

THE SCULPTURE PROJECT

PASSAGE OF WIND & WATER

Essential Question for this lesson:

What is *The Sculpture Project: Passage of Wind & Water*?

The Sculpture Project: Passage of Wind and Water at Main Street Square is at the heart of downtown Rapid City. The \$2 million work is the largest privately funded public art commission underway in the United States. The project positions Rapid City as an arts destination and a gateway to the region's legacy sculptures: Mount Rushmore National Memorial and Crazy Horse Memorial.

As a large-scale, long-term, on-site work in granite, *Passage of Wind and Water* aims to connect with the region's significant sculptural tradition. The project is innovative because of its ongoing commitment to community input and involvement. The project will become a tribute to the local community as a whole.

From the start, the project has invited conversation and input from community members. By virtue of its location at Main Street Square, the project brings art to the whole community and the whole community to the arts. The artist selection process featured a diverse committee of local people dedicated to public transparency. Project artist Masayuki Nagase was selected in large measure for his design and process that engages and includes the entire community, which will help people feel ownership of the project for years to come.

The artist completed drawings showing his ideas for both the interior view and the exterior view of each granite stone. He also held workshops with hundreds of people in the area, from youth to elders, to find out how people connect with nature in the Black Hills and the Badlands. This input from local people will help him continue to revise his designs as he continues thinking about and sculpting this huge project.

The artist has developed a design that explores and expresses aspects of the rich natural and cultural history of the Black Hills and Badlands. The main visual themes of his design are based on the natural elements of wind and water. He sees these elements as basic energy and forces of nature that bring and sustain life.

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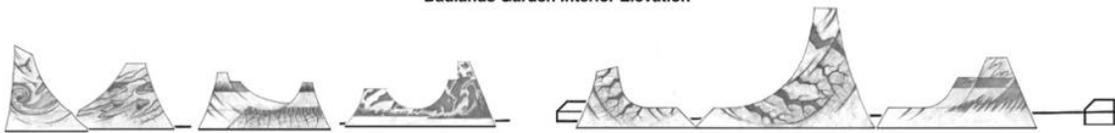
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These drawings were shared with the public in the spring of 2013. They show the Black Hills Garden, which runs along Sixth Street, and the Badlands Garden, which runs along Main Street. As the sculptor works, visitors to Main Street Square will see the artist's process—and the exciting but difficult work that goes into transforming drawings like these into real granite sculptures that will last many lifetimes.

Black Hills Garden Interior Elevation



Badlands Garden Interior Elevation



Black Hills Garden Exterior Elevation



Badlands Garden Exterior Elevation



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Thinking About the Project

Please write your thoughts about the questions below. We are looking for your **original thinking**: what actually comes into your mind as you carefully read the questions. Your answers may be clear bullet points or clear, complete sentences.

1. What do you think are the connections between *The Sculpture Project: Passage of Wind and Water* and the other large sculptures in the area (Crazy Horse Memorial and Mount Rushmore National Memorial)? In what ways are these projects similar? In what ways are they different?
2. Why do you think that including the community members from Rapid City and surrounding towns will help them feel ownership of the sculpture project?
3. How do you think that asking youth and elders for their ideas and input will make the project better? In what ways might their different ages help these people give special and useful information to the artist?
4. When you think about the title of the project, *Passage of Wind and Water*, what ideas does it give you about the Black Hills and the Badlands? How do you think wind and water have helped form these natural places?
5. Why do you think private funding is a good way to pay for this project? In your mind, how is private funding different from public funding?
6. The sculptor will be working in front of the public as he carves the granite. What do you think will be interesting for citizens and visitors to see as this work goes on?

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7. What challenges and difficulties can you imagine arising as the artist works on these carvings for the next several years?

8. Draw in these two boxes your ideas of how to show wind and water.



WIND



WATER

9. Make short lists of what you know about the concepts involved in this project:

- Granite is: *mineral, hard, beautiful, natural, countertops, black, white, speckled, cold*
- Stone carving is: _____
- Artists are: _____
- Sculptures can: _____
- Private funding is: _____
- The Black Hills are: _____
- The Badlands are: _____

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Notes for Teachers

The lessons connected with *The Sculpture Project: Passage of Wind and Water* are designed to be used with students in many grade levels. You may need to provide scaffolding in order to help your students access the text. To help with this, we have included this vocabulary bank. This bank can be easily used with the existing word study procedures you use with students.

- commission
- destination
- granite
- significant
- innovative
- involvement
- community
- transparency
- diverse
- interior
- exterior
- privately funded

- revise
- sculpting
- legacy
- tribute
- visual themes
- natural elements
- sustain
- natural history
- cultural history
- transforming
- artist's process

CCSS Language Arts Anchor Standards Addressed:

R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite evidence when writing or speaking to support conclusions drawn from the text.

R10: Read and comprehend complex informational texts independently and proficiently.

W9: Draw evidence from informational texts to support analysis, reflection, & research.

SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly & persuasively.

L4: Determine or clarify the meaning of unknown & multiple-meaning words & phrases by using context clues, analyzing meaningful word parts, & consulting reference materials as appropriate.

L6: Acquire & use accurately a range of general academic & domain-specific words & phrases sufficient for reading, writing, speaking, & listening at the college & career-readiness level; demonstrate independence in gathering vocabulary knowledge.

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Notes for Teachers, continued

This text and the accompanying critical thinking questions are considered informational texts. They are real-world texts about a current local project. The questions are designed to elicit high-level thinking and need no answer key.

If students are showing their original thinking, engaging with the topic and the ways in which they perceive the project, then they are doing good work. Teachers will have success when they encourage students to show and explain their thinking. Great student discussions can follow!

The next page contains a graphic organizer that can help thinkers prepare for their discussions. This process of preparing for & engaging in peer discussions addresses the CCSS Speaking and Listening Standard SL.1!

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5 - 4 - 3 - 2 - Discuss!

5 interesting facts from the text:

4 words I did not know from the text:

3 questions I have after reading the text:

2 ideas I want to discuss about the text:

Name:

Date of discussion: