UNIT OF STUDY: Dale Lamphere, sculptor

TITLE OF LESSON PLAN: When Worlds Collide

GRADE LEVEL: 3-5

SOUTH DAKOTA CONTENT STANDARDS:

**Fine Arts:**
- Visual Arts Standard One 3-4 – Students will describe how visual arts media and processes can be used in other disciplines.
- Visual Arts Standard One 5-8 – Students will use visual arts to communicate themes and concepts from other disciplines.
- Visual Arts Standard Two 3-4 – Students will understand selected techniques which give artwork detail.
- Visual Arts Standard Two 5-8 – Students will describe the various techniques which give artwork definition and detail.

**Science:**
- 3.E.2.1 Students are able to identify the Earth as one of the planets that orbits the Sun.
- 4.E.1.2 Students are able to describe how weather conditions and phenomena occur and can be predicted.
- 4.E.2.1 Students are able to describe the motions of the Earth, Sun, and Moon.
- 5.E.2.1 Students are able to describe the components (Sun, planets, and moons) of the solar system.

**Writing:**
- 3.W.1.3 Students can write a paragraph using supporting details.
- 4.W.1.3 Students can compose a paragraph with a topic sentence, supporting details, and a conclusion.

**ASSESSMENT STRATEGIES:**
- Class discussion
- Observation of sculpture using VTS
- Evaluation of student writing using 6+1 Writing Traits as a guide

**LEARNING OBJECTIVES:**
- Students will learn about South Dakota sculptor Dale Lamphere.
- Students will evaluate the “Meteor” sculpture using VTS techniques.
- Students will explain the significance of a meteor impact with a planet (or moon).

**TIME REQUIRED:**
- One class period of 30 - 45 minutes
MATERIALS/TECHNOLOGY NEEDED:
• Image of the Dale Lamphere Sculpture: “Meteor”

BACKGROUND INFORMATION:
Dale Lamphere is described by the South Dakota Art Museum’s Winter/Spring 2004 Newsletter as a sculptor that incorporates, “…stainless steel, cast bronze, wood, and stone” (1). He mentions in the same Newsletter article that, “The common thread in my sculpture is. . .mass, light and shadow” (1).

LESSON DESCRIPTION:
• Show students an image of Dale Lamphere’s sculpture “Meteor”. Do not tell students what the title of this piece is. Having students use VTS to figure out what this statue is about. Sample questions might include:
  • What do you see?
  • What is the significance of the shape of the statue?
  • How do the items relate to one another?
  • What do you think this statue is? What makes you think that?
• Have students discuss the statue as a class sharing what they see and what they think this piece is representing.
• Explain to students that the name of the statue is called “Meteor”. Ask students to describe what they see now that might justify this title.
• Next, show students an image of the surface of the moon. Explain to the class that the surface of the moon shows many “scars” created by meteor strikes.
• You could also show students an image of the Meteor Crater in Arizona to show that the Earth is not immune from damage caused by meteors.
• Have students write in their journals about the relationship between the meteor strikes and the statue creation of Dale Lamphere. Have students explain how this piece illustrates a meteor strike that could occur on the moon or the Earth. You may want to help younger students look at the relationship between the steel and the rocks in the statue and the images of meteor strikes in the photos of the moon and Earth. (Depending on your objectives of your unit on the universe, students may be able to relate to the power created by meteor impacts and the consequences that they have had on the Earth.)

ENRICHMENT:
Students could research various meteor impact sites around the world (Meteor Crater in Arizona, Upheaval Dome in Utah, Odessa in Texas, etc.). Students could create a map of the largest known impact zones across the U.S. or the world.

BIBLIOGRAPHY/RESOURCES:
• South Dakota Sculpture Collection at the South Dakota Art Museum
• Dale Lamphere Sculpture: “Meteor”