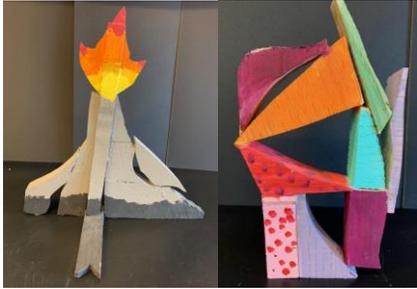


**Lesson Plan: *Would You Like to Build With Wood?***

**Grade level: 3-6**



**Duration: 5-6 class periods**

**Media Type: wood scraps, acrylic paint**

**Subject Integration or Collaboration: Industrial Technology**

**Objective: To create a 3-D painted sculpture made from wood pieces.**

**Assessment:**

Rubric:

4-Standards are exceeded

3-Standards are met

2-Standards may be met at a very low quality or with some exceptions

1-Standards are not met

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**Vocabulary:**

Visual Arts Elements/Principles:

color	shape	line	texture	balance	unity	proportion	form
value	space	contrast	emphasis	movement	pattern	rhythm	

**Materials and Procedure:**

Wood scraps, several for each student

Wood glue

Paper / pencils for sketching design ideas

Acrylic paint--various colors, if possible

**Day 1:**

Start lesson by sharing WDSE Making It Up North video snippets with students:

[First Jobs: Bailey Builds](#) (:45)

[Bailey Builds Reclaimed Wood](#) (6:04)

**Discussion Questions:**

What did you notice in these two videos? How did the Bailey's originally start their wood creations? How do you feel about their work? What else did you notice? What does their work remind you of? What else would you like to share? Have you (student) ever worked with wood? What did you create? Do you know anyone who works with wood as part of their profession?

Next: Share images of famous sculptures created by known artists. (Idea list provided below in Resources) Encourage student lead conversation about sculpture, what it is, how it makes us feel, why artists create sculptures, etc.

**Sculpture:** the art of making two- or three-dimensional representations or abstract forms, especially by carving stone or wood or by casting metal or plaster.

Find a way to secure enough wood scraps for each student to have 10 pieces of wood each. These pieces are quite small. We used wood scraps from our Industrial Technology teacher who just happened to work down the hall from the art room. Maybe you know someone who is a woodworker and would be willing to donate a large box of small wood scraps? Be creative in how you find your resources! It makes the lesson enjoyable when you give students the limit of only 10 pieces of wood. No more, no fewer. They must solve this challenge by only using 10.

Give each student a piece of scratch paper in which to start sketching their ideas while simultaneously configuring their wood pieces into a sculpture of their choosing. This part is a riot to watch! It is quite enjoyable to see what students will come up with. Encourage students to change their mind, start over, stack wood pieces into a different configuration than they had planned, etc. That is all part of the process!

### **Further Understanding:**

**Anchor Standard 1: Generate and conceptualize artistic ideas and work.**

**Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.**

**Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?**

### **Day 2:**

When ready, students start to glue pieces of wood together.

Once glued, students sketch final sculpture configuration in which to plan design and painting concepts. Some students may choose to plan for an abstractly painted sculpture, while others may plan for their work to emulate an animal, a figure, etc.

### **Day 3-5:**

Time dedicated to painting of sculptures.

**Day 6:**

Finish painting sculptures. Possibly have a classroom art show? Invite another class in to view finished work? Celebrate students' hard work! Display in school display case? Great job!

**Resources:**

[Sculpture artist Yayoi Kusama-Tate Museum](#)

[Sculpture artist Deborah Butterfield--Art Net](#)

[Sculpture artist Claus Oldenburg, known for Spoonbridge and Cherry in Minneapolis, MN](#)

[Sculpture artist Anish Kapoor, known for Cloud Gate or "the bean" in Chicago, IL](#)

[Sculpture artist Alexander Calder--known for large scale public art](#)

**National Standards for Visual Arts** (link)

VA:Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art- making or designing.

VA:Cr2.2.5a Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

VA:Cr2.2.4a When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

Sample Industrial Technology Sample Learning Targets:

1. Teaming practices and processes
2. Safe conduct with equipment and processes in the production lab
3. Technical skill development
4. Logical processing per the Engineering Design Cycle (EDC)
5. Career exploration