Grade 4/5 Unit 3A - Sculpting from Inspiration

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 Oxacan 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 - Key Understandings

Standard(s)

National Core Arts Standards

Visual Arts: 4

- Create works of art that reflect community cultural traditions. (VA:Cn10.1.4.a)
- Through observation, infer information about time, place, and culture in which a work of art was created. (VA:Cn11.1.4.a)
- Brainstorm multiple approaches to a creative art or design problem. (VA:Cr1.1.4.a)
- Explore and invent art-making techniques and approaches. (VA:Cr2.1.4.a)
- When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others. (VA:Cr2.2.4.a)
- Document, describe, and represent regional constructed environments. (VA:Cr2.3.4.a)
- Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats. (VA:Pr5.1.4.a)
- Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide. (VA:Pr6.1.4.a)
- Analyze components in visual imagery that convey messages. (VA:Re7.2.4.a)
- Apply one set of criteria to evaluate more than one work of art. (VA:Re9.1.4.a)

Visual Arts: 5

- Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making. (VA:Cn10.1.5.a)
- Combine ideas to generate an innovative idea for art-making. (VA:Cr1.1.5.a)
- 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)
- Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork. (VA:Pr.4.1.5.a)

Transfer

Students will be able to independently use their learning to...

T1 Create works of art to personally engage in the artistic process and/or communicate meaning

T2 Develop and refine techniques and skills through purposeful practice and application to become more fluent

T3 Capture the feeling or emotional response which an artistic piece elicits

T4 Make appropriate choices as a responsible, respectful participant within a communal artistic experience

Meaning

Understanding(s)	Essential Question(s)
Students will understand that... **U1** Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results. **U2** Artists make thoughtful choices about their use of skills, technique, and style to in hopes of creating a specific response for an audience. **U3** Interpretation of a work of art can be enriched by understanding context of the topic and perspective of the artist.	*Students will keep considering...* **Q1** What does quality look/feel/ sound like? How do I fine tune my work for and with an audience? **Q2** What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** Artists often work together in a shared studio setting	*Students will be skilled at...* **S1** Using and Sharing community tools and supplies appropriately and safely

Stage 1: Desired Results - Key Understandings

• Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork. (VA:Pr5.1.5.a) • Identify and analyze cultural associations suggested by visual imagery. (VA:Re7.2.5.a) • Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts. (VA:Re9.1.5.a) **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)	**K2** Artists continually reflect on and refine their product during the creative process. **K3** Good craftsmanship allows artists to make their ideas clear to the audience **K4** Vocab: Armature, Papier Mache	**S2** Creating accurate forms using paper mache sculpture techniques **S3** Working effectively with tempera paint **S4** Practicing good craftsmanship in order to communicate ideas accurately **S5** Assessing a work in progress in order to refine and develop the final product.