



# Grade 5 - Unit 3 - Animal Sculptures

## Unit Focus

In this unit, students will learn how to build a papier mache sculpture from armature through the finished, painted product. They will apply their skills to making their Oaxacan animals come to life based on their previous drawings and color scheme. Students will learn by experimenting with paper mache technique, and will paint and embellish their finished product.

## Stage 1: Desired Results

Established Goals	Transfer	
<p><b>Standards</b></p> <p>National Core Arts Standards <i>Visual Arts: 5</i> Investigate, Plan, Make: Generate and conceptualize artistic ideas and work. (VA:Cr1.1.5) Combine ideas to generate an innovative idea for art-making. (VA:Cr1.1.5.a) Investigate: Organize and develop artistic ideas and work. (VA:Cr2.1.5) Experiment and develop skills in multiple art-making techniques and approaches through practice. (VA:Cr2.1.5.a) Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment. (VA:Cr2.2.5.a)</p> <p><b>Other Goals</b></p> <p>Madison Public Schools Profile of a Graduate Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2) Product Creation: Effectively use a medium to communicate important information. (POG.3.2)</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Create works of art to personally engage in the artistic process and/or communicate meaning</p> <p>T2 Develop and refine techniques and skills through purposeful practice and application to become more fluent</p> <p>T3 Capture the feeling or emotional response which an artistic piece elicits</p> <p>T4 Make appropriate choices as a responsible, respectful participant within a communal artistic experience</p>	
	<b>Meaning</b>	
	<b>Understanding(s)</b>	<b>Essential Question(s)</b>
	<p><i>Students will understand that...</i></p> <p>U1 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results.</p> <p>U2 Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience.</p> <p>U3 Interpretation of a work of art can be enriched by understanding context of the topic and perspective of the artist.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 K-3: What does quality look/feel/sound like? 4-12: What are the established conventions of the art form/genre/style? What is the impact of those conventions on the piece?</p> <p>Q2 What does quality look/feel/sound like? How do I fine tune my work for and with an audience?</p> <p>Q3 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?</p>
	<b>Acquisition</b>	
	<b>Knowledge</b>	<b>Skill(s)</b>
<p><i>Students will know...</i></p> <p>K1 Artists often work together in a shared studio setting</p> <p>K2 Artists continually reflect on and refine their product during the creative process.</p> <p>K3 Good craftsmanship allows artists to make their ideas clear to the audience</p> <p>K4 Vocab: Armature, Papier Mache</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Using and Sharing community tools and supplies appropriately and safely</p> <p>S2 Creating accurate forms using paper mache sculpture techniques</p> <p>S3 Working effectively with tempera paint</p> <p>S4 Practicing good craftsmanship in order to communicate ideas accurately</p> <p>S5 Assessing a work in progress in order to refine and develop the final product.</p>	