are special or meaningful to the place the artwork will be displayed (school mascot, company logo, Native American symbol)?
- Will all the sculptures be painted the same or will some have some variations?

Completion and Exhibition: Ask students to work in groups to organize their painted individual sculptures into a group sculpture and to complete the "Public Art Label" to be displayed with the work.

Lead a group assessment guided by the following questions:

1. How did you use repetition and variation in your sculpture-in-the-round?
2. How does your sculpture connect with the place in which it is displayed?
3. How is your group display of sculptures similar to the public artworks seen at Tempe Center for the Arts?

Assessment Guides

This is a high-success rate project valuable for the learning that occurs during the process. The finished product is simply a concrete reminder of what has been learned. The students' responses during the group assessment are a more reliable indication of what they have learned than their group sculptures.

1. Students repeat and arrange rectangles and or triangles (with size variations) to create and unify their sculpture-in-the-round.

Exceeds Expectations

Students contribute to a group discussion (and Public Art Label) that identifies how their sculpture is effectively unified through the repetition of a shape several times as well as variations of that shape.

Meets Expectations

Students contribute to a group discussion (and Public Art Label) that identifies how their sculpture repeats a shape several times and includes variations of that shape.

Approaches Expectations

Students contribute to a group discussion (and Public Art Label) that identifies how their sculpture repeats a shape several times.

Fails to Meet Expectations

Students contribute to a group discussion.

2. Students collaborate to select a symbol or meaningful combination of colors to connect their sculptures with the place in which it is displayed.

Exceeds Expectations

Students contribute to a group discussion (and Public Art Label) that identifies how their choice of paint color or application or choice of symbols shows a clear and significant connection to the sculpture's placement in the school.

Meets Expectations

Students contribute to a group discussion (and Public Art Label) that identifies how their choice of paint color or application or choice of symbols shows a connection to the sculpture's placement in the school.

Approaches Expectations

Students contribute to a group discussion (and Public Art Label) that identifies colors in their sculpture.

Fails to Meet Expectations

Students contribute to a group discussion.