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| **Subject:** | Art |
| **Title:** | Papier-mâché Sculpture |
| **Grade Level:** | 4 |
| **Purpose:** | * To create a hockey themed sculpture.
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| **Curricular****Connections:** | * Continue to make two-and three-dimensional assemblages from found materials, reaching for more sophistication leading to specifics, such as puppets, mobiles, mosaics, papier-mâché.
* Explore the possibilities of simple wire sculpture, including bending, twisting, cutting, looping.
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| **Materials:** | * Artist wooden mannequin, pencils, paper/sketchbooks
* Hockey images (Google Images)
* Pipe cleaners, tinfoil, strips of newspaper, papier-mâché paste (recipes can be found at <http://www.kinderart.com/kitchen/machepulp.shtml>).
* Found items such as string, yarn, fabric, plastic bottle caps, small beads, buttons, and gems
* Acrylic paint
* ‘Papier-mâché Sculpture Rubric’ (optional)
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| **Activity:** | 1. Show the wooden mannequin. Discuss the proportions of people and how they move in space. Have students sketch mannequin in different poses.
2. Show hockey images to students. Students select one of these poses for their sculpture and sketch it.
3. Students use pipe cleaners to create an armature and then wrap armature in foil to add dimension.
4. Students add layers of papier-mâché keeping the layers tight.
5. When dry, students complete sculptures using paint and found items provided.
6. Display student projects and have students do an art walk.
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| **Extension:** | 1. Create sculptures for other themes.
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| **Assessment:** | 1. Record observations about students’ progress as they work.
2. Were students able to create a sculpture using the materials provided? (Teachers may want to use rubric provided.)
 |

Name:

**Papier-mâché Sculpture**

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|  | **Excellent** | **Above Acceptable** | **Acceptable** | **Not Yet** |
| **Creativity** | Sculpture is highly innovative, original and creative.  | Sculpture shows evidence of creativity and originality.  | Sculpture shows some evidence of creativity and originality.  | Sculpture shows little or no creativity or originality.  |
| **Composition** | Sculpture is well formed and well constructed. | Most of the sculpture is well formed and well constructed. | Some of the sculpture is well formed and well constructed. | Sculpture is not well formed or well constructed. |
| **Completion** | Sculpture was completed thoughtfully. Student fixed problem areas independently. | Sculpture was completed carefully. Student fixed problem areas with limited prompting. | Sculpture completed. Student did not fix problem areas. | Sculpture not completed. |