

Experience Integration of the Disciplines through the Umlauf Sculpture Garden & Museum

Overview: The multi-sensory curriculum engages students in applying concepts in mathematics, writing, technology, acting, communication, among others. Teachers facilitate discussions and provide students with activities that will personally connect them to art and their museum experience while supporting their academic growth.

Rationale: Integrated curriculum that is based on the constructivist theory where the learner is building an internal representation of knowledge and a personal interpretation of experience fosters critical thinking and academic rigor. Horizontal and vertical alignment to the state standards is essential for teachers to justify implementing this enrichment unit in the classroom as an integral part of the curriculum.

Standards Alignment: The following lessons support the Texas Essential Knowledge and Skills in Language Arts, Mathematics, Technology, Geography, Art, Music, Theatre, and Social Skills. Modification in the lesson implementation and expected outcomes meet the needs of diverse learners in a range of grade levels.

Activities that can be done prior to the Museum Experience:

- **Posing:** Imagine that an artist asked you to pose for a sculpture. Would you? How would you pose? Should the artist or the subject choose how to pose? Discuss it with your peers, act it out, draw it, and/or write about it in your journal. Estimated time: 5 - 15 min.
- **Owning Art/ Philanthropy:** Create a list of pros and cons about owning a piece of art versus donating it to the community. Extension: Research philanthropy & art owners. Estimated time: 5 - 15 min.
- **Student Sculptor Mediums:** Brainstorm (orally) and brainwrite (visually) as a whole group and individually: If you could make a sculpture, what materials would be chosen and why? Extension: create the sculpture(s). Estimated time: 5 - 30 min.
- **Found Object Sculpture:** Challenge the students to find everyday objects that combine into a sculpture and be prepared to discuss the sculpture. Variation: Build a community sculpture in which all participants adds an everyday object to form one sculpture or small group sculptures. Great team building activity! Estimated time: 60 min.
- **Virtual Trip:** Take a virtual trip with Umlauf's work! In Texas, there are more Umlauf sculptures & public placements than work by any other single sculptor.
 - Students research all of the public placements in Texas and also specifically in Austin. Estimated time: Two 45 min. periods
 - Create a map with symbols to represent his works. Estimated time: 5 - 15 min.
 - Options: One map of Texas and one of Austin

- Label your map(s) with a coordinate grid and list coordinate points of each sculpture. Estimated time: 30 - 45 min.
- Plan a hypothetical trip to see all of his works. Things to consider:
 - Trip participants
 - Cost of transportation (buses, gas)
 - Mileage
 - Most efficient route
 - Documentation of learning (pictures, drawings, journals)
- **Art Critic:** Become an art critic and write a review of the exhibit. Begin this activity with the premise that the students will be writing a review of the exhibition for a real or imaginary publication. In the classroom, discuss what kind of information appears in a written review. Read and reflect various reviews with the students to prompt a discussion about kinds of information included in a review. Generate a list of the needed information. Estimated time: 15 - 45 min.
 - Use the students' list of the elements of a review to create a data retrieval sheet to use during their visit to the Umlauf or facilitate the students in creating their own data retrieval sheet.

Activities to Engage Students in Critical Thinking during their Museum Experience

Interactive Journaling: Estimated time: 5 - 45 min. based on student & curricular needs

- Describe your first reaction to the piece of art.
- Determine what the most noticeable detail about the piece of art.

- Imagine that you are the sculpture and describe what you can and cannot see.
- List adjectives that describe the feeling/ texture of the sculpture when you touch it.
- Describe a person, character, event, or memory of which the sculpture reminds you.
- Go back and take a second look at a sculpture and list anything that you notice the second time that you overlooked the first time viewing.
- If you could change something about the sculpture, write and draw/sculpt the changes. Tell why you would make those changes.
- View Umlauf's illustrations and the corresponding sculpture. Describe how the two pieces of art are similar and different. Is it beneficial to have a 2-Dimensional representation before creating a 3-Dimensional piece of art? Why or why not?
- Add to the created list of pros and cons about owning a piece of art versus donating it to the community.
- Be a cartographer! Make a detailed map of the sculpture garden. Include on your map a coordinate grid, coordinate points of each sculpture, important landmarks and features from the environment, a title, and a legend. You can compare your map to the one of the Umlauf website. Estimated time: 30 - 45 min.
- Send a friend on the trail! Create a set of directions, based on your map, and have them follow it to different parts of the museum grounds. Were your directions accurate? Get feedback and then set off on their trail. Estimated time: 20 - 30 min.

- Find a sculpture that is about a familiar story or character from history, mythology, or the Bible. Examine the work of art to discover how Umlauf views the character or story. Is Umlauf's understanding of the story different from your own? How is it similar to your own?
- Figurative sculpture: Because art usually defies "explanation," approach writing about it from your senses. Ask yourself these questions: what would this sculpture feel like? Sound like? Does it evoke a sense of energy or stillness? Record your thoughts in your journal.
- Choose a sculpture. Generate two lists of short phrases about: what you see and what you feel. The listed words can be used in creating poetry.
- Art Critic Review Process: During the trip, invite the students to tour the exhibit before writing about it. Then, have students use their data retrieval sheets to gather the information needed for the review. Encourage them to quote the written material exactly, to collect any brochures or fact sheets that accompany the exhibition, and to sketch objects or buy postcards of what they have seen.
- Students should then write a first draft of the review after they have had a chance to discuss what they saw and how they judged it.
- Find a sculpture that engages you. Write down its title. Then write as many other titles as you can think of for that piece. Force yourself to write more than you thought you could write. Later, you can use some of these titles to help you in writing poetry.
- Find two sculptures with the same theme. Create a Venn diagram about their similarities and differences.

- **Poetry:** Poetry formats: Bio-Poem & Cinquain Estimated time: 45 min.
 - A bio-poem is a short biography telling about the life of someone.
Example:

Gretel
Small, lost, tired, hungry,
Sister of Hansel,
Cares deeply about her family,
Who feels afraid,
Who needs a place to sleep,
Who gives companionship,
Who fears the witch,
Who would like to see her father again,
Resident of the forest.

Pattern for writing a bio-poem:

Line 1	First name only/ name of sculpture
Line 2	Four traits
Line 3	Related to
Line 4	Cares deeply about
Line 5	Who feels
Line 6	Who needs
Line 7	Who gives
Line 8	Who fears
Line 9	Who would like to see
Line 10	Resident of

A cinquain is a verse of five lines following a pattern. The lines do not have to rhyme. The object of a cinquain is to draw a picture or express feelings using a few, well-chosen words or phrases. There are two forms of cinquain: syllable-count and word-count.

Example of a syllable-count cinquain:

Rainbow
Colorful, curved
Appearing, shining bright
Holding its color, then fading
Promise

Pattern for a syllable-count cinquain:

Line 1	Two syllable
Line 2	Four syllable

Line 3	Six syllable
Line 4	Eight syllable
Line 5	Two syllable

Example of a word-count cinquain:

Rain
Wet, damp
Splash, ping, drip
Running down my neck
Drizzle

Pattern for a word-count cinquain:

Line 1	One word (title)
Line 2	Two words (describing title)
Line 3	Three words (action)
Line 4	Four words (feeling)
Line 5	One word (refers to title)

- Write a “found” poem using text from an Umlauf brochure about Charles Umlauf. Separate the “found” text from your own by italicizing it when arranging it on the page to show that it is “found”. Estimated time: 45 min.

Discussions & Collaboration

- ***MI Scavenger Hunt:*** Each student should start in different sections of the museum and garden and choose a sculpture. Before meeting in a predetermined place and time, students should describe their sculpture in as many ways as possible without revealing the name of the piece. When finished, students return to the meeting place and exchange written descriptions. Next, students draw a picture of the sculpture that is described in the writing they have been given by a peer. Then, the writer will take the student who read and drew from the description to the sculpture. Finally, students reflect together on

the similarities and differences between the drawing and the real thing. Estimated time: 10 - 20 min.

- ***Descriptive Discussion:*** Discuss what kind of cultural values and/or social realities does the sculpture suggest? Listed below are some descriptive words that can be used as the basis for this discussion/ question. Circle the ones that express the values/ realities and then add some more from the class discussion. Estimated time: 5 - 15 min.

Material wealth or success	Freedom
Mystery	War
Pursuit of pleasure	Idealism
Despair	Anger
Inner harmony	Loneliness
Tension	Faith
Escape	Protection
Justice	Fear
Anxiety	Pride
Loss	Individualism
Sacrifice	Love

- ***Combination Conversation:*** Find two sculptures with subjects that could have an imaginary conversation with each other. Look carefully at each work and determine what the subject in one work would say to the other. How do the expressions, gestures, and environment of each subject influence the dialogue that you create? Write a dialogue to perform and then act it out with a partner. Estimated time: 20 - 30 min.
- ***Sculpture Dialogue:*** As you view the sculpture, imagine what the person is thinking as he/she poses while being sculpted by Umlauf.

Create a dialogue that the subject and Umlauf might have had with each other. Estimated time: 5 - 15 min.

Implementing Activities for the Artist, Computer Wiz, Writer, & Mathematician in Us All

- **Observe & Sense:** Choose a spot in the museum or garden with a view that interests you. The view may be interesting because of the art that you can see, or the visitors, or the environment. Sit in the spot observing everything that you can. Use all five of your senses. Then, draw a sketch of what you see. Add descriptive phrases or words to add detail to your sketch. Estimated time: 5 - 15 min.
- **Timeline:** Generate a timeline of Umlauf's life including pictorial and written descriptions of his art work. Include a short description of any trends or interesting information that you find when reviewing the timeline. Estimated time: 45 min. (possibly two periods)
- **Multimedia Timeline:** Create a final product of the timeline on the computer. Use clip art or imported pictures of the sculptures to enhance the timeline visually. Estimated time: 60 min.
- **Student Generated Math:** Facilitate students through the writing process (drafts, editing – peer & teacher, revisions, and final product) of math problems focused on the concept of scale based on Umlauf's sculptures. Students will write and solve in detail math problems related to the USG&M. Scale model problems can incorporate concepts such as: measurement, conversions, multiplication, decimals, and ratios to name a few. Estimated time: several 45 min. periods

- Example: Hope for the Future in Abilene is a 9'11" high sculpture and the exact scale model is at the USG&M and stands 30x30x12.
 - Determine the scale. **(4x)**
 - Use the measurement of one specific part to determine the measurement of the corresponding part on the scale model. Refer to the sculpture of the wing to support this lesson.
- **Graphing with Art:** Make a graph that represents the heights of all of Umlauf's sculptures. Include a graph title, unit of measurement, and specific statue name in your product. Determine the mean, median, and mode of the heights. This activity can be modified by measurement conversions and specificity of statistical data. Estimated time: 20 - 30 min.
- **Computer Supported Collaborative Learning:** Use a web-authoring program such as think.com to share your work products with others. Challenge others to solve your math problems, write reflections or a poem of their own.

Texas Essential Knowledge & Skills (TEKS) Alignment

Reading:

K 110.2. (1-7, 13, 14)

1st-12th 110.2. (1-8, 10-11, 16-20)

Mathematics:

K-8th 111. (1-13)

Science:

K-8th 112. (7)

Social Studies:

K	113.2. (3, 4, 13-17)
1st	113.3. (3-5, 16-19)
2nd	113.4. (5, 15-19)
3rd	113.5. (3, 5, 14-18)
4th	113.6. (5, 6, 20-24)
5th	113.7 (6, 7, 22-27)
9th-12th	113. (8, 20, 21, 24-26)

Health Education:

K	115.2. (8, 9)
1st -5th	115. (9-11)
6th -8th	115. (10, 11)
9th -12th	115. (13-15)

Fine Arts:

K	Art	117.2 (1-4)
	Music	117.2 (2, 3)
1st-12th	Art	117.2 (1-4)
	Music	117.2 (2-5)
	Theatre	117.2 (2-4)

Resources:

ACCESS to Learning, Inc.

Project Zero Educational Collaboration

Smithsonian National Institute National Faculty program

Umlauf Sculpture Garden & Museum

Texas Education Agency

Curriculum for Future Development

- Interactive maps of Texas and USA for activities based on sculptures and art in public places
- Computer Supported Collaborative Learning environments and WebQuests for community development and technology integration for enrichment of the curriculum
- Assessments and Rubrics