

## Grade 5

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### Comparing Sculptures of the Italian Renaissance and the Harlem Renaissance

<b>Georgia QCC: FAVA:</b>	5.3–5.6, 5.8, 5.10–5.12, 5.14, 5.15, 5.17, 5.19 (Grade 5)
<b>Multiple Intelligence:</b>	Spatial, Logical, and Interpersonal
<b>Character Education:</b>	Perseverance, Creativity, and Citizenship
<b>Bloom’s Taxonomy:</b>	Recall→list, identify name; Application→construct, translate; Analysis→compare, investigate; Synthesis→create, design; Evaluate→decide, assess

Sculpture: works of Verrocchio, Richmond Barthé, Selma Burke, and Augusta Savage

#### Goal

- ♦ Students will understand the meaning of Renaissance.
- ♦ Students will compare and contrast Verrocchio’s life and sculptures of the Italian Renaissance to a Harlem Renaissance sculptor and his or her work.
- ♦ Students will build a sculpture with foil and Pariscraft.

#### Objective

- ♦ Students will research historical events and use this knowledge as a source of ideas for artwork.
- ♦ Students will compare and contrast artwork of the same type produced by different artists.
- ♦ Students will construct a sculpture using simple materials in a similar technique as that of Verrocchio or a Harlem Renaissance artist.

#### Materials

- ♦ Handouts biographies of artists, graphic organizers, and pencils.
- ♦ Slides or pictures of key artworks produced by the artists.
- ♦ Renaissance CD and 1920’s Jazz CD.
- ♦ Aluminum foil, Plastercraft, scissors, water, cardboard, wood bases, hammer, nails, and wire.

## Preparation

Show slides or pictures of selected sculptures and have a short discussion about them. Pass out the pencils and handouts, divide class into groups. Use graphic organizers to aid in the identification and listing of differences among artists and their works.

-While working, play music to correlate with time periods: Listen to jazz. Compare jazz to Renaissance music, how are they the same or different?

## Lesson

### 1. **Motivation**

- ◆ Demonstrate the construction process using aluminum foil, wire, and plaster gauze strips.
- ◆ Discussion “What does Renaissance mean?” Can we find similarities between the Harlem Renaissance in the 1920s and the Italian Renaissance 500 years earlier?

### 2. **Activity**

- ◆ Plan, organize, and create a sculptural figure of a famous person (all four artists we studied did this).
- ◆ Attach a base for stability as well as presentation.
- ◆ Paint and collage various materials if desired.

### 3. **Wrap up**

- ◆ Set up an exhibit area and critique.
- ◆ Assess the graphic organizers.

## Extensions

K–2 With younger students, set up a Venn diagram on the floor with Hula-Hoops. Draw small self-portraits beforehand, then sit in a circle around the hoops and as a group classify the self-portraits. Identify famous self-portrait prints afterward, giving a short summary of the Renaissance and the artists who created them. Now, classify the famous prints.

3–5 Do a “restoration” extension (see Figuring It Out . . . Restoring Our Own Art).