

BEYOND Lesson: ART-SCIENCE-TECHNOLOGY: Days 4-10

Name of Lesson: **Mobiles influenced by Alexander Calder**

Sequence in Unit (Into, Through, Beyond): **Beyond**

Key Phoenix Art Museum Artworks: Alexander Calder Sculptures

Other Resources: Classroom Textbook: *Exploring Visual Design: Balance, Shape/Form*

AZ Visual Arts POs:	Lesson Objectives (aligned to each AZ PO):	Assessments (aligned to each objective):
<p>1. 3.4 PO 201 Students will discuss how an artist uses subject matter, symbols and/or themes to communicate meaning and/or purpose in an artwork.</p> <p>2. 1.1 PO 303 Students will develop and revise plans and select the best option.</p> <p>3. 1.4 PO 302 Students will create artwork that communicates substantive meanings or achieves intended purposes.</p> <p>4. 3.4 PO 301 Students will use established criteria to judge an artist's effectiveness in using subject matter, symbols, and/or theme to communicate meaning and/or purpose in an artwork.</p>	<p>1. Students will share Phoenix Art Museum sketches and analysis with a partner, emphasizing meaning and purpose of Calder mobiles.</p> <p>2. Students will develop three sketch possibilities for a kinetic artwork.</p> <p>3. Students will create a mobile sculpture that balances multiple shapes through the use of a lever.</p> <p>4. Students will participate in a group critique and exhibitions of the mobiles.</p>	<p>1. Students turn in sketches/graphic organizer when sharing is complete.</p> <p>2. Students create three sketches. Teacher guides student to best choice.</p> <p>3. Students will use a rubric to self assess the mobile.</p> <p>4. Students will use the rubric to participate in the group assessment of the mobiles.</p>

Instructional Methods (differentiated instruction, cooperative learning, direct instruction, SEI):

Day 4

1. Bellwork: Students will pair/share sketches and analysis of Phoenix Art Museum Calder mobiles.
2. Teacher should review balance, form, and shape, emphasizing biomorphic/organic shapes.
3. Students will create three sketches for Alexander Calder-inspired mobiles.

Mobiles should demonstrate:

- Visual and physical balance
- Kinetic qualities
- Unity
- Creativity

Days 5-10

4. Students will create a 3-D mobile using baling wire, balsa wood, fishing line, swivels, and found objects. Sculptures should be sturdy, with attention to conscience of craft. Encourage students to focus on sustainability, reusing materials from home and recycling “garbage” into their art works.
5. Students will assess their own works using Mobile Assessment (Rubric should be shared with students before starting project).
6. Students will participate in a group critique, using the self-assessment as a tool. Teacher exhibits mobiles in a suitable environment.