Unit 3: Paper Mache/Paris Craft

Content Area: **Visual Arts**
Course(s): **Visual Arts**
Time Period: **Generic Time Period**
Length: **19 days**
Status: **Published**

Unit Overview

Building upon their prior knowledge of sculpture and form, methods, and processes this hands-on studio production-based unit encompasses growth in the element of art form in the use of various media such as paper mache or Paris craft. This will entail paper mache or Paris craft methods, techniques, and processes when creating artwork. The elements of art highlighted in this unit will be shape/form, balance, proportion, unity, color and texture.

Through this unit, students will be able to begin to recall their knowledge of art history and art genre when referring to artwork that uses the elements of art and design when it refers to sculpture. They will build skills by making art and by recalling how other artists use these same methods, techniques, and processes to better understand artwork and methods. Students will evaluate their own artwork in relation to the unit.

Students will be able to evaluate their own art as well as artwork from other genres that encompass the methods, techniques, and processes to 3D art. Through this unit students will be able to begin to build upon their skills by making art and by learning how other artists use these same methods, techniques, and processes students will better understand artwork and methods.

Standards

VPA.6-8.1.2.8.1	Technological changes have and will continue to substantially influence the development and nature of the arts.
VPA.6-8.1.3.8.1	The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
VPA.6-8.1.3.8.2	Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.
VPA.6-8.1.3.8.3	The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.
VPA.6-8.1.3.8.4	Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.
VPA.6-8.1.3.8.5	Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.
VPA.6-8.1.4.8.1	Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or

	consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.
VPA.6-8.1.4.8.1	Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.
VPA.6-8.1.4.8.2	Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.
VPA.6-8.1.4.8.3	Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.
VPA.6-8.1.4.8.4	Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.
VPA.6-8.1.4.8.6	Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.

Essential Questions

- To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?
- Why is active participation in the creation of art essential to understanding the creative process?
- How does making art help us understand the technical proficiency of an artist's work?
- How can we develop our own personal aesthetic?
- What makes a work of art successful?
- How does our acquisition of knowledge and skills in art enhance our ability to be creative and inventive decision-makers?
- What's the difference between a thoughtful and a thoughtless artistic judgment?
- How does our knowledge of aesthetics and elements/principles of art help us critique works of art?

Application of Knowledge: Students will know that...

- Abstract ideas may be expressed in works of visual art using a genre's stylistic traits
- Active participation in art is essential to deep understanding of the imaginative and creative process
- Aesthetic awareness stimulates the imagination.
- Fluency in various art media, and the use of appropriate tools associated with the various media, are components of art-making
- In order to articulate thoughts about a work of art one must be able to describe the technical proficiency of an artist's work.
- One needs recognize the elements and practice the principles unique to art in order to create artwork
- Technological changes have and will continue to substantially influence the development and nature of the arts
- When critiquing a work of art one must be able to identify and differentiate the formal structures

within the artwork.

Application of Skills: Students will be able to...

- Communicate ideas about the social and personal value of art.
- Describe the technical proficiency of the artwork in writing and orally.
- Incorporate various art elements and principles in the creative process.
- Judge artistic expression and quality in works of art (ones creations or works of others)
- Produce three-dimensional artworks individually and/or collaboratively
- Use aesthetic knowledge in the creation of and in response to visual arts.
- Use the elements and principles or art as a basis for the creation of works of art.

Assessments

Teacher made rubric(s) to define and assess the application, process, and product regarding:

- The understanding of incorporating various elements of art and principles of design such as;shape/form, balance, proportion, unity, color and texture to enhance technical skills.
- The understanding of art genres associated with discipline-specific arts terminology and stylistic approaches to art-making
- The understanding of art media techniques.
- The ability to be fluent in art media terminology
- The ability to recognize different genres of art and themes in art
- Analyze ones artwork and artwork of others based on technical proficiency, compositional design, the use of elements and principles and different media, and how and if the artist has a stylistic approach to making art

Engage in frequent student-teacher in-class conversations to gage understanding and re-direct and guide learning as necessary.

- Written or Oral student self-assessment
- Written or Oral teacher assessment

Suggested Activities

Compare use of proportion in master works of art from diverse cultures/genres and use proportion as the primary element driving the creation of original artwork.

- Eg., Henry Moore‘s use of biomorphic forms that elude to the female figure, Swiss sculptor Alberto Giacometti’s elongated forms suggestive of human shadows, Egyptian pyramids as a symbol for ascension, etc.

View and discuss artwork that depicts how the elements of art and design are used and which reflects an

understanding of genres in a contemporary context that is based on thematic content which has been stylistically interpreted by artists

- E.g, Artwork of Claes Oldenburg
- E.g, Frank Gaylord's, Korean War Memorial (theme)
- E.g, Mexican Pinata's

Using various media such as paper mache, Paris craft, newspaper to create a sculpture that depicts an idea, theme or concept

- E.g, create a large replica of ordinary daily objects in the style of Claes Oldenburg or of the Pop-Art 3D movement
- E.g, create a sculpture of an animal, human figure (stylistically), or of a mythological creature

Activities to Differentiate Instruction

Each student will work at his/her level of skill readiness and interest to interpret the assignment/s.

Students with needs and challenges:

- In the visual arts students will be given opportunities to increase their communication, fine and gross motor, choice-making and social interaction skills.
- Students will be able to discover and explore the fundamental elements of visual arts through the creation of artistic products. These elements include color, form, and texture.
- Students will be given opportunities to express and communicate idea verbally or non-verbally (typing, writing, pictorially) when referring to the aesthetics and making artwork. They will create works of art individually and with others. Assistance and modification will be offered.
- Examples are: limiting how many objects will be sculpted to one or two. Size of sculpture will be modified to a comfortable working size for student's ability. Students can make a masks made out of paper mache or Paris craft using a facial mold.
- When working on an assignment student can be paired with other student/s in a group project. Teacher will assist and demonstrate uses of materials. Materials to use will be limited if it applies to the specific student. Depending on the students challenges different tools will be given to aid in student success. Teacher will work one to one with student in demonstrating and assisting when needed and as often as needed. Pare share, working with a partner or group on discussing and creating artwork. Using computer, visual communicators or orally to express and communicate thoughts and ideas in reference to art.

Advanced learners:

- Students can create art for a specific school, organization, or community. Elements of art form, emphasis, and unity will be explored further. Higher levels of techniques can be explored. The element of form and the terminology can be explored pertaining to the techniques, methods and processes encompassing various art media such as Paris craft, paper mache, cardboard, wire combination.

- Students can choose any choice of genre or cultural artwork and explain (written or orally) how the genre or cultural artwork reflects the methods, techniques and processes of paper mache. Research the various types of related careers where artists use paper mache as their medium (parade floats, masks, pinata's). They can express how ones artwork compares to historical/cultural artwork by analyzing the elements and principles of art used in the lesson.

Integrated/Cross-Disciplinary Instruction

Math: concepts will be in place with the relation to proportion, composition and size

Language: vocabulary content by learning the art from many cultures:

- Terminology used in each area and style of art

Social Studies: by learning about the history and culture of people around the world:

- Diversity of world peoples and their individual art styles
- Vocabulary used to understand art names/styles

Science: the study of the various art media and its properties

Resources

"Model Curriculum: Visual Performing Arts (K-12) - Visual Art Overview." *Model Curriculum: Visual Performing Arts (K-12) - Visual Art Overview*. New Jersey Department of Education, n.d. Web. 07 July 2015. <http://www.state.nj.us/education/modelcurriculum/vpa/v/>.

"About the NEA." *National Council on the Arts*. National Endowment For the Arts, n.d. Web. 07 July 2015. <http://arts.gov/about/national-council-arts>.

"NAEA - National Art Education Association." *Home • National Art Education Association*. NAEA, n.d. Web. 07 July 2015. <http://www.arteducators.org/>.

Rohrer, Ken. "The Incredible Art Department (IAD)." *Incredible Art Department*. N.p., n.d. Web. 10 July 2015. <http://www.incredibleart.org/>.