

COLOSSAL STRUCTURES AND SCULPTURES

Special Area: Visual Arts (Kindergarten through Fifth Grade)
Written by: Amy Hauptman, High Peaks Elementary, Boulder, CO and Mary Hanning, Paonia Elementary, Paonia, CO
Length of Unit: Six lessons, each lesson contains three to four fifty minute periods

I. ABSTRACT

At each elementary grade level, the Visual Arts section of the *Core Knowledge Sequence* features a monumental work of art from a different part of the world. These larger than life size works, requiring the cooperative efforts of many people to complete, have inspired this unit on colossal sculptures and structures. In this unit, historical, procedural, and comparative studies of colossal pieces are emphasized. Social cooperative skills are required of students in each activity.

II. OVERVIEW

- A. Concept Objectives
1. Understand that works of art belong to various cultures, times, and places (Colorado Visual Arts Standard 4).
 2. Understand and discuss reasons for creating works of art (Colorado Visual Arts Standard 5).
 3. Use tools, techniques, and processes to make works of art (Colorado Visual Arts Standard 3).
 4. Develop cooperative social skills.
- B. Content from the *Core Knowledge Sequence*
1. **Visual Arts:** Kindergarten—Recognize and become familiar with the significance of Mt. Rushmore (page 13).
 2. **Visual Arts:** First Grade—Look at and discuss the Great Sphinx (page 31).
 3. **Visual Arts:** Second Grade—Observe special architectural features such as columns. Look at the Parthenon (page 53).
 4. **Visual Arts:** Third Grade—become familiar with artworks of ancient Roman civilization (page 75).
 5. **Visual Arts:** Fourth Grade—become familiar with examples of Chinese artwork (page 98).
 6. **Visual Arts:** Fifth Grade—become familiar with the Great Buddha (also known as the Kamakura Buddha) (page 120).
- C. Skill Objectives
1. Construct a three-dimensional form (Colorado Visual Arts Standard 3).
 2. Discuss familiar objects from today and long ago (Colorado Visual Arts Standard 4).
 3. Discuss artwork and identify the subject matter (Colorado Visual Arts Standard 5).
 4. Use cooperative skills in constructing a large, communal work of art.
 5. Recognize the difference between two-dimensional and three-dimensional art (Colorado Visual Arts Standards 3 and 5).
 6. Recognize that there are various solutions to a single art problem (Colorado Visual Arts Standard 1).
 7. Recognize that all cultures create works of art (Colorado Visual Arts Standard 4).

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. A basic understanding of each work of art covered in the lessons. Pertinent information is provided in Appendix A.
- B. For Students
 - 1. None

IV. RESOURCES

- A. *Rushmore*, by Lynn Curlee (Lesson One)
- B. *The Great Wall*, by Leonard Everett Fisher (Lesson Five)
- C. *A Greek Temple*, by Fiona MacDonald (Lesson Three)
- D. *The Story of Sculpture* by Francesca Romei (Lesson Four)
- E. *Step Into Ancient Egypt*, by Philip Steele (Lesson Two)
- F. Any available print or illustration of *Mt. Rushmore* (Lesson One)
- G. Any available print or illustration of *The Great Sphinx* (Lesson Two)
- H. Any available illustration of *The Great Statue of Athena* (Lesson Three)
- I. Any available print or illustration of *Roman Temples and Columns* (Lesson Four)
- J. Any available print or illustration of *The Great Wall of China* (Lesson Five)
- K. Any available print or illustration of *The Kamakura Buddha* (a free print of the Kamakura Buddha may be obtained by contacting Japan National Tourist Organization, One Rockefeller Plaza Suite 1250, New York, New York 10020) (Lesson Five)

V. LESSONS

Lesson One: Kindergarten—Exploring Mount Rushmore

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Understand that works of art belong to various cultures, times, and places.
 - b. Understand and discuss reasons for creating works of art.
 - c. Use tools, techniques, and processes to make works of art.
 - d. Develop cooperative social skills.
 - 2. Lesson Content
 - a. Recognize and become familiar with the significance of Mt. Rushmore.
 - 3. Skill Objective(s)
 - a. Construct a three-dimensional form.
 - b. Discuss familiar objects from today and long ago.
 - c. Discuss artwork and identify the subject matter.
 - d. Use cooperative skills in constructing a large, communal work of art.
- B. *Materials*
 - 1. ½ refrigerator box (cut vertically) per class—approximately 6 feet by 6 feet
 - 2. Two five gallon cardboard ice cream tubs per class (from a local ice-cream store)
 - 3. Paper toweling (approximately one roll per class)
 - 4. Paper mache paste (or liquid starch or a three parts to one part mixture of water and glue)
 - 5. Coat hanger of heavy wire for glasses
 - 6. Cotton mop refills of four skeins of white yarn for hair, mustache, and a beard
 - 7. Margarine tubs or dishpans for holding paste
 - 8. Drop cloth
 - 9. One smock or paint shirt for each child
 - 10. Turquoise, yellow, green, black, and white (or gray) tempera paint
 - 11. Sponges cut into ice cube size (one for each child)

12. Elmer's glue
 13. Four cardboard noses cut from the pattern in Appendix C
 14. Scissors
 15. Paint trays
 16. Hot glue gun and glue sticks
 17. *Rushmore* by Lynne Curlee
 18. Available print or illustration of *Mt. Rushmore*
- C. *Key Vocabulary*
1. Sculpture—artwork that has height, width, and depth (three dimensional)
 2. Sculptor—one who creates sculpture
 3. Monumental—in art, larger than life-size
 4. Colossal—huge, gigantic
 5. Paper mache—paper covered in any of a variety of pastes that wraps around any form when moist; it dries hard and lightweight

D. *Procedures/Activities*

DAY ONE

1. Show visual of Mt. Rushmore.
2. Ask and discuss the following questions (See Appendix A):
 - a. What do you think this is?
 - b. Why do you think that this was constructed?
 - c. Where do you think that this monument is located?
 - d. Who do you think built it?
 - e. When do you think it was built?
3. Read and discuss the background material about Mt. Rushmore found in Appendix A.
4. Introduce and define the following terms: sculpture, sculptor, monumental, colossal, and paper mache. See Key Vocabulary above.
5. Read *Rushmore* by Lynne Curlee.

DAY TWO

1. Before the class arrives, prepare the board for paper mache.
 - a. Lay the sheet of cardboard horizontally on a flat surface.
 - b. Using a serrated knife, cut the ice cream containers in half vertically as shown in Diagram A (Appendix B).
 - c. Using the hot glue gun, apply glue to the cut edges and glue down in the arrangement shown in Diagram B (Appendix B).
 - d. Cut and fold cardboard nosepieces from pattern in Appendix C.
 - e. Attach to center of each container using hot glue as shown in Diagram C (Appendix B).
2. When class arrives, demonstrate paper mache technique.
3. Using one paper towel at a time, rub paper mache paste into the towel as if applying lotion to skin. Cover one entire surface of the towel with paste. It should not be soggy or dripping.
4. Place pasted towel onto cardboard face, smoothing as much of the surface as possible.
5. Work cooperatively to cover the entire surface of the board with toweling. One layer is sufficient. Slightly overlap the edges of the towels as you go.

DAY THREE

1. Don paint shirts.
2. When paper mache is thoroughly dry, lay out tempera paints in small, shallow containers. If you do not have gray paint, mix a small amount of black into a larger amount of white until you have a shade of gray that pleases you.

3. Divide sponges evenly between containers.
 4. Have students sponge turquoise paint onto the top of the board (over the heads), gray on the middle of the board and on the heads, and green and yellow onto the bottom of the board under the heads (this should resemble trees).
 5. Have students bend wire into glasses for Roosevelt. Attach using hot glue.
 6. Have students glue yarn or mop refills onto head for hair, mustaches, and a beard. Use the picture of the monument as a guide.
- E. *Assessment/Evaluation*
1. Display work of art. Revisit the questions that were asked at the beginning of the lesson. Evaluate the following:
 - a. Do children verbalize a deeper understanding of the work of art?
 - b. Did children cooperatively participate in the activity?
 - c. Can they describe the sculptural technique that they used during the activity?

Lesson Two: First Grade—Building the Great Sphinx

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand that works of art belong to various cultures, times, and places.
 - b. Understand and discuss reasons for creating works of art.
 - c. Use tools, techniques, and processes to make works of art.
 - d. Develop cooperative social skills.
 2. Lesson Content
 - a. Look at and discuss the Great Sphinx.
 3. Skill Objective(s)
 - a. Recognize the difference between two-dimensional and three-dimensional art.
 - b. Recognize that there are various solutions to a single art problem.
 - c. Recognize that all cultures create works of art.
- B. *Materials*
1. Brown paper lunch sacks (four per student)
 2. Newspaper (two full sheets per student)
 3. Elmer's glue (as needed)
 4. Scissors
 5. Brown craft paper or additional lunch sacks (one or two per class)
 6. *Step into Ancient Egypt* by Philip Steele
 7. Available print or illustration of *The Great Sphinx*
- C. *Key Vocabulary*
1. Sculpture—artwork that has height, width, and depth (three dimensional)
 2. Sculptor—one who creates sculpture
 3. Monumental—in art, larger than life-size
 4. Colossal—huge, gigantic
- D. *Procedures/Activities*
- DAY ONE
1. Show the visual of the Great Sphinx of Giza.
 2. Ask and discuss the following questions (See Appendix A):
 - a. What do you think this is?
 - b. Why do you think that this was constructed?
 - c. Where do you think that this monument is located?
 - d. Who do you think built it?

- e. When do you think it was built?
3. Read and discuss the background material about the Great Sphinx found in Appendix A.
4. Introduce and define the following terms: sculptor, sculpture, monumental, and colossal. See Key Vocabulary above.
5. Read page 23 of *Step into Ancient Egypt* by Philip Steele.
6. Pass out four lunch sacks per child.
7. Pass out newspaper—two full sheets per child.
8. Demonstrate how to open lunch bag fully, crumple the newspaper, and stuff the newspaper carefully into the bag without tearing it.
9. Allow the students to crumple their newspapers and stuff their two bags.
10. Demonstrate how to carefully open another bag and slip it upside down over a stuffed bag to form a brick-like form.
11. Allow students to open their third and fourth bags and slip them upside down over their paper-filled bags to form two bricks. When all the bricks are made, direct the students to cooperatively stack the bricks together to create a sphinx-like structure.
12. Store bricks until Day Two.

DAY TWO

1. Review and discuss background material about the Great Sphinx (Appendix A).
2. Have students cooperatively recreate the sphinx-like structure.
3. Using glue sparingly, have students glue sides of bricks together to secure form.
4. Provide students with scissors, glue, brown craft paper, or additional lunch sacks.
5. Cut, form, and attach desired detail to the face of the sphinx using a picture as a guide.

E. *Assessment/Evaluation*

1. Display work of art. Revisit questions asked at the beginning of the lesson. Evaluate the following:
 - a. Do children verbalize a deeper understanding of the work of art?
 - b. Did children cooperatively participate in the activity?
 - c. Can they describe the sculptural technique that they used during the activity?

Lesson Three: Grade Two—Building a Colossal Statue of Athena

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand that works of art belong to various cultures, times, and places.
 - b. Understand and discuss reasons for creating works of art.
 - c. Use tools, techniques, and processes to make works of art.
 - d. Develop cooperative social skills.
2. Lesson Content
 - a. Observe special architectural features such as columns. Look at the Parthenon.
3. Skill Objective(s)
 - a. Recognize the difference between two-dimensional and three-dimensional art.
 - b. Recognize that there are various solutions to a single art problem.
 - c. Recognize that all cultures create works of art.
 - d. Construct a three-dimensional form.
 - e. Use cooperative skills in constructing a large, communal work of art.

B. *Materials*

1. Five yards of 48" tall chicken wire
2. One large latex balloon
3. Paper towels or strips of newspaper
4. Paper mache paste (or liquid starch or a 3 to 1 mixture of water and school glue)
5. Containers to hold the paste
6. Two large sheets
7. Newspaper
8. Tinfoil
9. Large cardboard box
10. One pair of plastic disposable gloves (usually found in the nurse's room)
11. Two ¼ inch dowel rods
12. One 4-5' piece of twine or rope
13. String or light wire
14. Gold spray paint
15. Wire snips
16. Duct tape
17. One sheet of tag board
18. Kleenex
19. White tempera paint
20. Brushes and paint trays
21. Black markers
22. *A Greek Temple* by Fiona MacDonald
23. Available illustration of *The Great Statue of Athena*

C. *Key Vocabulary*

1. Armature—an internal support for a sculpture
2. Sculpture—artwork that has height, width, and depth (three dimensional)
3. Sculptor—one who creates sculpture
4. Monumental—in art, larger than life-size
5. Colossal—huge, gigantic
6. Paper mache—paper covered in any of a variety of pastes that wraps around any form when moist; it dries hard and lightweight

D. *Procedures/Activities*

DAY ONE

1. Introduce Greek temples and the Parthenon by reading the book *A Greek Temple* by Fiona MacDonald.
2. Read and discuss the background information on The Great Statue of Athena in Appendix A.
3. Introduce the following terms: armature, sculpture, sculptor, monumental, colossal, and paper mache. See Key Vocabulary above.
4. Ask and discuss the following questions (See Appendix A):
 - a. What do you think this is?
 - b. Why do you think that this was constructed?
 - c. Where do you think that this monument is located?
 - d. Who do you think built it?
 - e. When do you think it was built?
5. Turn to the page with the full-length drawing of the Golden Statue of the Goddess Athena. Ask the students to take a good look at the statue and tell you what details they notice. Make sure that they point out the following:
 - a. The fact that she is gold (she was made of solid gold).
 - b. Her hands and head are white (they were made of ivory).

- c. She has a crown or headdress on.
- d. She is carrying a sword and a shield.
- e. Her dress looks like it is made of cloth.

Explain that we will be using these details to make a statue of the goddess.

6. Make the armature that will support the body. Depending on resources and/or time constraints (and the class), this may be done by the teacher beforehand or by the students with teacher direction.
 - a. Using wire snips, cut a piece of chicken wire about 3 yards long. Bend it into a cone shape with an open top that is approximately one yard in diameter at the bottom and 20 inches in diameter at the top as shown in Diagram D (Appendix B). Join the overlapped edges by “sewing” them together with light wire or string (weave the wire in and out of the holes in the chicken wire along the cut edge and fasten the ends by twisting or tying).
 - b. Create a cylinder approximately 20 inches in diameter out of chicken wire in the same manner as described above.
 - c. Fasten the two pieces together using the same “sewing” technique so that they resemble the example in Diagram E (Appendix B).
 - d. Add shoulders to the framework by cutting a piece of wire 20 inches long and 12 inches wide. Bend the piece into a “U” shape lengthwise as shown in Diagram F (Appendix B). “Sew” it onto the tip of the framework so that it resembles Diagram G (Appendix B). You are now ready to begin making your framework look like Athena.

DAY TWO AND THREE

It is suggested that you break your class into groups and give each group one of the following tasks.

1. Construct the head:
 - a. Blow up the balloon until it is quite large. Hold it up to the statue to make sure that the size of the head looks right on the body and make adjustments before tying it off.
 - b. Wad up a paper towel to make a triangular nose and use duct tape to secure it to the center of the head as shown in Diagram H (Appendix B).
 - c. Put on paint smocks and lay out paper toweling and small tubs of paper mache paste on the drop cloth. Have students rub pieces of the toweling with the paste on one side making sure to cover the entire sheet of toweling. The toweling should not be sloppy wet, but it should be well covered. Lay the piece over the balloon. Be sure and overlap the edges of the pieces slightly, smooth out as many wrinkles as possible, and cover the balloon completely. Repeat the process until 4-5 layers have been added to the balloon. Set aside to dry completely (a fan or a sunny spot will speed this process greatly).
2. Make Athena’s shield:
 - a. Using the largest piece of cardboard that you can find, mark out a large circle. It is preferable that the circle is approximately 3 feet in diameter. If needed, you can mark a neat circle in the following manner. Cut a string that is the same length as the radius (1/2 the diameter) of the size circle that you want to mark. Attach one end of the string to a straight pin and the other to a pencil. Stick the pin into the middle of your cardboard and have someone hold it. Pull the string taut and keep it tight as you draw a line. You will have a perfect circle when you finish.

- b. Use Elmer's glue to attach pieces of tin foil to both surfaces of the shield. Be sure and cover it completely and glue all edges securely.
- 3. Make Athena's spear:
 - a. Tape the two dowel rods together using duct tape.
 - b. Form a cone out of wadded up tin foil.
 - c. Stick the end of the stick into the foil and tape using duct tape to secure.
- 4. Make Athena's Headdress:
 - a. Cut a sheet of tag board 2 feet wide and 2 feet high.
 - b. Have the students draw Athena's headdress on the sheet as shown in Diagram I (Appendix B).
 - c. Cut out headdress.
- 5. Construct Athena's arms:
 - a. Make four rolls of newspaper that are 2 feet long and five inches in diameter. Tape edges to secure. Using two cylinders, join using duct tape to form elbows, and tape onto the ends of the shoulders on the armature using duct tape. Repeat this process with the second set of cylinders, and attach them to the opposite shoulder.
 - b. Stuff the disposable gloves with Kleenex. Using duct tape, attach one glove to the end of each arm.
- 6. Construct Athena's clothing:
 - a. Fold one sheet in half and cut a one-foot slit along the fold line in the center of the sheet. Lay the sheet over the shoulders with the slit centered lengthwise on the shoulders.
 - b. Wrap the second sheet around the lower half of the framework so that it forms a skirt. Tape it in place using duct tape. Tie the rope over the upper tunic portion of the dress and blouse it up so that it resembles the picture of the statue of Athena.

DAY FOUR

- 1. Putting it all together:
 - a. Attach head to shoulders using duct tape.
 - b. Fold crown around the head and secure with duct tape.
 - c. Attach left hand to the top of the shield using duct tape. Shield should rest on the floor.
 - d. Spray paint entire statue gold.
 - e. Using white tempera paint, completely cover arms and face. Let dry.
 - f. Add eyes, mouth, and any other desired details using black permanent marker.

E. *Assessment/Evaluation*

- 1. Display work of art. Revisit questions asked at the beginning of the lesson. Evaluate the following:
 - a. Do children verbalize a deeper understanding of the work of art?
 - b. Did children cooperatively participate in the activity?
 - c. Can they describe the sculptural technique that they used during the activity?

Lesson Four: Third Grade—Roman Columns

A. *Daily Objectives*

- 1. Concept Objective(s)
 - a. Understand that works of art belong to various cultures, times, and places.
 - b. Understand and discuss reasons for creating works of art.

- c. Use tools, techniques, and processes to make works of art.
 - d. Develop cooperative social skills
 - 2. Lesson Content
 - a. Become familiar with artworks of ancient Roman civilization.
 - 3. Skill Objective(s)
 - a. Construct a three-dimensional piece of artwork using found objects.
 - b. Discuss familiar objects from today and long ago.
 - c. Discuss artwork and identify the subject matter.
 - d. Use cooperative skills in constructing a large, communal work of art.
- B. *Materials*
 - 1. Empty carpet tubes—6' long (one for every four children)
 - 2. Light blue tempera paint
 - 3. White tempera paint
 - 4. Paint brushes (one per child)
 - 5. Paint containers (one per child)
 - 6. 4" thick styrofoam cut into 18" x 18" squares (one piece for every four children)
 - 7. One package white construction paper (12" x 18")—50 sheets
 - 8. Scissors (one pair per child)
 - 9. White school glue (one bottle per child)
 - 10. Leaf pattern (see Appendix D)—one pattern cut out of heavy poster board for every four children
 - 11. Pencils
 - 12. *A Greek Temple* by Fiona MacDonald and Mark Bergin
 - 13. *The Story of Sculpture* by Francesca Romei
 - 14. Available print or illustration of *Roman Temples and Columns*
- C. *Key Vocabulary*
 - 1. Sculpture—artwork that has height, width, and depth (three dimensional)
 - 2. Sculptor—one who creates sculpture
 - 3. Monumental—in art, larger than life-size
 - 4. Colossal—huge, gigantic
 - 5. Column—A tall, circular pillar made of stone
 - 6. Flute—grooves that run up and down the column
- D. *Procedures/Activities*

DAY ONE

 - 1. Show visual of Greek or Roman Architecture from the book *The Story of Sculpture* by Francesca Romei.
 - 2. Show visual of the various styles of classic columns (Doric, Ionic, and Corinthian) from the same source.
 - 3. Ask and discuss the following questions (See Appendix A):
 - a. What do you think this is?
 - b. Why do you think that this was constructed?
 - c. Where do you think that this monument is located?
 - d. Who do you think built it?
 - e. When do you think it was built?
 - 4. Introduce and define the following terms: sculpture, sculptor, monumental, colossal, column, and flute. See Key Vocabulary above.
 - 5. Read *A Greek Temple* by Fiona MacDonald and Mark Bergin.
 - 6. With a styrofoam square on the floor, show students how to center one end of a cardboard carpet tube onto styrofoam surface.
 - 7. Demonstrate how to gently twist tube downward all the way through the styrofoam, setting the tube firmly in an upright position.

8. Allow time for each team of students to set their tube in place.
9. Pass out white paint and brushes. Put on paint shirts.
10. Allow teams to paint their tubes white.
11. Let paint dry.

DAY TWO

1. Using leaf pattern (Appendix D), construction paper, pencils, and scissors, have each student trace and cut out six leaves. Students can cut through 2-3 layers of paper to speed this process.
 2. Have students dot a small amount of glue near the stem end of each leaf.
 3. Beginning at the top of the tube, students will attach four leaves evenly spaced along the top of the column in a band.
 4. Attach another four leaves spaced along a band below the first, and centered between two leaves in the first band. See Diagram J (Appendix B).
 5. Continue working in descending bands until all leaves are attached to the column.
 6. Get out paint supplies and put on paint shirts.
 7. Paint light blue stripes up and down the column to simulate the fluting on real columns.
 8. Line up completed columns along wall to show the monumental look of the multiple decorative columns that the Romans loved.
- E. *Assessment/Evaluation*
1. Display work of art. Revisit questions asked at the beginning of the lesson. Evaluate the following:
 - a. Do children verbalize a deeper understanding of columns?
 - b. Did children cooperatively participate in the activity?
 - c. Can they describe the sculptural technique that they used during the activity?

Lesson Five: Fourth Grade—Tell Us About the Great Wall of China

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand that works of art belong to various cultures, times, and places.
 - b. Understand and discuss reasons for creating works of art.
 - c. Use tools, techniques, and processes to make works of art.
 - d. Develop cooperative social skills.
 2. Lesson Content
 - a. Become familiar with examples of Chinese artwork.
 3. Skill Objective(s)
 - b. Construct a three-dimensional piece of artwork using found objects.
 - c. Discuss familiar objects from today and long ago.
 - d. Discuss artwork and identify the subject matter.
 - e. Use cooperative skills in constructing a large, communal work of art.
- B. *Materials*
1. Index cards (two per child)
 2. Glue
 3. Newspaper (four full sheets per child)
 4. Pencils
 5. Paper lunch bags (eight per child)
 6. Shoe boxes (one for every two children plus two extra)
 7. Brown Tempera paint

8. Paint trays/brushes
 9. Drop cloth
 10. Paint shirts (one per child)
 11. Black permanent markers
 12. Available print or illustration of *The Great Wall of China*
 13. *The Great Wall of China* by Leonard Everett Fisher
- C. *Key Vocabulary*
1. Sculpture—artwork that has height, width, and depth (three dimensional)
 2. Sculptor—one who creates sculpture
 3. Monumental—in art, larger than life-size
 4. Colossal—huge, gigantic
 5. Crenulations—square cutouts or notches in the top of a wall that allow warriors to fight while still being protected by stone; looks like the top of a traditional castle wall
- D. *Procedures/Activities*
1. On the board or a large sheet of paper, write down responses when you ask the children the question, “What are your favorite facts about China?”
 2. Introduce a picture of the Great Wall of China from the book *The Great Wall of China* by Leonard Everett Fisher.
 3. Ask and discuss the following questions (See Appendix A):
 - a. What do you think this is?
 - b. Why do you think that this was constructed?
 - c. Where do you think that this monument is located?
 - d. Who do you think built it?
 - e. When do you think it was built?
 4. Read and discuss the background information in Appendix A on the Great Wall of China.
 5. Read the book *The Great Wall of China* aloud.
 6. Pass out four lunch sacks per child.
 7. Pass out newspaper, two full sheets per child.
 8. Demonstrate how to open lunch bag fully, crumple the newspaper, and stuff the newspaper carefully into the bag without tearing it.
 9. Allow the students to crumple their newspapers and stuff their two bags.
 10. Demonstrate how to carefully open another bag and slip it upside down over a stuffed bag to form a brick-like form.
 11. Allow students to open their third and fourth bags and slip them upside down over their paper-filled bags to form two bricks.
 12. Repeat with fifth through eighth bags.
 13. Give each student two index cards. Have them write a favorite fact about China on each index card. Challenge them to have different facts than anyone else in the room.
 14. Lay the bags sideways. On two bags, glue an index card on each one. On the other two bags, draw crenulations as shown in Diagram K (Appendix B).
 15. Set a crenulated bag on top of a bag with a card (cards and crenulations to the outside), and glue them together. Repeat with the other two bags. Glue the two bag blocks to each other with the cards and crenulations on the outside to form one large block.
 16. Lay out a drop cloth, brown tempera paint in small containers, and brushes.
 17. Have students put on paint shirts.
 18. Glue the lids to the shoeboxes.
 19. Paint the shoeboxes brown. Let dry.

20. Using black permanent markers, draw lines on the boxes to resemble bricks as shown in Diagram L (Appendix B).
 21. Join all of the paper bag blocks into one long line using glue.
 22. At the juncture of every other block and on the ends of your “wall” glue a shoebox “tower.”
- E. *Assessment/Evaluation*
1. Display work of art. Revisit questions asked at the beginning of the lesson. Evaluate the following:
 - a. Do children verbalize a deeper understanding of the work of art?
 - b. Did children cooperatively participate in the activity?
 - c. Can they describe the sculptural technique that they used during the activity?

Lesson Six: Fifth Grade—The Great Buddha

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand that works of art belong to various cultures, times, and places.
 - b. Understand and discuss reasons for creating works of art.
 - c. Use tools, techniques, and processes to make works of art.
 - d. Develop cooperative social skills.
2. Lesson Content
 - a. Become familiar with the Great Buddha (also known as the Kamakura Buddha).
3. Skill Objective(s)
 - a. Construct a three-dimensional piece of artwork using found objects.
 - b. Discuss familiar objects from today and long ago.
 - c. Discuss artwork and identify the subject matter.
 - d. Use cooperative skills in constructing a large, communal work of art.

B. *Materials*

1. 10 large black leaf bags (30 gallon or larger)
2. Duct tape
3. Gold or Bronze Spray Paint
4. Large Bag of Cotton Balls
5. Elmer’s Glue
6. One large pair of dish gloves
7. Stuffing (newspaper or leaves)
8. Black permanent markers
9. String

C. *Key Vocabulary*

1. Sculpture—artwork that has height, width, and depth (three dimensional)
2. Sculptor—one who creates sculpture
3. Monumental—in art, larger than life-size
4. Colossal—huge, gigantic
5. Symmetrical—the same on both sides

D. *Procedures/Activities*

1. Discuss the vocabulary word “symmetrical” and display the picture of the Buddha. Have the students arrange the arm and leg shapes so that they appear symmetrical and resemble the picture.
2. Stuff the gloves with paper or Kleenex. Using duct tape, attach them to the ends of the arms. After careful observation of the picture of the Buddha, have the

- students arrange the fingers of the gloves in the same position as the hands are in the picture, and glue fingers in place.
3. Open the remaining three bags. Cut off the bottom of the bag to form an open cylinder. Slit each bag up the side so that it opens flat. Tape the bags together to form one long piece of “cloth.” Drape the “cloth” around the Buddha to resemble the clothing in the picture. Tape or glue in place.
 4. Glue cotton balls onto the head in rows to resemble the hair on the statue.
 5. Spray paint the entire statue gold.
 6. After it dries, add eyes, nose, mouth, and ears using a black permanent marker. Follow the picture closely when adding these details. Try to draw them just like the photograph.
- D. *Assessment/Evaluation*
1. Display work of art. Revisit questions asked at the beginning of the lesson. Evaluate the following:
 - a. Do children verbalize a deeper understanding of the work of art?
 - b. Did children cooperatively participate in the activity?
 - c. Can they describe the sculptural technique that they used during the activity?

VI. CULMINATING ACTIVITY

- A. Review the background material with each grade level.
- B. Give each student an index card and a pencil.
 1. Have each child write a brief informational report about their project that answers the questions who, what, when, where, why, and how. Younger students may record important words, numbers, or draw relevant pictures to record information on their cards.
 2. Display all finished sculptures in one large area.
 3. Invite students to act as docents or guides and share their work with students of different grade levels, parents, and teachers.
- C. Older children may make a chart to compare the history and facts of the featured works. The chart may compare the answers to the questions who, what, when, where, why, and how.
- D. Students can make an art history timeline featuring these colossal works.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Background Information (Two pages)
- B. Appendix B: Diagrams
- C. Appendix C: Nose Pattern for Mt. Rushmore Lesson
- D. Appendix D: Leaf Pattern for Roman Columns

VIII. BIBLIOGRAPHY

- A. Curlee, Lynn. *Rushmore*. New York: Scholastic Press, 1998.
- B. Fisher, Leonard Everett. *The Great Wall of China*. New York: Macmillan, 1986.
- C. Hodge, Susie. *Ancient Egyptian Art*. Des Plaines, IL: Heinemann Interactive Library, 1998. 1-57572-550-9.
- D. Kalman, Bobbie. *Greece the Land*. Crabtree, 1999.
- E. Macdonald, Fiona. *A Greek Temple*. The Salariya Book Co. LTD, 1992.
- F. Romei, Grancesca. *The Story of Sculpture*. New York: Peter Bedrick Books, 1995. 0-87226-316-9.
- G. Steele, Philip. *Step into Ancient Egypt*. Anness, 1997.

Appendix A-Colossal Structures and Sculptures

Background Information

Kindergarten—Mt. Rushmore

Mount Rushmore is a National memorial honoring four of our nation's great presidents: George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln. Colossal portraits of each of these men are carved in a granite peak which rises 5,725 feet above the hills near Keystone, South Dakota. The memorial was designed by American artist Gutzon de la Mothe Borglum (1867-1941). Four hundred men worked together over a period of 6 ½ years to create the monumental sculpture.

First Grade—The Great Sphinx

The Great Sphinx is a colossal sculpture with the body of a lion and the head of a man. The Great Sphinx was carved in sandstone by teams of artists. The artists worked on scaffolding to form the sixty-five foot high, two hundred forty foot long sculpture. Built in 2550 B.C., this colossal monument is the largest freestanding sculpture surviving the ancient world.

The Great Sphinx sits at the entrance to the Valley of the Pyramids in Giza, Egypt and guards the great burial sites of Egypt's ancient kings.

The face of the Great Sphinx is thought to represent one of Egypt's ancient rulers—King Khafre.

Second Grade—The Great Statue of Athena

The Great Statue of Athena was a large (33 foot tall), awe-inspiring statue honoring the Greek goddess Athena. Athena was considered to be the goddess of wisdom, arts, and crafts.

The monumental statue of Athena was constructed over an armature (an internal scaffolding) and covered with precious materials (ivory, gold and stone) in glorious dedication to the goddess Athena—guardian of the city of Athens.

The statue was created by the artist Phidius and his staff of specialists in ancient times.

This colossal statue was housed in the Parthenon (an ancient Roman temple). These two works, monumental in size and made of expensive materials, were created to impress the importance of the city of Athens.

Third Grade—Roman Columns

A column is a tall circular pillar made of stone—usually limestone or marble. Columns were made to support the entire roof structure of great ancient Roman temples after 480 B.C. Each column was made of 8-10 sections which were cut to shape on the ground, then raised and stacked using pulleys, ropes, and cranes. Columns could tower as high as a three-story building.

The use of columns began in ancient Greece during the construction of monumental sized temples built to honor Greek gods and goddesses.

Various capital styles (structures crowning columns) became identified during this classic Grecian architectural period. These styles are known as Doric, Ionic, and Corinthian.

Appendix A, page 2-Colossal Structures and Sculptures

Background Information

The Doric capital sits atop the column like a shallow box. The Ionic capital curls around the tip of the column like the horns of a bighorn sheep. The Corinthian capital is the most decorative. This capital boasts a layered, leafy design.

The Romans liked the Corinthian capital the best because it looked the richest and strongest. Extremely functional, columns also gave Roman architecture an impressive appearance, serving to elevate the status of great ancient cities.

Fourth Grade—The Great Wall of China

The Great Wall of China is the largest building construction project ever completed. The wall extends 1,500 miles across Northern China.

The Great Wall of China was begun in 214 B.C. by order of Qin Shihuangdi, the first emperor of China. The wall was built to defend his empire from the Northern Mongols, who often raided his land.

This wall is made of mounded dirt, bamboo poles, bricks made of clay, and large hand cut square stones. Every 100 yards, the workers built watchtowers two stories high.

The emperor ordered one million men to work on the construction of the Great Wall. The men were forced to work hard or else be buried alive within the wall.

Fifth Grade—The Great Buddha (also known as the Kamakura Buddha)

The Great Buddha of Kamakura is a colossal statue representing Amida Buddha. The statue is a patchwork of pieces of bronze weighing close to 93 tons and reaching 37 feet tall.

The statue was cast in 1252 and takes its name from the period between 1200 to about 1340. In Japan, this time is known as the Kamakura period.

The durable bronze material has enabled the Kamakura Buddha to survive many earthquakes and tidal waves. However, the wooden building originally housing the monumental sculpture was destroyed by a tsunami.

The sculpture is now Kamakura, Japan's most famous tourist site.

Appendix B-Colossal Structures and Sculptures

Diagram A

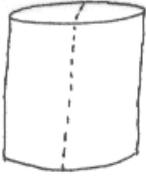


Diagram B

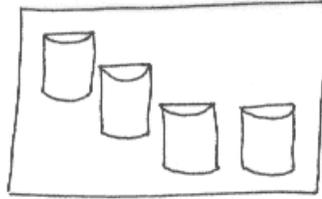


Diagram C

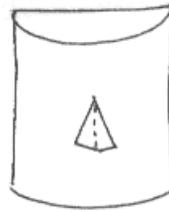


Diagram D

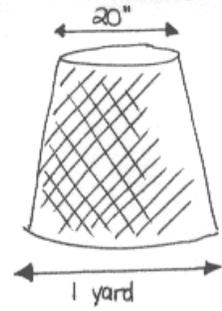


Diagram E

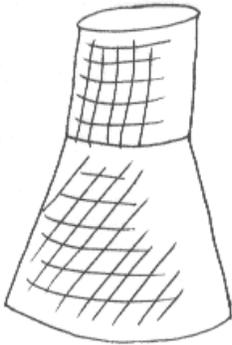


Diagram F

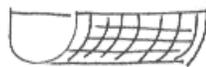


Diagram G

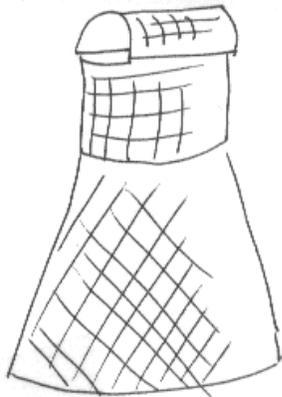


Diagram H



Diagram I

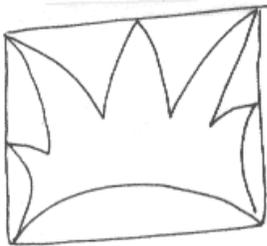


Diagram J



Diagram K

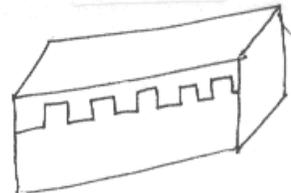


Diagram L

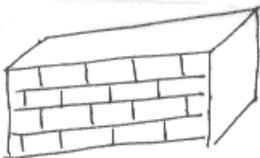
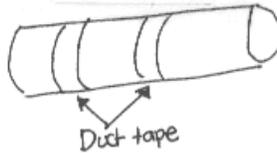
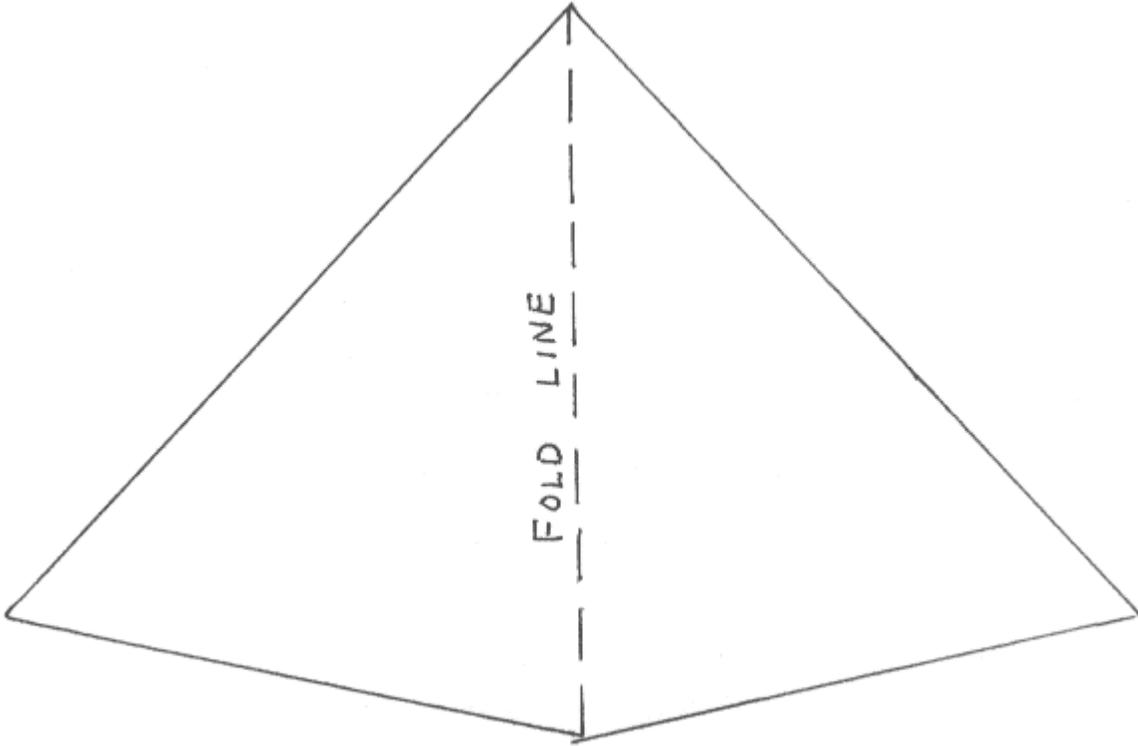


Diagram M

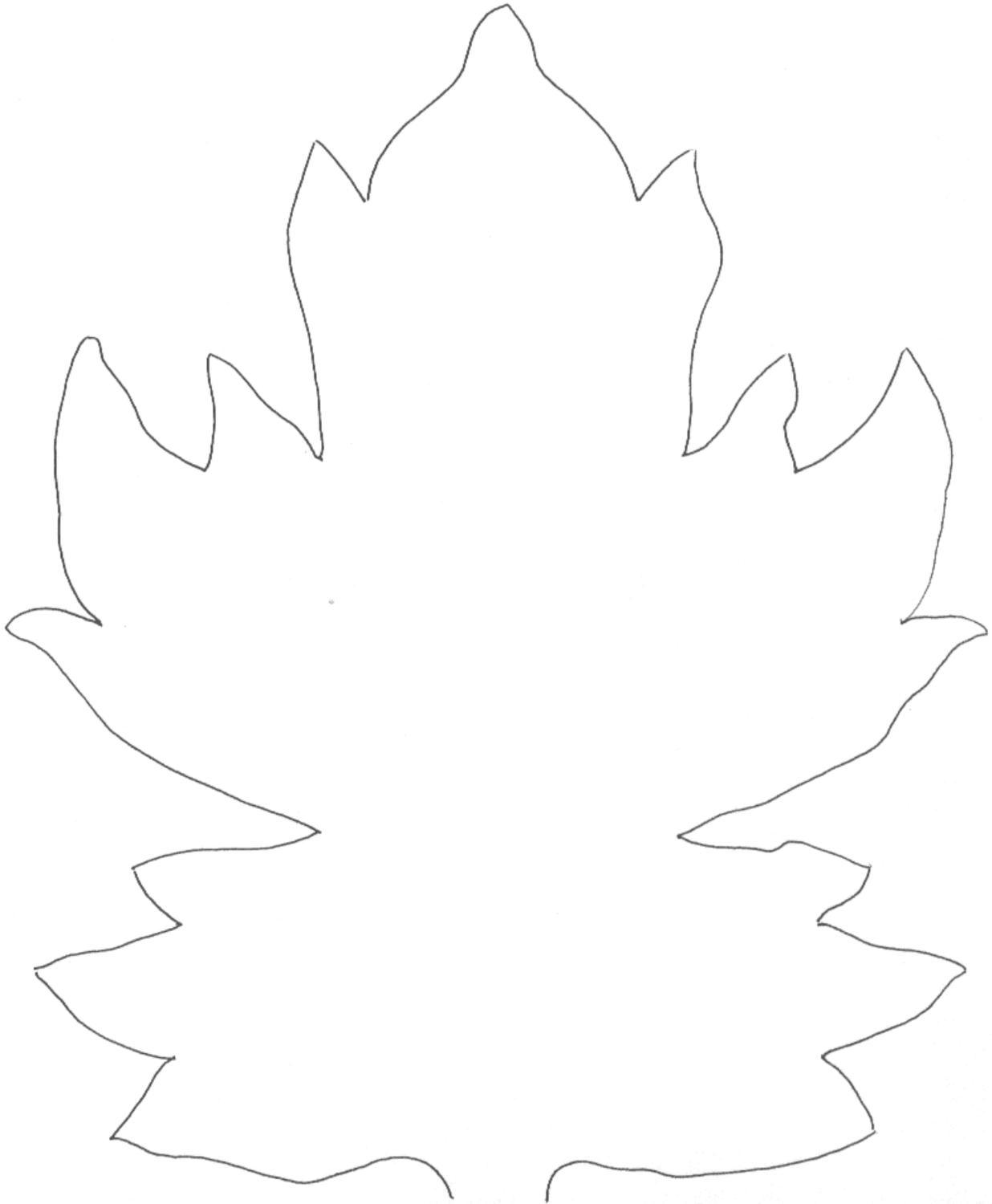


Appendix C-Colossal Structures and Sculptures



Nose Pattern for Presidents on Mount Rushmore

Appendix D-Colossal Structures and Sculptures



Leaf Pattern for Roman Columns