

# 02 Self Portrait 3 Dimension Paper Mache

Content Area: **Art**  
Course(s):  
Time Period: **Cycle**  
Length: **2 weeks**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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Experience with and knowledge of the arts is a vital part of a complete education. The arts are rich disciplines that include a vibrant history, an exemplary body of work to study, and compelling cultural traditions. An education in the arts is an essential part of the academic curriculum for the achievement of human, social, and economic growth. The arts offer tools for development. They enable personal, intellectual, and social development for each individual.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand that:

- There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork.
- The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.

## **CONTENT AREA STANDARDS**

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VPA.1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
VPA.1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own

clearly.

D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

LA.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand :

1. various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two and three dimensional artworks.
2. how to use a broad array of art media, and art mediums, to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
3. how to apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
4. the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others.

## **Procedural Knowledge**

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Students will be able to:

1. incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks.
2. use a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
3. apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art.
4. use tools and technologies that are appropriate to the theme and goals.
5. review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
7. think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace.
8. be reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
9. regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
10. consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value.
11. seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace.
12. take action on their ideas and understand how to bring innovation to an organization.
13. integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
14. engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues.
15. build on others' ideas and express their own clearly.

## **EVIDENCE OF LEARNING**

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### **Alternate Assessments**

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- Portfolios
- Student/Teacher Conferences
- Projects

### **Formative Assessments**

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Observation

Questions:

- What do you really see as opposed to what you think you see?
- How does an artist use reference material and drawing skills to create 3D art?

### **Summative Assessments**

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Self-portrait mache bust, portfolio

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Materials:

- Balloons
- Pencils, brushes, water cups, scissors
- Plaster Craft, mache, wire
- Tempera paints
- Fabric scraps, yarn, beads

## **INTERDISCIPLINARY CONNECTIONS**

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Employ valid and reliable research strategies. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity. Work productively in teams while using cultural global competence. Literary responses (critical) Applicable career options are discussed as they arise throughout the course; career options include but are not limited to business, journalism, education, psychology, social work, politics, research and art.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.