Joslyn Art Museum

**Comprehensive Study Lesson Plan**  
Created by Julie Daigle, Carter Leeka, Sue Oles, and Laura Huntimer.

**1st Quarter – Modern and Contemporary Art**

**Focus:** Albert Paley, his sculpture *Moment* and Council Bluffs installation *Odyssey*

**Objectives:**
- Understand what it means to critique art by learning how to critically study a sculpture.
- Discover that creating art is a process by creating sculptures using traditional materials (cardboard or tag board) or non-traditional materials (drums).
- Identify architectural transitional spaces by accentuating them with modular sculptures.

**Instructional Strategies that Strongly Affect Student Achievement – Robert J. Marzano**

- 01 Identifying similarities and differences
- 02 Summarizing and note taking
- 03 Reinforcing effort and providing recognition
- 04 Homework and practice
- 05 Nonlinguistic representations
- 06 Cooperative learning
- 07 Setting goals and providing feedback
- 08 Generating and testing hypotheses
- 09 Activating prior knowledge

**Resources:**
Check out the Teacher Support Materials online for additional resources.

**Suggested Materials:** Albert Paley’s *Moment* framed reproduction or teaching poster, Paley images, newsprint, white cardstock paper, scotch tape, black Sharpie markers, various drums, tag board or cardboard, metallic paint, tracing paper.

**Vocabulary:** analyze, antagonist, architectural terms (axonometric, elevation, isometric, perspective, plan, section), composition, critique, installation, maquette, module, protagonist, sculpture, space, transition

**Procedure:**
- **Engage:** Show an image of Albert Paley’s *Moment*, and tell students to critique the sculpture on paper. Have students share their results, and write them on the board separating the pros and cons. Have students discuss the question: when critiquing an artwork, do the comments need to be negative? Why or why not?

- **Art Talk:** Architecture of Sculpture. What is architecture? How do Paley’s sculptures relate to architecture? Refer to the workshop taught by architect Michael Alley at the September 2010 Third Thursdays for Teachers.

- **History:** Who is Albert Paley and what are his significant contributions to modern and contemporary sculpture? Refer to the Bibliography and Webology in Teacher Support Materials for additional information.

- **Aesthetics:** Use this as a follow-up activity to Art Talk. Show students how critically look at art and architecture. Place images of Paley’s work around the classroom so students may start to develop skills to analyze art and critique it. Refer to the workshop taught by architect, Michael Alley and share those skills with your students.
• **Production: Sculptural Transformations.** Have students use the white cardstock paper to create numerous identical modules. Then arrange the modules together, and use the sharpies and newsprint to create line sketches. Next find an architecturally interesting space in school and encourage students to use their modules to accentuate an architectural transition. Refer to the lesson taught by artist Leslie Iwai at the September 2010 Third Thursdays for Teachers.

• **Other: Instrument Sculpture Activity.** Have students create an audio composition and then visual arrangement using various drums. Refer to the activity created by music teacher Carter Leeka in Teacher Support Materials.

• **Close:** Using either the modular or instrument sculpture, tell students to critique the sculpture on paper (similar to what they did with Paley's *Moment*). Have students share their observations, and discuss how their critique skills evolved after completing the activities in this lesson plan.

**Extensions:**

• **Cultural Connections:** Introduce students to Paley's *Odyssey* installation in Council Bluffs. Paley feels these works “are seen as a gateway of Iowa.” Discuss what a gateway means, and how is this a successful gateway or not. Then compare it to other gateways such as the Statue of Liberty.

• **Fine Arts: Table Top Sculpture.** After studying images of Paley's *Moment* students will create a maquette or study sculpture as Paley does. Refer to the activity created by art teacher Julie Daigle in Teacher Support Materials.

• **Language Arts:** Discuss what a protagonist and antagonist mean. After studying multiple images of *Moment*, have students write about what they think is the protagonist of the sculpture. Also have them decide if there is an antagonist of the sculpture and explain why or why not.

• **Math:** Hand out various images of Paley's *Moment*, have students take tracing paper to identify and draw the shapes created by it. For younger students discuss the varied shapes discovered. Middle school students discuss scale, and older students design various geometry problems.

• **Science:** Why and how do fingerprints stay on metal? Take a piece of metal and have each student place a thumbprint on it. Then talk about how the oils from fingers react with the metal. Discuss why museum professionals must use gloves when handling art. Revisit the metal with thumbprints weeks later to show students how they affected the metal.

**Selected References:** Go online to Teacher Support Materials and review the Bibliography, Webology and Videos.