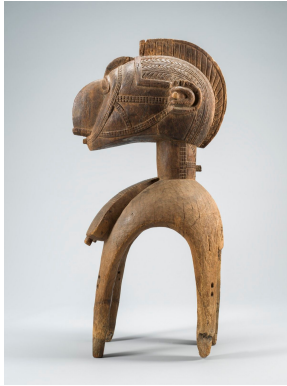


CREATURES & PEOPLE GALORE

PAPER MACHE HUMANS, DRAGONS, GARGOYLES AND CREATURES
VISUAL ART AND LANGUAGE ARTS

GRADES: 7-12

BASED ON



Fertility Dance Headdress (Nimba/D'mba/Yamban)

Western Guinea

Early 20th Century

Wood, originally with raffia attachment

Gift of Charles and Harriet Edwards and Museum Purchase with funds from the Lawrence Archer Wachs Fund

1998.43

OBJECTIVES

- Students will review large sculptures, both humans and creatures.
- Students will create a paper mache creature/human, and develop it with paint and mixed media.
- Students will reflect and critique their final projects.

CONCEPT

This unit introduces the students to larger scale 3D sculpture. The students look at various sculptures, including gargoyles, masks, and CAM's *Fertility Dance Headdress*. The students choose the creature/human that they will create in 3-D and sketch out two views. Creatures/humans are formed with newspaper, masking tape and paper mache. The students will build up paint with multiple layers and add accessories. The students will complete an artist statement, self-evaluate and reflect on their ideas, their construction, their painting, and accessorizing.

MATERIALS

- Sketchbooks and pencils.
- *Fertility Dance Headdress* images, sculpture, gargoyle, and creature images, books, and devices for Internet image search, as needed.
- Slides of various sculpture images.
- Gesso

- Acrylic paint
- Lidded containers for mixing up larger quantities of paint.
- Paint brushes in various sizes, bubble wrap, combs, q-tips, etc. for applying paint.
- Water containers/water
- Scissors, masking tape, newspaper
- Hot glue guns/glue
- Paper mache and containers
- Recycling materials such as paper towel rolls, plastic salad containers, lids, etc.
- Accessorizing 'junk' including hardware (screws, washers, etc), wire, twine, rocks, etc.
- Artist statement, self-evaluation, reflection hand-out.

VOCABULARY

Three Dimensional- having or appearing to have height, width, and depth.

Texture – the surface quality of an object that we sense through real or simulated touch.

Form – a three dimensional geometrical figure.

Expressive- effectively conveying thought or feeling.

Written reflection- serious thought or consideration, committed to writing.

Accessorize- provide or complement with a fashion accessory.

PROCEDURE

1. Students are introduced to the creature/human project. Sculptures of humans and creatures are reviewed and discussed, including *Fertility Dance Headdress*. Images and examples are reviewed.
2. Students review criteria:
 - A full figure (not just a head), with extremities.
 - At least 24" tall.
 - Mouth, teeth, eyes, limbs and wings have all been thoughtfully considered.
 - Must be able to sit or stand.
 - Expressive.
 - Include some 'accessories' such as wire, hardware, twine, etc.
 - Smooth paper mache construction with at least two layers, providing durability.
 - Attention to detail in both construction and in painting and 'accessorizing.'
 - All paint colors should be mixed. Paint is 'built up' adding dimension to the creature.
 - Craftsmanship is apparent in the paper mache construction and in the application of the paint.
3. Students sketch out a human/creature idea, with two views.
4. Students create their human/creature with newspaper, masking tape, filler (such as the plastic salad containers), and paper mache, at least two layers. All features are considered including eyes, nose, mouth, teeth, tongue, claws, wings, extremities, etc.
5. Students gesso and paint their 3D creatures/humans.
6. Students add depth by layering up the paint and adding textural details to the surface.
7. Students accessorize their projects with screening, wire, hardware, fabric, twine, etc.
8. Students create an artist statement, self-evaluation, and reflection on their creature. A critique of all the creatures is the culmination of this project.

ASSESSMENT

Goals of the paper mache creature/human: A full figure (not just a head), with extremities; at least 24" tall; mouth, teeth, eyes, limbs and wings have all been thoughtfully considered; must be able to sit or stand; expressive, includes some 'accessories' such as wire, hardware, twine, etc. Expressive.

Craftsmanship & Effort: Attention to detail in the smooth paper mache construction with at least two layers, providing durability. Attention to detail in both construction, and in painting and 'accessorizing.' Time and effort apparent in the final project.

Creativity/Visual Impact/Originality: The students demonstrated creative thinking throughout the project, from the initial sketches, through the challenging construction, to the painting and texturizing of their colorful creatures. All paint colors were mixed. Paint is 'built up' adding dimension to the creature. Accessories/mixed media details add interest. High visual appeal.

NATIONAL STANDARDS

Visual Arts:

Creating Standard 1: Generate and conceptualize artistic ideas and work.

Standard 2: Organize and develop artistic ideas and work.

Presenting Standard 4: Select, analyze, and interpret artistic work for presentation.

English Language Arts:

Standard 5: Students employ a wide range of strategies as they write and use different writing process elements to appropriately communicate with different audiences for a variety of purposes.

RESOURCES

Guide to Gargoyles, Washington National Cathedral Guidebook, Wendy True Gasch

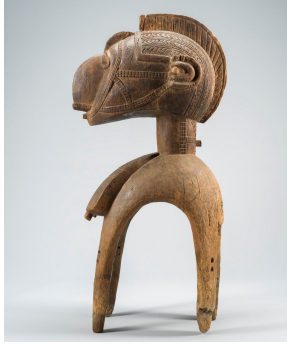
Nightmares in the Sky, Stephen King

Paper-Mache Monsters, Dan Reeder

<https://mymodernmet.com/notre-dame-cathedral-grotesques/>

MISCELLANEOUS NOTES:

1. Animals can be VERY large (a student did one that was over 4' in height.)
2. Fabric strips can be used in place of newspaper for the paper mache. (Many hotels will donate old sheets for this use.)
3. Approximately 3 boxes of paper mache paste was used for the 20+ students involved. Liquid starch can also be used, as well as plaster strips.
4. Bargain masking tape can be found at Big Lots 2/\$1. Can also often be found at NAIER.



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Western Guinea

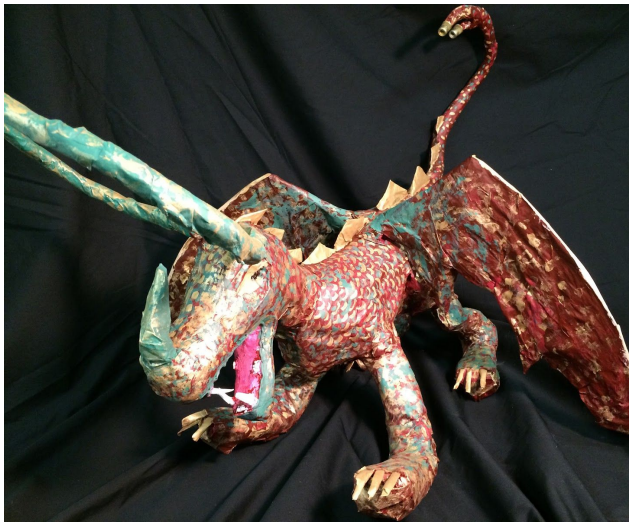
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STUDENT EXAMPLES



Paper Mache Creature Reflection

Name _____

(10 points- #1-5, 15 points for #6, artist statement)

1. What do you like best about your paper mache creature?

2. What was the most challenging part of creating your creature? BE SPECIFIC!

3. Which creature do you like best? WHY?

4. Knowing what you know now, how would you change your creature?

5. I LIKE DISLIKE my final paper mache creature. (circle one)

6. On the back of this paper, write a 5-10 sentence artist statement about your paper mache creature. Read the Artist Statement Prompts for more information about artists' statements.

Artist’s Statement Prompts

Use the following prompts to help you brainstorm ideas about your artwork. Use these questions to write your artist’s statement, answering at least 5 questions total. Write at least five sentences and include an introduction, body, and conclusion.

INTRODUCTION:

- Briefly describe the artwork’s subject matter, and the medium it was made with.
- What does your piece of art say to you?
- Why do you enjoy making art?
- Can you see your creative spirit in your artwork? Describe how.
- How does your unique artistic style show up in your artwork?
- Does your artwork have a title? If so, what does it express about the work?

BODY SENTENCES: Criticism

- What did your peers have to say about your art?
- What strengths does your artwork have?
- What is your favorite part of your artwork?
- What weaknesses does your artwork have?
- What is your least favorite part of your artwork?
- What challenged you the most in creating this piece?
- Did your artwork take you a long time, or did you finish it quickly?
- Did your peers have any suggestions for changing your art?
- Did your teacher ask you to change anything in your art?

CONCLUSION

- If you could do this piece again, what would you do differently?
- Did your finished artwork turn out how you originally imagined it would look?
