

BENDING

Manipulating Flat Material to Create Artworks in the Round



Nathan McChristy, *Back, Bent*, 2025, acrylic on paper, 9 x 13 x 13 cm.

THE BIG IDEA:
THE BODY OF LIFE, AND THE MEANING OF IT.

Unit: BENDING – manipulation flat material to create artworks in the round.

Duration: 9 class periods, 40 minutes each.

Date:	DDMMYY	Teacher Name:	Mr. McChristy	Course: Grade:	Arts in the Round: Sculpture 8th Grade
<p>Unit Introduction: The <i>BENDING</i> unit is comprised of three lessons, each one building upon the other, to support the big idea of <i>The Body of Life, and the Meaning of it</i>. In each lesson student will bend a material in order to create a sculptural artwork as well as study an aspect of life. The unit starts with the lesson <i>WINGS</i>. Students are introduced to the visual culture of life in the air and will bend a recycled piece of paper for their media exploration. In the lesson <i>GROUNDED</i>, students will explore life on the surface and create artworks as a team. The lesson <i>APPENDAGE</i> is the conclusion of the unit. Students will observe life in details and bend wire to create artworks proportional to the body. Through the act of studying the body of life, and the meaning of it, students will learn how to appreciate life as it is.</p>					
<p>Essential Questions:¹</p> <ol style="list-style-type: none"> 1. Why do artist create? 2. How do artist work in collaboration? 3. How do artist choose their media? <p>Key Concepts:²</p> <ol style="list-style-type: none"> 1. Visual culture, art, and design are sometimes created to sell ideas. 2. Artistic practice often involves collaboration among groups of people. 3. Artists choose their media to affect both how their artwork will look and what meaning and significance it will have. <p>The Rationale: 20% of all students’ report being bullied, but in grades 6-8, it is worse at 25%, and students’ appearance is the number one cause of all bullying by far.³ But bodies of life are incredible, they can fly, they can be upright, and the have appendages that can do a thousand different things. Through the act of studying the body of life through visual culture, artistic collaboration, and mathematical creations, students will learn the meaning of life. As they develop an understanding of their own bodies and as their internal acuity grows, the goal is to see a reduction in bullying, as the body is universal.</p>					
Pennsylvania Standards:		<p>9.1.8.A: Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>9.1.8.B: Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p>			

¹ Pennsylvania Department of Education. (n.d.). *Search curriculum framework*. Standards Aligned System. <https://www.pdesas.org/CMap/CFramework>

² Ibid.

³ U.S. Department of Education. (2024). *Student reports of bullying: Results from the 2022 school crime supplement to the national crime victimization survey*. <https://nces.ed.gov/pubs2024/2024109.pdf>

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	<p>9.1.8.C: Identify and use comprehensive vocabulary within each of the arts forms.</p> <p>9.1.8.E: Communicate a unifying theme or point of view through the production of works in the arts.</p> <p>9.1.8.F: Explain works of others within each art form through performance or exhibition.</p> <p>9.1.8.H: Demonstrate and maintain materials, equipment and tools safely at workspaces.</p> <p>9.2.8.D: Analyze a work of art from its historical and cultural perspective.</p> <p>9.2.8.E: Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.</p> <p>9.2.8.H: Identify, describe and analyze the work of Pennsylvania Artist in dance, music, theatre, and visual arts.</p> <p>9.2.8.G: Relate works in the arts to geographic regions – Europe</p> <p>9.4.8.D: Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities.</p>
<p>Lesson Objective(s): Organized by Concepts, numbered by lesson.</p>	<p>Competencies:⁴</p> <ol style="list-style-type: none"> 1. I can analyze a piece of visual culture that is designed to be effective in selling an idea and identify the techniques the artist uses to sell the idea. 2. I can collaborate with other artists to explore and invent unique solutions to problems. 3. I can create a work that uses media, materials, and techniques that are well-matched to the intended meaning of the work, and explain how each choice contributes to the intended meaning. <p>Multiple Intelligences:⁵</p> <ol style="list-style-type: none"> 1. I can create and learn spatially. 2. I can create artworks interpersonally. 3. I can create artworks mathematically. <p>Recycle Pedagogy:</p> <ol style="list-style-type: none"> 1. I can reduce waste by forming and building sculptures from trash. 2. I can repurpose widely accessible/ not precious materials to form and build sculptures. 3. I can reuse materials to form and build sculptures. <p>The Eight Studio Habits of Mind:⁶</p>

⁴ Pennsylvania Department of Education. (n.d.). *Search curriculum framework*. Standards Aligned System. <https://www.pdesas.org/CMap/CFramework>.

⁵ Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. Harper and Row.

⁶ Hetland, L., Sheridan, K.M., Veenema, S., & Winner, E. (2022). *Studio thinking 3: The real benefits of visual arts education*. Teachers College Press.

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Unit: BENDING – manipulation flat material to create artworks in the round.

	<ol style="list-style-type: none"> 1. I can understand art worlds. 2. I can engage and persist. 3. I can observe.
Assessment Strategy:	<p><u>Pre-assessment:</u> The <i>WINGS</i> lesson is the pre-assessment for the unit. It will help me gain an understanding of the students' critical media literacy skills as well as their ability to "bend" materials. The lesson <i>APPENDAGE</i> is the pre-assessment for the <i>GROUNDED</i> lesson.</p> <p><u>Formative:</u> The <i>WINGS</i>, <i>APPENDAGE</i>, and <i>GROUNDED</i> exit tickets are the formative assessments for the unit. The exit tickets ask students to choose a prompt and jot their impressions from the day's demonstration and/ or presentation. I will collect and read the exit tickets at the end of class.</p> <p><u>Summative:</u> The <i>WINGS</i>, <i>APPENDAGE</i> & <i>GROUNDED</i> rubrics are the summative assessments for the unit. Students will be graded on meeting the four lesson objectives, the required materials, and choosing one of the three prompts.</p>
<p>Conclusion: Creating curriculum that is a proactive response to bullying is no small feat. Studying the body of life, and the meaning of it, is a good starting point. The more students focus on life, the more they will not take it for granted. When students attempt to recreate the feats or features of the body, the more they will recognize how incredible each is and they will see the universality of their bodies.</p>	

THE BIG IDEA:
THE BODY OF LIFE, AND THE MEANING OF IT.

Unit: BENDING – manipulating flat material to create artworks in the round.

Lesson: WINGS – life in the air.

Duration: 2 class periods, 40 minutes each.

Date:	DDMMYY	Teacher Name:	Mr. McChristy	Course: Grade:	Arts in the Round: Sculpture 8th Grade
Essential Question: Why do artist create? ¹					



Nathan McChristy, *Parrot, Recycled*, 2025, paper, 23 x 15 x 4 cm.

Key Concept: Visual culture, art, and design are sometimes created to sell ideas.²

WINGS (Summary): The class will be presented with the concept of wings in the arts and visual culture. We will discuss both historical and contemporary examples. Each student will then form and build an artwork in the round by folding an 8.5” x 11” piece of recycled paper. They will choose one of the following prompts to express their vision of a body of life in the air:

1. It’s a Bird
2. It’s a Plane
3. No! It’s Superman and/ or Superwoman

The Rationale: The ability for bodies of life to fly is an envious feat. The concept of “wings” and mankind’s envy can be found throughout history; it has also been used to sell products in contemporary visual culture. This lesson is the pre-assessment for the unit to gain an understanding of students’ critical media literacy skills as well as their ability to “bend” materials.

¹ Pennsylvania Department of Education. (n.d.). *Search curriculum framework*. Standards Aligned System. <https://www.pdesas.org/CMap/CFramework>

² Ibid.

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Unit: BENDING – manipulating flat material to create artworks in the round.

Lesson: WINGS – life in the air.

Pennsylvania Standards:	9.1.8.E: Communicate a unifying theme or point of view through the production of works in the arts. 9.1.8.F: Explain works of others within each art form through performance or exhibition. 9.2.8.D: Analyze a work of art from its historical and cultural perspective. 9.2.8.E: Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.
Lesson Objective(s):	I can analyze a piece of visual culture that is designed to be effective in selling an idea and identify the techniques the artist uses to sell the idea. ³ I can create and learn spatially. ⁴ I can reduce waste by forming and building sculptures from trash. I can understand art worlds. ⁵
Art and/or Visual Culture Resource(s):	Felix Baumgartner, <i>GoPro: Red Bull Stratos – the Full Story</i> , 2012, color documentary film, 8 m 17s. Leonardo Da Vinci, <i>Codex on the Flight of Birds</i> , 1505, ink on paper, 21.3 x 15.3 cm. Sebastian Alvarez, <i>One Flight, Three World Records</i> , 2025, color documentary film, 44 s. The Estate of Orville Wright, <i>1903 Wright Flyer</i> , 1903, wood, muslin, and aluminum, 12.3 x 6.4 x 2.8 m. Travis Pastrana, <i>Nitro Circus: Welcome to Pastrana Land</i> , 2009, color television program, 23 m.
Materials/ Resources:	<u>Materials List:</u> Per Person <ul style="list-style-type: none"> ○ 8.5” x 11” paper (x1) <u>Resources:</u> <ul style="list-style-type: none"> ○ WINGS 5-Minute Demonstration ○ WINGS Exit Ticket ○ WINGS Rubric
Activities/ Procedures	Day One: Connecting/ Responding <ul style="list-style-type: none"> ○ I Do: Presentation. ○ We Do: Discuss how visual culture, art, and design are sometimes created to sell ideas.

³ Ibid.

⁴ Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. Harper and Row.

⁵ Hetland, L., Sheridan, K.M., Veenema, S., & Winner, E. (2022). *Studio thinking 3: The real benefits of visual arts education*. Teachers College Press.

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Lesson: WINGS – life in the air.

	<ul style="list-style-type: none"> ○ You Do: Choose 1 of 3 prompts, jot impressions, and turn in Exit Tickets. <p>Day Two: Creating</p> <ul style="list-style-type: none"> ○ I Do: 5-minute demonstration. ○ You Do: Form and build sculptures. ○ I Do: Grade students' rubrics
Assessment Strategy	<p><u>Pre-assessment:</u> There is no pre-assessment for this lesson, it is the pre-assessment for the <i>BENDING</i> unit.</p> <p><u>Formative:</u> Students will complete Exit Tickets</p> <p><u>Summative:</u> I will grade the WINGS Rubrics</p>
Accommodations/ Modifications:	<p>Peer instruction/ partnering/ group discussion</p> <p>One-on-one assistance as needed</p> <p>Translation resources</p>

WINGS: Exit Ticket

Student Name: _____

Period: _____

Date: _____

WINGS: Prompt

1. It's a Bird
2. It's a Plane
3. It's Superman or Superwoman

JOT IMPRESSION:

Felix Baumgartner, *GoPro: Red Bull Stratos – the Full Story*, 2012, color documentary film, 8 m 17s.

☐ Impression:

Leonardo Da Vinci, *Codex on the Flight of Birds*, 1505, ink on paper, 21.3 x 15.3 cm.

☐ Impression:

Sebastian Alvarez, *One Flight, Three World Records*, 2025, color documentary film, 44 s.

☐ Impression:

The Estate of Orville Wright, *1903 Wright Flyer*, 1903, wood, muslin, and aluminum, 12.3 x 6.4 x 2.8 m.

☐ Impression:

Travis Pastrana, *Nitro Circus: Welcome to Pastrana Land*, 2009, color television program, 23 m.

☐ Impression:

Header	WINGS Rubric BENDING: Lesson 1 / 3	
When	Duration: 2 Class Periods	
Where	Environment: Studio	
Who	Exemplar: Baumgartner, Da Vinci, Alvarex, The Wright Brothers, & Pastrana Method: Individual Assignment	
Why	The Rationale: This lesson is the pre-assessment for the unit so I can gain an understanding of your critical media literacy skills as well as your ability to “bend” materials.	
What	Grading Criteria:	
	Scoring:	
	Materials: Required Materials List	
		Yes (5 pts) / No (0 pts)
	a.) 8.5” x 11” paper	
	Prompt: Students Choose One	
	Yes (5 pts) / No (0 pts)	
	a.) It's a Bird	Choice (a, b, c) # points
	b.) It's a Plane	
	c.) Super-man/ woman	
	Lesson Objectives:	
	Best (5 pts) / Better (4-3 pts) / Good(2-1 pts)	
	a.) I analyzed visual culture	
b.) I created/ learned spatially		
c.) I reduced waste		
d.) I understood art worlds		
Total Score:		
# of ## points		
Comments:		

THE BIG IDEA:
THE BODY OF LIFE, AND THE MEANING OF IT.

Unit: BENDING – manipulating flat material to create artworks in the round.

Lesson: GROUNDED – life on the surface.

Duration: 4 class periods, 40 minutes each.

Date:	DDMMYY	Teacher Name:	Mr. McChristy	Course: Grade:	Arts in the Round: Sculpture 8th Grade
Essential Question: How do artist work in collaboration? ¹					



Nathan McChristy, *Back, Bent*, 2025, acrylic on paper, 9 x 13 x 13 cm.

Key Concept: Artistic practice often involves collaboration among groups of people.²

GROUNDED (Summary): Students will work in teams of 3. Each team will form and build an artwork in the round by bending and gluing strips of paper. The teams will choose one of the following prompts to express their vision of life on the surface:

¹ Pennsylvania Department of Education. (n.d.). *Search curriculum framework*. Standards Aligned System. <https://www.pdesas.org/CMap/CFramework>

² Ibid.

THE BIG IDEA:
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Unit: BENDING – manipulating flat material to create artworks in the round.

Lesson: GROUNDED – life on the surface.

1. At Rest 2. Crawl 3. Walk The final artwork will be able to stand freely on its own. The Rationale: The ability for bodies of life to stand freely on their own is an incredible feat. Creating artworks that can stand freely is also a difficult task for artists. Through the act of collaborative, creative problem-solving, teams of students will realize how difficult recreating this bodily act is and gain an appreciation for life being upright on the ground.	
Pennsylvania Standards:	9.1.8.A: Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.8.B: Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.8.C: Identify and use comprehensive vocabulary within each of the arts forms. 9.1.8.H: Demonstrate and maintain materials, equipment and tools safely at workspaces. 9.2.8.G: Relate works in the arts to geographic regions – Europe
Lesson Objective(s):	I can collaborate with other artists to explore and invent unique solutions to problems. ³ I can create artworks interpersonally. ⁴ I can repurpose widely accessible/ not precious materials to form and build sculptures. I can engage and persist. ⁵
Art and/or Visual Culture Resource(s):	Umberto Boccioni, <i>Unique Forms of Continuity in Space</i> , 1913, bronze, 126 x 89 x 40 cm. Thomas Demand, <i>Zeichensaal (Drafting Room)</i> , 1996, C-print, 183.5 x 285 cm.
Materials/ Resources:	<u>Materials List:</u> Per Each Team <ul style="list-style-type: none"> ○ 3” x 5” Cards (x10) ○ Scissors (x3) ○ <i>Elmer’s School Glue</i> (x1) ○ Black acrylic paint (x1) ○ Acrylic paint brush (x3)

³ Ibid.

⁴ Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. Harper and Row.

⁵ Hetland, L., Sheridan, K.M., Veenema, S., & Winner, E. (2022). *Studio thinking 3: The real benefits of visual arts education*. Teachers College Press.

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Lesson: GROUNDED – life on the surface.

	<ul style="list-style-type: none"> ○ Paint palette (x1) ○ Clothes pins, wooden (x5) <u>Resources:</u> <ul style="list-style-type: none"> ○ GROUNDED 5-Minute Demonstration ○ GROUNDED Exit Ticket ○ GROUNDED Rubric
Activities/ Procedures	<p>Day One: Connecting</p> <ul style="list-style-type: none"> ○ I Do: 5-minute demonstration. ○ We Do: Discuss how artists work in collaboration. ○ You Do: Choose 1 of 3 prompts, jot impressions, and turn in Exit Tickets. <p>Day Two: Creating</p> <ul style="list-style-type: none"> ○ I Do: Summarize assignment and reiterate daily expectations. ○ You Do: Prepare materials and sketch prompt. <p>Day Three: Creating</p> <ul style="list-style-type: none"> ○ I Do: Summarize assignment and reiterate daily expectations. ○ You Do: Complete sculptures. <p>Day Four: Presenting/ Responding</p> <ul style="list-style-type: none"> ○ I Do: Establish critique guidelines. ○ You Do: Present sculptures. ○ We Do: Respond to one another's collaborative artworks. ○ I Do: Grade students' rubrics
Assessment Strategy	<p><u>Pre-assessment:</u> The WINGS lesson is the pre-assessment for this lesson.</p> <p><u>Formative:</u> Teams will complete Exit Tickets</p> <p><u>Summative:</u> I will grade the GROUNDED Rubrics</p>
Accommodations/ Modifications:	<p>Peer instruction/ partnering</p> <p>One-on-one and one-on-team assistance as needed</p> <p>Translation resources</p>

GROUNDNED: Exit Ticket

Student Name: _____

Student Name: _____

Student Name: _____

Period: _____

Date: _____

GROUNDNED: Prompt

1. At Rest
2. Crawl
3. Walk

JOT IMPRESSION:

Umberto Boccioni, *Unique Forms of Continuity in Space*, 1913, bronze, 126 x 89 x 40 cm.

☐ Impression:

Thomas Demand, *Zeichensaal (Drafting Room)*, 1996, C-print, 183.5 x 285 cm.

☐ Impression:

Header	GROUNDED Rubric BENDING: Lesson 2 / 3		
When	Duration: 4 Class Periods		
Where	Environment: Studio		
Who	Exemplar: Umberto Boccioni & Thomas Demand		
	Method: Teams of 3 Students		
Why	The Rationale: Through the act of collaborative, creative problem-solving, teams of students gain an appreciation for life being upright on the ground.		
What	Grading Criteria:		
	Scoring:		
	Materials: Required Materials List		
	Yes (5 pts) / No (0 pts)		
		a.) Painted Black	
		b.) Freestanding	
	Prompt: Students Choose One		
	Yes (5 pts) / No (0 pts)		
		a.) At Rest	Choice (a, b, c) # points
		b.) Crawl	
		c.) Walk	
	Lesson Objectives:		Best (5 pts) / Better (4-3 pts) / Good(2-1 pts)
	a.) I collaborated with others		
	b.) I created interpersonally		
c.) I repurposed materials			
d.) I engaged and persisted			
Total Score:		# of ## points	
Comments:			

THE BIG IDEA:
THE BODY OF LIFE, AND THE MEANING OF IT.

Unit: BENDING – manipulating flat material to create artworks in the round.

Lesson: APPENDAGE – life in details.

Duration: 3 class periods, 40 minutes each.

Date:	DDMMYY	Teacher Name:	Mr. McChristy	Course: Grade:	Arts in the Round: Sculpture 8th Grade
Essential Question: How do artist choose their media? ¹					



Nathan McChristy, *Hands, Empty*, 2025, leather and steel, 101 x 23 x 5 cm.

Key Concept: Artists choose their media to affect both how their artwork will look and what meaning and significance it will have.²

APPENDAGE (Summary): Students will work individually. They will form and build an artwork in the round by bending steel proportionally to a body (i.e. 1:1, 1:18, or 1:25). They will choose one of the following prompts to express their vision of a body of life in details:

1. External
2. Internal
3. Supernatural

The final artwork will either stand freely on its own or be mounted to a base.

¹ Pennsylvania Department of Education. (n.d.). *Search curriculum framework*. Standards Aligned System. <https://www.pdesas.org/CMap/CFramework>

² Ibid.

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Unit: BENDING – manipulating flat material to create artworks in the round.

Lesson: APPENDAGE – life in details.

The Rationale: Appendages (e.g. hands, feet, and the mouth) contributions to bodies of life are too innumerable to count. Similarly, media choices for artmaking are endless but not meaningless. Through the act of mathematical calculation, students will consider the significance of bodily appendage by focusing on the proportional details of life.	
Pennsylvania Standards:	9.1.8.A: Know and use the elements and principles of each art form to create works in the arts and humanities. 9.1.8.B: Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. 9.1.8.H: Demonstrate and maintain materials, equipment and tools safely at workspaces. 9.2.8.H: Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre, and visual arts. 9.4.8.D: Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities.
Lesson Objective(s):	I can create a work that uses media, materials, and techniques that are well-matched to the intended meaning of the work, and explain how each choice contributes to the intended meaning. ³ I can create artworks mathematically. ⁴ I can reuse materials to form and build sculptures. I can observe. ⁵
Art and/or Visual Culture Resource(s):	Alexander Calder, <i>Lobster Trap and Fish Tail</i> , 1939, painted steel wire and sheet aluminum, 2.6 x 2.9 m. Pepon Osorio, <i>My Beating Heart (Mi Corazon Latiente)</i> , 2023, mixed media, 190.5 x 165.1 cm.
Materials/ Resources:	<u>Materials List:</u> Per Person <ul style="list-style-type: none"> ○ Wire coat hanger (x2) ○ Florist wire, 2 ft. (x1) ○ Pliers (x1) ○ Wire cutter (as needed/ requested) ○ Cardboard, base (as needed/ requested) ○ Eye protection (x1) ○ Groves, work (x1) <u>Resources:</u> <ul style="list-style-type: none"> ○ APPENDAGE 5-Minute Demonstration

³ Ibid.

⁴ Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. Harper and Row.

⁵ Hetland, L., Sheridan, K.M., Veenema, S., & Winner, E. (2022). *Studio thinking 3: The real benefits of visual arts education*. Teachers College Press.

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Lesson: APPENDAGE – life in details.

	<ul style="list-style-type: none"> ○ APPENDAGE Exit Ticket ○ APPENDAGE Rubric
Activities/ Procedures	<p>Day One: Connecting/ Creating</p> <ul style="list-style-type: none"> ○ I Do: 5-minute demonstration. ○ We Do: Discuss how artists choose their media to affect both how their artwork will look and what meaning and significance it will have. ○ You Do: Choose 1 of 3 prompts, jot impressions, and turn in Exit Tickets. <p>Day Two: Creating</p> <ul style="list-style-type: none"> ○ I Do: Summarize assignment and reiterate daily expectations. ○ You Do: Prepare materials and begin sculptures. <p>Day Three: Creating/ Presenting/ Responding</p> <ul style="list-style-type: none"> ○ I Do: Summarize assignment and reiterate daily expectations. ○ You Do: Complete sculptures. ○ I Do: Establish critique guidelines. ○ You Do: Present sculptures. ○ We Do: Respond to one another's mathematical artworks. ○ I Do: Grade students' rubrics
Assessment Strategy	<p><u>Pre-assessment</u>: The GROUNDED lesson is the pre-assessment for this lesson.</p> <p><u>Formative</u>: Teams will complete daily Exit Tickets</p> <p><u>Summative</u>: I will grade the APPENDAGE Rubric</p>
Accommodations/ Modifications:	<p>Peer instruction/ partnering</p> <p>One-on-one assistance as needed</p> <p>Translation resources</p>

APPENDAGE: Exit Ticket

Student Name: _____

Period: _____

Date: _____

APPENDAGE: Prompt

1. External
2. Internal
3. Supernatural

JOT IMPRESSION:

Alexander Calder, *Lobster Trap and Fish Tail*, 1939,
painted steel wire and sheet aluminum, 2.6 x 2.9 m.

☐ Impression:

Pepon Osorio, *My Beating Heart (Mi Corazon Latiente)*,
2023, mixed media, 190.5 x 165.1 cm.

☐ Impression:

Header	APPENDAGE Rubric BENDING: Lesson 3 / 3		
When	Duration: 3 Class Periods		
Where	Environment: Studio		
Who	Exemplar: Alexander Calder & Pepon Osorio		
	Method: Individual Assignment		
Why	The Rationale: Through the act of mathematical calculation, students will consider the significance of bodily appendage by focusing on the details.		
What	Grading Criteria:		
	Scoring:		
	Materials: Required Materials List		
	Yes (5 pts) / No (0 pts)		
		a.) Wire Coat Hanger	
		b.) Freestanding/ Base	
	Prompt: Students Choose One		
	Yes (5 pts) / No (0 pts)		
		a.) External	Choice (a, b, c) # points
		b.) Internal	
		c.) Supernatural	
	Lesson Objectives:		Best (5 pts) / Better (4-3 pts) / Good(2-1 pts)
	a.) I explained intended meaning		
	b.) I created mathematically		
c.) I reused materials			
d.) I observed the details of life			
Total Score:		# of ## points	
Comments:			