

## Collaborative Mobile

**Intended grade level(s) / age(s):** 6th, 7th, and 8th grade (middle school)

**Big Idea / Central concept:** Community

**Essential Questions:**

1. Where do you find community?
2. How do people work together to create change?
3. How do your unique skills and interests enrich your community, and vice versa?

**National Arts Standard(s):**

- **VA:Cr1.1.6a** Combine concepts collaboratively to generate innovative ideas for creating art.
- **VA:Cr2.1.6a** Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.



**OH State Arts Standard(s):**

- **6.3CO** Link observations, life experiences and imagination for personal and creative expression.

**Artists to be Discussed/Shared:**

- Alexander Calder - “a celebrated artist, known for his innovative kinetic “mobiles” and static “stabiles”—terms coined in 1931 and 1932 by artists Marcel Duchamp and Jean Arp respectively...Calder’s abstract creations used form and motion to transform space in entirely new ways.” (from [The Gordon Parks Foundation](#))
- [Julia Condon](#) - though she is primarily known for her still-lifes and portraits, she also creates “large, web-like mobiles of blown glass and crystals” (from [Julia Condon](#))
- [Yuko Nishikawa](#) -

**Key Vocabulary:**

- **abstract art** - art that is an interpretation of something that exists through shapes, colors, texture, etc.
- **non-objective art** - art that has no basis in reality and uses shapes, colors, texture, etc.
- **kinetic art** - art that incorporates movement or motion
- **installation art** - three-dimensional artworks that are often (but not always) site-specific that transform the environment and the audience’s perception of it
- **community art** - art based in (or generated in) a community setting

**Learning Objectives:**

- Students will generate innovative ideas for creating a single, collaborative piece of kinetic community art. (VA:Cr1.1.6a)
- Students will demonstrate openness in trying new ideas, materials, methods, and approaches in making collaborative and kinetic works of art and design. (VA:Cr2.1.6a)
- Students will link observations, life experiences and imagination for personal and creative expression. (6.3CO)

**Art Activity:** Collaborative mobile: students will each create two air-dry clay forms to affix to the end of a wire– the one on the top hoop will speak to how they saw themselves as artists before my Saturday Art class, and the one on the smaller/lower hoop will speak to how they see themselves as artists after my

Saturday Art class. They will also string beads and charms onto the wire. Each part will be added to a class mobile that will be displayed at the final exhibition, after which students will be able to take their part home to use as a suncatcher.

**Materials:** Air-dry clay, watercolor paint, mobile frame (for display), wire, beads, charms, ribbon

[Lesson 5: Collaborative Mobile slideshow](#)

## Lesson Sequence

### Opening Activity/Discussion/Presentation (15 minutes)

I will open the lesson with a slideshow presentation about our exemplary artists (Alexander Calder, Julia Condon, and Yuko Nishikawa), vocabulary words, and a brief project overview. The slideshow will also include a review of our classroom rules.

### Material Demonstration/Tutorial (5 minutes)

Since this is air-dry clay, I'm just going to briefly go over best practices, how to add details, and clean-up procedures to prepare students for that portion of the lesson. I'll also pass around my example and point out where the clay, beads, and other adornment stations are located.

### Artistic Production (40 minutes)

Students will have 40 minutes to create their individual additions to the mobile. They will likely not need the entire duration of this time to create their forms (depending on how detailed they would like them to be), so I will be circulating around to have one-on-one discussions about their work and ways they can elevate their creations.

### Clean-Up (15 minutes)

Since clay is messier than most other materials, I am allotting extra time for clean-up. Students will wash their hands, clean up any stains around their spaces, and put away extra materials.

### Reflection/Closure (15 minutes)

The reflection will be a class-wide, verbal discussion pertaining to the evolution of my students' perceptions of themselves as artists, what art is, and what it means to them, guided by questions from my slideshow.

## Assessment

	Excellent	Satisfactory	Needs Attention	Assessment Method
Students will generate innovative ideas for creating a single, collaborative piece of kinetic community art. (VA:Cr1.1.6a)	Artwork and process exhibits <u>strong evidence</u> of originality and creative risk-taking.	Artwork and process exhibits <u>some evidence</u> of originality and creative risk-taking.	Artwork and process exhibits <u>no evidence</u> of originality or creative risk-taking.	One-on-one discussions throughout the artmaking process; visual assessment of ongoing collaborative process and completed works of art.
Students will demonstrate openness in trying new ideas, materials, methods, and approaches in	Artwork and process exhibits <u>strong evidence</u> of artisanship, problem solving, intentionality in	Artwork and process exhibits <u>some evidence</u> of artisanship, problem solving, intentionality in	Artwork and process exhibits <u>no evidence</u> of artisanship, problem solving, intentionality in	Visual assessment of ongoing collaborative process and completed works of art.

making collaborative and kinetic works of art and design. (VA:Cr2.1.6a)	composition, and attention to detail.	composition, and attention to detail.	composition, or attention to detail.	
Students will link observations, life experiences and imagination for personal and creative expression. (6.3CO)	Student meaningfully participates <u>at least once</u> in class discussion, <i>and</i> participates meaningfully in one-on-one conversation.	Student meaningfully participates in class discussion, <i>or</i> participates meaningfully in one-on-one conversation.	Student <u>does not meaningfully participate at all</u> in class discussion or one-on-one conversation.	Participation in class discussion; one-on-one discussions as class goes on.

## Acknowledgments