

Samantha Bachman  
Topography Paper Relief Sculpture  
10<sup>th</sup> Grade  
30 Students in class  
**Duration:** Nine class periods at 40 minutes each

### **I. Unit Rationale**

Through this unit students will be introduced to the work of the contemporary artist Jen Stark. Students will observe her use of materials and subject matter and conduct research on her personal background as an artist. Students will also research a place of interest, discovering colors, patterns, and other elements that make a certain place interesting and unique. Students will also learn about and research the topographical maps of the place that interests them. Students will learn about the functions and practical usage of these kinds of maps. Using the maps they find, they will create a paper relief sculpture using all of the information they have collected. Students will discover how 2 dimensional materials can be used to create a three dimensional form.

The openness of this project will allow the students to create something that is both interesting and personal to them. It will also show the students that artists do not have to be dead to be well known. Artists continue to make and work.

**What, Why, and How- Required by all teachers at Obama Academy to present to the students**

**WHAT: Create an original work of art inspired by a location of interest using topographic maps and the paper sculpture techniques of Jen Stark.**

**-WHY: To discover the importance of research when creating a work of art and to discover how a subject can be represented in a symbolic or abstract way.**

**-HOW: Through the research and critique of Jen Starks work, through the research of a place of interest and its topographic maps. Through presentation of and reflection on the artwork created**

### **Essential Questions for the Unit:**

How do artists function as researchers?

Why is research important for the creation of a work of art?

How can you tell the story of a place through an abstract creation?

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Jen Stark Research

Lesson 1 of 7

- I. Lesson Rationale**
  - a. Students will learn about the life and work of Jen Stark. This will contextualize her work for the students as well as expose them to the tedious nature of her technique**
- II. Learner Outcomes**
  - a. Students will recall information about Jen Stark and her work and techniques.**
- III. Materials Needed for Lesson**
  - a. Teacher Materials**
    - i. Handout outlining the project through GRAPES
    - ii. Various Teacher samples
    - iii. Powerpoint slide outlining the lesson and the components of the lesson for introduction and explanation (what, why, and how)
    - iv. Powerpoint slide showing images of Jen Stark process and work (introduction)
    - v. Video of Jen Stark (4-5 minutes)  
<http://www.pbs.org/arts/gallery/miami-florida-art-video/miami-07-jen-stark-sculpture-video/>
    - vi. Sheet with guiding questions about the background and work of Jen Stark
  - b. Student Materials**
    - i. Sheet for Guiding Questions
    - ii. Pencil
    - iii. Developmental Workbook (sketchbook)
    - iv. Ipad
    - v. **Materials for Special Needs Students**  
- Teacher will read questions for students who need reading adaptation.
- IV. Lesson Procedures**
  - a. Starting the Lesson**
    - i. Introduce the work of Jen Stark, asking the students what they think her work is made of, what it reminds them of, etc.**
  - b. Lesson Sequence**

Teacher Actions	Expected Learner Actions
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<p><b>Day One:</b> Introduce the students to the lesson and pass out GRAPES sheet outlining the entire lesson. Review the what, why, and how of the lesson. Introduce the artwork of Jen Stark. Introduce the content and materials utilized in her work. Allow students to find images of her work and explore her website. Give students a guided research sheet with questions regarding her career and her artwork.</p> <p><b>Day Two:</b> Review the what, why, and how of the lesson, Review the work of Jen Stark, and show the students a short video about the artist (4-5 minute video, 10 minutes total).</p>	<p>Students use the guided research sheet to collect information about Jen Stark in their Developmental workbook using an Ipad. Students will recall information about her verbally during class discussions.</p>
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- V. **Ending the Lesson**
  - a. **Closure of Lesson**
    - i. **At the end of Class, Ask the students what they discovered about Jen Stark**
  - b. **Transition to Next Lesson**
    - i. **Let students know that they will be completing a critique on some of Jen Stark's artwork in the next class.**
- VI. **Assessment of Student Learning**
  - a. **Students will recall information about Jen Stark, both verbally and in their Developmental Workbook**
- VII. **References to Materials Consulted**
  - a. ) <http://www.pbs.org/arts/gallery/miami-florida-art-video/miami-07-jen-stark-sculpture-video/>
  - b. <http://www.jenstark.com/>
  - c. [http://en.wikipedia.org/wiki/Jen\\_Stark](http://en.wikipedia.org/wiki/Jen_Stark)

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Jen Stark Artwork Critique

Lesson 2 of 7

**I. Lesson Rationale**

- a. Students will choose two artworks by Jen Stark and will use 4 domains to critique and evaluate her work. Allow students to find meaning in abstract artwork. Also allow students to notice process and technique more closely.**

**II. Learner Outcomes**

- a. Students will use the following domains to critique two artworks in their DW (developmental workbook)**

**Describe:** to give an account of all the relevant characteristics and qualities of a work of art.

- Describe the elements of the work (line, movement, light, space).
- Describe the technical qualities of the work (materials and processes)

**Analyze:** Examine the artwork methodically, breaking it down into parts and studying the relationships between these parts.

- How do you think the work was constructed or planned?
- Identify some of the similarities throughout the work.

**Interpret:** to explain or tell the meaning of something.

- What do you think this work is about and why?

**Evaluate:** to judge the value, significance, or condition of something.

- What qualities of the work make you feel it is a success or failure?

**III. Materials Needed for Lesson**

**a. Teacher Materials**

- i. Powerpoint slide with critique questions and expectations
- ii. Various critique sheets

**b. Student Materials**

- i. Developmental Workbook (sketchbook)
- ii. Ipad
- iii. Critique Sheets

**iv. Materials for Special Needs Students**

**- Teacher will read questions for students who need reading adaptation.**

**IV. Lesson Procedures**

**a. Starting the Lesson**

- i. Ask what it means to critique something**
- ii. Review critique domains**

**b. Lesson Sequence**

<b>Teacher Actions</b>	<b>Expected Learner Actions</b>
Teacher reviews domains. Teacher walks around and helps students complete their critiques	Students find 2 images of her work, record the information about the piece and do a written critique of her work using the domains provided in their DW

- V. Ending the Lesson**
  - a. Closure of Lesson**
    - i. Students are asked to share what they discovered about particular pieces of her artwork.**
  - b. Transition to Next Lesson**
    - i. Students will be reminded that they will be completing research for their own sculptures in the next class.**
- VI. Assessment of Student Learning**
  - a. Completed critique of two pieces using all domains provided, describe, analyze, interpret, evaluate in their DW**
- VII. References to Materials Consulted**

## **LESSONS 3-7 of the Unit**

### **Handouts and other instructional materials**

- Sheet with guiding questions about the background and work of Jen Stark
- Powerpoint about topography and topographic maps.
- Sheet with guiding questions to check for basic knowledge acquisition, responses recorded in the DW
- Sheet with questions to guide research of place of interest, research recorded in DW (can also be displayed as a slide).
- Slide with demonstration images and tips for construction
- Sheet with guiding questions for end of project reflections
- Grading Rubric
- Various Teacher samples
- Ipads

### **Vocabulary:**

Contour lines  
Two-dimensional  
Three-dimensional  
Elevation  
Topography  
Relief Sculpture  
Symbolism  
Abstract vs. representational  
Color  
Pattern

### **Art Materials:**

Various colors of construction paper  
Different types of white paper that can be colored with watercolor or colored pencils  
Colored Pencils  
Markers  
Elmer's Glue  
Cardboard cut into tiny pieces.  
Gallon Ziploc bags for students to put their paper pieces into (some type of storage system)  
Scissors

### **Sequence**

**Lesson 3:** Students will be introduced to topography and topographic maps through a PowerPoint presentation. Students will be shown the anatomy of a topographic map. Students will be given a list of questions to immediately check for student learning. Questions that will be addressed include:

What is topography? Topography is the arrangement of the natural and artificial features of the land, including mountains, craters, and rivers.  
What is a topographic map? A graphic representation of those land features. These maps can have physically raised areas or show elevation through contour lines depicted.

What are they used for?

How are topographic maps made?

How do topographic maps show elevation and relief? What is a contour line?

How do you read a topographical map?

How do topographic maps relate to the work of Jen Stark?

What is a physical map?

Students will record their responses. Students will be reminded that they will be finding a topographic map of a place that they find interesting or meaningful to them and to have some ideas in mind when they come to the next class.

**Lesson 4:** Students will be reminded of the final artwork that they will be creating. Students are reminded of the main ideas surrounding topographic and physical maps. The teacher will present the process for researching the map of their chosen location.

- Choose 3 different places to research maps for
- Be specific about the place you choose: you can choose a city, or a neighborhood, or a landmark like a mountain.
- Be sure that your map is actually a map of your location! They all tend to look the same!
- Find a map with contour lines or find a physical map
- find an interesting shape in your map
- Draw the interesting shape you identified.
- Draw at least 11 contour lines on the inside of your shape, these will be the lines to create your layers.
- The contour lines will be the borders for the pieces of paper you will cut. Remember that the sculpture does not have to follow the map exactly and you may have to make some of these areas up. Remember this is an abstract sculpture of your place! You will be adding other thoughtful elements to the piece to further define your place.

**Lesson 5:** Students will finish the outlining sketch steps. Students will then research colors and patterns that exist in the place that they chose. They will use the iPad to conduct their research. A slide of topics and questions will be projected to help guide the research of the students.

-Flag colors

-Wildlife and nature colors

-Climate (Warm or cold? Think about warm and cool colors)

-Traditional clothing or dress (color and patterns)

-Local foods and spices (what kind of food is your place known for?)

Collect colors from there.

-Local sports teams

- Artists from the area, what colors do they use?
- Colors of the city.
- representations of why would you want to visit, specific places or things
- current events

Students will write in their DW both the response to each prompt but also how they would represent it as a layer using pattern, color, or form.

#### **Lesson 6-**

Teacher will show teacher samples and demonstrate process and construction of the relief paper sculpture. Students will be required to have at least 12 layers on their sculpture. Students will take out their outline sketch of their place and begin by drawing the smallest one on a piece of construction paper. They will cut this small piece out and then the students will use the small piece to trace the outer edge of the next one, leaving a space between the smaller and larger piece while tracing. Students will continue this process until they have all of the layers completed. Students will be provided with a plastic baggy to keep their paper pieces safe. Then students will add patterns or alter the form of their layers to better tell the “story” of their place. Students will be reminded to choose colors that correspond to the facts about their place. Teacher will then demonstrate how to use small pieces of cardboard to prop up and layer their pieces to give their relief sculptures a more 3D effect.

#### **Lesson 7-**

As the students finish they will complete an end of project reflection. This will include: How do artists function as researchers? How did research play a role in your final project? What did you discover about the place that you researched that you did not know before? What do you think you did well in terms of your final project? What would you change about your project? What part of this project did you enjoy and what part did you not enjoy? What is one component that you would change about your project? Students will also have the opportunity to evaluate themselves through the completion of the rubric. Students will complete their reflections and rubrics. The class will then come together and look at all of the artworks. Some students will have the opportunity to present their project and explain their choices of color, pattern, or anything they learned about the landscape itself. We will also have a class discussion/ share what was successful about the project, what was least successful, and what could be changed to make it more interesting. Essential questions will also be put up for discussion at this time. This discussion will mark the end of the lesson.