



# Sculpture Unit 3 - Clay Bust

## Unit Focus

Students will be introduced to how artists create representations of the animal bust. Students will apply their skills using the slab method to create a clay animal bust. They will learn through teacher demonstrations, practicing techniques, and analyzing and refining their product.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>National Core Arts Standards</b>  <i>Visual Arts: HS Proficient</i>            Synthesize: Synthesize and relate knowledge and personal experiences to make art. (VA:Cn10.1.HSI)            Document the process of developing ideas from early stages to fully elaborated ideas. (VA:Cn10.1.HSI.a)            Investigate, Plan, Make: Generate and conceptualize artistic ideas and work. (VA:Cr1.1.HSI)            Use multiple approaches to begin creative endeavors. (VA:Cr1.1.HSI.a)            Reflect - Refine - Continue: Refine and complete artistic work. (VA:Cr3.1.HSI)            Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. (VA:Cr3.1.HSI.a)</p> <p><b>Madison Public Schools Profile of a Graduate</b>            Product Creation: Effectively use a medium to communicate important information. (POG.3.2)            Decision Making: Make responsible decisions, based on potential outcomes. (POG.4.2)</p>	<p><i>Students will be able to independently use their learning to...</i>  <b>T1</b> Develop and refine techniques and skills through purposeful practice and application to become more fluent  <b>T2</b> Engage in critique to inform next steps or deepen examination of an artistic work  <b>T3</b> Create works of art to personally engage in the artistic process and/or communicate meaning</p>	
	<b>Meaning</b>	
	<p style="text-align: center;"><b>Understanding(s)</b></p> <p><i>Students will understand that...</i>  <b>U1</b> Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results.  <b>U2</b> Evaluation of an artistic work is based on analysis and interpretation of established criteria that is helpful to the artist or deepens understanding of the work.  <b>U3</b> Challenges when subtracting material within a sculpture are an expected part of the creative problem-solving process.</p>	<p style="text-align: center;"><b>Essential Question(s)</b></p> <p><i>Students will keep considering...</i>  <b>Q1</b> What am I learning or have I learned from creating this work of art?  <b>Q2</b> What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?  <b>Q3</b> How much freedom do I have to be creative and also work within established criteria?</p>
	<b>Acquisition of Knowledge and Skill</b>	
	<p style="text-align: center;"><b>Knowledge</b></p> <p><i>Students will know...</i>  <b>K1</b> How different artists create clay busts  <b>K2</b> How artists use the slab technique in creating animal busts  <b>K3</b> How artists use armature to support their pieces  <b>K4</b> How references can help to inform their work</p>	<p style="text-align: center;"><b>Skill(s)</b></p> <p><i>Students will be skilled at...</i>  <b>S1</b> Using the slab roller to create the correct size, shape, and thickness of the slabs needed for their work  <b>S2</b> Using the styrofoam form as a base (armature) to support their piece  <b>S3</b> Using the slip and scoring method to join clay slabs  <b>S4</b> Glazing application techniques</p>