

Lesson Three: Space Invaders

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

Objectives

1. Students use repetition and variation of elements (for example, shapes, colors, forms) to create unity and create visual interest in a group sculpture.
2. Students collaborate to design and install a sculpture for a specific location.

Arizona Visual Arts Standards

CREATE: Creative Process

PO 102, 202 and 303: Make and explain revisions in her or her own artwork.

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.

Preparation

Preview “Sample Space Invaders” PowerPoint under “Resources.”

Select a site in the classroom or hallway to “invade” with the group sculpture. Check with administrators and/or maintenance personnel to make sure you have approval to use a “public” space.

Determine whether students will make modules individually or in small groups. Mid-way into construction, stop and share strategies about how to integrate the various ideas in the separate modules by using repetition of a certain element or elements to create unity.

Resources and Supplies

Newspaper

White glue

Masking tape

Clear packing tape

Optional

Assorted color paper – construction paper, tissue paper, etc.

String

Found objects

Paint

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.

Display “Public Art at the Tempe Center for the Arts” PowerPoint as a review of how the artists designed each of TCA public artworks to fit its specific location at the center.

Assignment: ask students to

1. construct sections or modules with rolled paper for a site-specific sculptural installation,
2. repeat elements (for example colors, shapes, and forms) to unify the sculpture and
3. use variation to create visual interest.

Technical Demonstration: Demonstrate various steps in the process as students proceed. Display “Sample Space Invaders” PowerPoint to illustrate steps.

In Process Feedback: Stop students mid-process to share their ideas and collaborate on how they can use repetition of a certain element to unify all the individual modules and how they can use variations to increase visual interest.

Completion and Exhibition:

Ask students to work in groups to organize their individual sculptures into a group sculpture. They should complete the work on site taking care to make it specifically fit that location. Ask students to complete the “Public Art Label” and display it with the work.

Lead a group assessment guided by the following questions:

1. How did you use repetition in your sculpture?
2. How did you use variation in your sculpture?
3. How did you make your sculpture fit specifically the site where it is installed?

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 use repetition and variation of elements (for example, shapes, colors, forms) to create unity and create visual interest in a group sculpture.**

Exceeds Expectations

Students contribute to a group discussion (and Public Art Label) that identifies how their sculptures are effectively unified through repetition of one or more element/s and how variations of that/those element/s create visual interest.

Meets Expectations

Students contribute to a group discussion (and Public Art Label) that identifies how their sculptures repeat one or more element/s and identifies several variations of that/those element/s.

Approaches Expectations

Students contribute to a group discussion (and Public Art Label) that identifies how their sculptures repeat an element several times.

Fails to Meet Expectations

Students contribute to a group discussion.

2. Students collaborate to design and install a sculpture for a specific location.

Exceeds Expectations

Students contribute to a group discussion (and Public Art Label) that identifies at least three choices they made that make their sculpture fit its specific location.

Meets Expectations

Students contribute to a group discussion (and Public Art Label) that identifies at least two choices they made that make their sculpture fit its specific location.

Approaches Expectations

Students contribute to a group discussion (and Public Art Label) that identifies at least one choice they made that make their sculpture fit its specific location.

Fails to meet Expectations

Students contribute to a group discussion.