

3-D Mash-Up

The start of a new school year is the perfect time to review commonly used words and content-area vocabulary. This lesson goes beyond flash cards to reach visual and kinesthetic learners with a range of engaging activities. Students will be challenged to combine word meanings in three-dimensional “mash-ups,” interpreting language both physically and visually. The easily adaptable activities are a playful way to support language use and acquisition while also encouraging creative thinking.

Grade Level

Adaptable for all grades

Common Core Academic State Standards

1. [CCSS.ELA-LITERACY.CCRA.L.5](#)
2. [CCSS.ELA-LITERACY.CCRA.R.4](#)
3. [CCSS.MATH.CONTENT.6.G.A.4](#)

National Visual Arts Standards

- Creating: conceiving and developing new artistic ideas and work
- Responding: understanding and evaluating how the arts convey meaning

Suggested Art Images

Click on the titles below to view high-resolution photographs on the Philadelphia Museum of Art website:

- [Chaise lilas avec oeufs \(Lilac Chair with Eggs\)](#), 1965, Marcel Broodthaers
- [Knot](#), 1993, by Katharina Fritsch
- [Ladder of Eurus](#), 1986, by Wendell Castle
- [Rainy Day Canapé](#), 1970, by Dorothea Tanning
- [Splotch](#), 2003, by Sol LeWitt



Chaise lilas avec oeufs (Lilac Chair with Eggs), 1965

Marcel Broodthaers (Belgian)

Eggshells and wood with paint

35 7/16 × 16 15/16 × 17 11/16 inches (90 × 43 × 44.9 cm)

Gift of Keith L. and Katherine Sachs, 2013
2013-158-3

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Artists Rights Society (ARS), New York /
SABAM, Brussels

Lesson Objectives

Students will be able to:

1. Read and interpret grade-level vocabulary, including figurative, nuanced, and domain-specific language.
2. Describe their observations about artwork using precise language.
3. Synthesize elements of language, movement, and visual art to create three-dimensional models.

Materials Needed

- A screen for projecting images
- Air-drying clay in a variety of colors
- Plastic straws, pipe cleaners, paper clips, or other supplementary modeling tools
- Scissors
- Notecards
- Instruction sheet (optional)
- Word selections, cut and separated into two envelopes (see instructions below, under **Differentiation**)

Lesson Process

1. Show students any one of the suggested art images. Allow a few minutes for thoughtful looking, and then ask students what they see. Make sure students understand that they are looking at three-dimensional artwork (sculpture). Challenge students who are proficient writers to list the first ten words that come to mind.
2. After sharing initial observations about the artwork, encourage students to dig deeper. What words can they use to describe the sculpture? What does it remind them of? Does the sculpture convey any emotion or make the viewer feel a certain way? What movement or action does the sculpture seem to have? List words and phrases as students share.
3. Next, ask students to choose just two words from their list that they believe capture the essence of the artwork. Give everyone a chance to share. If there are many different word combinations, ask students why they and their classmates might see the same piece of artwork so differently.
4. Tell students that they are going to create their own sculptures representing two words chosen at random. Their challenge is to find a way of interpreting the meaning of those words in three-dimensions.
5. To scaffold the process, select a few words from your word list for students to act out kinesthetically. Tell them to show the meaning of each word with their bodies, or become a sculpture representing that word. When students have practiced acting out one word, give them simple word combinations, like "wide" and "melt," to show with their bodies.
6. Show students the 3-D Mash-Up Instructions. Discuss how they might combine the meanings of two words in a three-dimensional representation. Ask students to consider what would make a model successful. How can the colors, shapes, materials, and composition of a sculpture convey meaning?
7. Show students the materials with which they will work. They may use the modeling clay, as well as any supplementary materials you provide. Pass out the instruction sheets, if you are using them, or continue to display instructions on your board.
8. When you are ready to create your three-dimensional mash-ups, have students choose one word at random from each of the envelopes. These are the two words they will represent visually. Modify this process for those who are not independent readers by displaying a selection of words that everyone can read together. Students can then choose their two favorite words to represent.

Assessment

1. Pass out a notecard to each student. Completed 3-D mash-ups will be placed on notecards for display. Have students label the notecards with the two words they have modeled, and then create a class display of the finished products.
2. Ask students to reflect on this creative process either in writing or in discussion. What did they find challenging about representing word meanings in sculpture? Did they use different parts of speech or nuances in meaning to help them visualize the words? How did they use different colors, shapes, textures, and materials to convey meaning?

Differentiation

1. The word list included in this lesson plan is a mix of nouns, verbs, and adjectives appropriate for a wide range of ages and abilities. These words are only suggestions, however, and may not be appropriate for all students. You can make your own word selections based on a grade-level vocabulary list or vocabulary specific to your content area. The most important thing is that students have something they are able to visualize.
2. Alternatively, you could modify the lesson process for middle and high school students to provide practice using the dictionary. Have students find two interesting words and record their definitions before creating a 3-D mash-up. Specify parts of speech, or focus on root words, prefixes, and suffixes, for an added challenge.

3-D Mash-Up Instructions

Objective

You will create a clay sculpture inspired by two words you select at random from the Word Selection envelopes.

Criteria

Your 3-D mash-up must:

- Use only the materials provided
- Visually represent the meaning of both words in one sculpture
- Convey meaning through elements such as color, shape, and texture

Example: Fold & Shy



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Word List for Envelope 1

creep	slither
celebrate	wilt
grow	melt
tumble	spin
contain	explode
split	join
bend	fly
drop	pour
pillow	storm
canopy	factory
cake	umbrella
mountain	belt
window	loop
root	room

Word List for Envelope 2

fragile	chunky
wide	tall
covered	open
full	empty
enormous	tiny
breezy	shy
slimy	bubbly
sharp	dangerous
surprising	dazzling
alarming	cramped
radiant	foamy
urgent	uncomfortable
rough	smooth