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| **Subject:** | Art |
| **Title:** | Papier-mâché Sculpture |
| **Grade Level:** | 6 |
| **Purpose:** | * To create a hockey themed sculpture. |
| **Curricular**  **Connections:** | * Continue to make two-and three-dimensional assemblages from found materials, reaching for more sophistication than at previous levels * Advance wire sculpture to include tying, coiling, wrapping, soldering in combination with other materials |
| **Materials:** | * Artist wooden mannequin, pencils, paper/sketchbooks * Hockey images(Google Images) * Empty tuna sized cans with two holes hammered in base, tape, wire, strips of newspaper, papier-mâché paste (recipes can be found at <http://www.kinderart.com/kitchen/machepulp.shtml>). * Acrylic paint and found items such as string, yarn, fabric, Bottle caps, buttons, small beads and gems * ‘Papier-mâché Sculpture Rubric’ (optional) |
| **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 wire to create armature. (Place leg(s) through hole in can and tape or tie in place.) 4. Students add layers of papier-mâché starting with the can and working their way up. Layers need to be tight. 5. When dry, students complete sculptures using paint and found items provided. 6. Display student projects and have students do an art walk. |
| **Extension:** | 1. Create sculptures for other themes. |
| **Assessment:** | 1. Record observations about students’ progress. 2. Were students able to create a sculpture? (Teachers may want to use the 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. |

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