



Sculpture - Unit 2 - Sculpting an Animal Form

Unit Focus

In this unit, students will explore the rich history of animal sculpture, tracing its significance from prehistoric times to the modern era. By studying how animals have been depicted from ancient Egyptian deities and medieval gargoyles to the specialized sculptures of the 19th century, students will gain a deeper appreciation for the role of animals in human culture and artistic expression. This project is deeply rooted in the Profile of a Graduate (POG) framework, specifically Design and Self-Awareness. Students begin by analyzing photographic references and identifying the basic geometric forms that constitute the chosen animal's anatomy. Students then develop a strategic plan to construct their sculpture, carefully considering balance, proportions, and structural integrity. Through a structured critique process, students will evaluate work against established criteria. Students will use feedback from peers and their own reflections to refine sculptures, ensuring that every step taken moves them closer to a successful finished product.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
National Core Arts Standards Visual Arts: HS Proficient <ul style="list-style-type: none">Document the process of developing ideas from early stages to fully elaborated ideas. (VA:Cn10.1.HSI.a)Describe how knowledge of culture, traditions, and history may influence personal responses to art. (VA:Cn11.1.HSI.a)Use multiple approaches to begin creative endeavors. (VA:Cr1.1.HSI.a)Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. (VA:Cr1.2.HSI.a)Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment. (VA:Cr2.2.HSI.a)Establish relevant criteria in order to evaluate a work of art or collection of works. (VA:Re9.1.HSI.a) Madison Public Schools Profile of a Graduate <ul style="list-style-type: none">Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)Self-Awareness: Examining current performance critically to identify steps/ strategies to persist. (POG.4.1)	<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	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Artists' creative choices are influenced by their expertise, context, and expressive intent. U2 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results. U3 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.	<i>Students will keep considering...</i> Q1 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress? Q2 How did it go / how did it turn out so far? How does it measure up to the established criteria? What is important to focus on next? Q3 What am I learning by engaging in critique?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 How to create a sculpture from looking at a picture K2 How to break down a 3 dimensional form in to basic forms to begin sculpting	<i>Students will be skilled at...</i> S1 Analyzing a part of an animal form from all angles to understand the basic structural forms S2 Testing pliability for a medium to determine how to work with it

Stage 1: Desired Results - Key Understandings

		<p>S3 Sketching designs (both on paper and on the medium) to fine tune before carving</p> <p>S4 Using additive and subtractive techniques and appropriate tools to make a sculpture</p> <p>S5 Using established criteria to critique others work to potentially inform their next steps</p>
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