

# IAN KLOSTER

Instructional Planning Samples | High School Visual Arts  
+1 (913) 216-1376 | KlosterKreations@gmail.com | [www.IanKloster.com](http://www.IanKloster.com)

## VISUAL ARTS COMPREHENSIVE I



### Unit 5: 2D to 3D

### Exploring Mesoamerican Art through Paper Mache Animal Sculpture

Duration: 8-10 classes

#### Standards, Vocabulary, & Concepts

#### Priority Standards

- **CREATING (1.c)** Practice the artistic process by researching, brainstorming, and planning to create works of art.
- **CREATING (3.a)** Demonstrate a variety of skills and techniques for two-dimensional and three-dimensional works of art.
- **CONNECTING (1.a)** Discuss the intent of works of art in context to historical events.
- **RESPONDING (2.a)** Self-evaluate in-progress and complete work using criteria such as composition, craftsmanship, technical skill, meeting goals of work, and progress over time.

#### Key Vocabulary

Elements & Principles of Design  
Additive, Subtractive, and Modeling  
Gesture Drawing, Sculpture in the Round  
Creating a Maquette / Armature

#### Key Concepts

What is symbolism?  
Identify sculptural possibilities beyond clay  
Organic vs. Geometric Sculptures  
Color Schemes & Pattern Design

#### Link to other content areas

#### High School Social Studies - World History

SSWH8 - Describe the diverse characteristics of societies in Central and South America.

#### Cross-Curricular Learning Objectives

#### Student will:

1. Describe the role of animals in the mythology and culture of Mesoamerican civilizations.
2. Research and explain how the environment and geography influenced the cultural beliefs and symbols in the Maya, Aztec and Inca empires.
3. Apply this knowledge of ancient symbolism to create a personal artwork using paper mache and other recycled materials from the art studio.
4. Reflect on the relationship between art, culture, and personal identity while completing a self-evaluation.
5. Critique the artwork of two peers by writing at least 3 sentences in response to critical observations.

**Bloom's Taxonomy:** Applying and Analyzing

**Webb's DOK II / III:** Skills and Concepts / Complex Reasoning

<p><b>Instructional Strategies</b></p> <p>HOOK / INTRO</p>	<p><b>HOOK / INTRO</b></p> <p><b>The teacher will:</b></p> <p>Introduce the Etowah Indian Mounds, the most intact Mississippian Culture site in SE U.S, within one hour drive from Atlanta.</p> <p>Play the first 5 minutes of the <a href="#">GA State Parks</a> video <a href="#">Southeastern Indians Documentary</a>.</p> <p><u>Discussion Questions:</u></p> <ul style="list-style-type: none"> <li>• <b>What evidence do we have about Mississippian Culture?</b></li> <li>• <b>What artifacts were mentioned in the video?</b></li> <li>• <b>What is the significance of artifacts?</b></li> </ul> <p>Transition topic to the greater Western Hemisphere and compare Etowah Indian Mounds to images of the Aztec's Great Pyramid of Cholula and the Inca's Machu Picchu.</p> <p>Describe that we do not have written or oral histories from these ancient civilizations so we rely on other evidence of their cultures, traditions, and way of life, including architecture, tools, textiles, and other art forms.</p>
<p><b>Instructional Strategies</b></p> <p><b>ENGAGE</b> Phase 1 (1-2 classes)</p>	<p><b>DIRECT INSTRUCTION</b></p> <p><b>The teacher will:</b> Inform the class: "Today we will explore sculpture through ancient Mesoamerican (Maya, Aztec &amp; Inca) artifacts (masks, animal effigies, codex illustrations, textiles, and carvings)" Utilizing a Google Slideshow, the teacher will exhibit Mesoamerican artworks and elicit responses from students that identify the 3 parts of an artwork (subject, design, and meaning).</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• <b>How can animal symbolism express identity, power, and beliefs?</b></li> <li>• <b>What artistic techniques can be used to transform symbolic meaning into a 3D sculpture?</b></li> <li>• <b>How do color, shape, and pattern communicate ideas across cultures?</b></li> </ul> <p>The teacher will help students build curiosity and cultural context by discussing how animals in ancient art often symbolized strength, protection, and connection to nature or deities.</p> <p><b>INTERACTIVE INSTRUCTION – Think, Pair, Share</b></p> <p>Using visual and verbal note-taking strategies, students will perform research in their journals and identify at least three animals from Mesoamerican art to explain their symbolism. They will share their observations with their table partners.</p> <p>After several students have shared their research with the whole class, the teacher will prompt students this time to begin brainstorming their own "Spirit Animal" to develop as a 3D paper mache sculpture. Students needing a boost of creativity can utilize the website <a href="#">Primal Astrology</a> where a birthdate can generate a personalized spirit animal.</p> <p><b>INDEPENDENT PRACTICE – Gesture Drawing</b></p> <p><b>The teacher will:</b> Share various examples of student-made paper mache artworks, review the creative process, and model how brainstorming and gestural drawing will aid students in completing their first objective.</p> <p><u>Day One Objective</u></p> <p>By the end of class, complete at least 3 gesture drawings of your proposed spirit animal, considering multiple angles and perspectives in order to model the form in three-dimensions.</p>











	<p><b>Classroom Gallery Exhibition Participation:</b> Students will need to demonstrate their ability to discuss the subject, design, and meaning of artworks while making connections to the greater cultural lessons on symbolism, like those studied in the Maya, Aztec, and Inca traditions.</p> <p><b>Written Peer Feedback:</b> Students will analyze two classmates' sculptures using the 4-step art critique method—demonstrating their visual literacy, vocabulary acquisition, and critical-thinking skills.</p>
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