



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>National Core Arts Standards <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>Madison Public Schools Profile of a Graduate 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> T1 Develop and refine techniques and skills through purposeful practice and application to become more fluent T2 Engage in critique to inform next steps or deepen examination of an artistic work T3 Create works of art to personally engage in the artistic process and/or communicate meaning</p>	
	Meaning	
	<p style="text-align: center;">Understanding(s)</p> <p><i>Students will understand that...</i> U1 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results. U2 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. U3 Challenges when subtracting material within a sculpture are an expected part of the creative problem-solving process.</p>	<p style="text-align: center;">Essential Question(s)</p> <p><i>Students will keep considering...</i> Q1 What am I learning or have I learned from creating this work of art? Q2 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress? Q3 How much freedom do I have to be creative and also work within established criteria?</p>
	Acquisition of Knowledge and Skill	
	<p style="text-align: center;">Knowledge</p> <p><i>Students will know...</i> K1 How different artists create clay busts K2 How artists use the slab technique in creating animal busts K3 How artists use armature to support their pieces K4 How references can help to inform their work</p>	<p style="text-align: center;">Skill(s)</p> <p><i>Students will be skilled at...</i> S1 Using the slab roller to create the correct size, shape, and thickness of the slabs needed for their work S2 Using the styrofoam form as a base (armature) to support their piece S3 Using the slip and scoring method to join clay slabs S4 Glazing application techniques</p>