

Sculpture

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Prerequisite: Art Foundations and Drawing/Design or Crafts

This course is designed for students who wish to create three-dimensional works of art in a studio environment. Students will explore a variety of art mediums, including wire, papier-mâché, plaster, and cardboard, amongst others. They will create works of art using several art making methods, including assemblage, additive and relief sculpture, and mold making. This course is intended to increase students' higher-level thinking skills, technical proficiency, and ability to apply these skills to personal expression. Students will engage in classroom critiques and in turn will learn to think and engage in discourse about art in a purposeful and intellectual way. Students will self-reflect and self-evaluate their work.

Graduation Standards

A | Disciplinary Literacy - Visual Arts: Students show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology, and processes

B | Creation, Performance, and Expression - Visual Arts: Students create, express, and communicate through the art discipline.

C | Creative Problem-Solving: Students approach artistic problem solving using multiple solutions and the creative process.

D | Aesthetics and Criticism: Students describe, analyze, interpret, and evaluate art (dance, music, theater, and visual arts).

E | Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and other disciplines, goal-setting, and interpersonal interaction.

Unit 1	Relief Sculpture
Summary	Students will contrast relief sculptures with in-the-round sculptures. We will learn safety procedures for using cutting and gluing tools. Students will create an original relief sculpture using the techniques learned. Students will reflect on their creative process and participate in a peer critique.
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> • -Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (VPA A3) • -Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (VPA B1) • -Students create a body of original artwork. (VPA B3) • -Demonstrate sophisticated use of media, tools, techniques, and processes. (VPA B3a) • -Demonstrate knowledge of visual art concepts. (VPA B3b)

	<ul style="list-style-type: none"> • -Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (VPA C1) • -Students analyze and evaluate art forms. (D1) • -Students analyze skills and concepts that are similar across disciplines. (VPA E2) • -Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (VPA E5a-i)
Unit 2	Subtractive Sculpture
Summary	Students will build off of their new knowledge of relief sculpture by looking at bas relief sculptures from a variety of cultures. Students will learn the subtractive process of carving away from a surface to reveal an image using appropriate tools and materials. Students will reflect on their creative process and participate in a peer critique.
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> • Students research and explain how art and artists reflect and influence culture and periods of time. (VPA A1) • Students evaluate all the features of composition. <ul style="list-style-type: none"> a. Evaluate Elements of Art: color, form, line, shape, space, texture, and value. (VPA A2a) b. Evaluate Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity. (VPA A2b) • Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (VPA B1) • Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (VPA B2) • Students create a body of original artwork. (VPA B3) • Demonstrate sophisticated use of media, tools, techniques, and processes. (VPA B3a) • Demonstrate knowledge of visual art concepts. (VPA B3b) • Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection. (VPA B4) • Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (VPA C1) • Students analyze and evaluate art forms. (D1) • Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (VPA E5a-i)
Unit 3	Additive Sculpture
Summary	Students will explore the additive process in sculpture by creating an in-the-round paper mache sculpture. We will explore the concepts of armatures and balance. Students will reflect on their creative process and participate in a peer critique.

Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> • Students research and explain how art and artists reflect and influence culture and periods of time. (VPA A1) • Students evaluate all the features of composition. <ul style="list-style-type: none"> a. Evaluate Elements of Art: color, form, line, shape, space, texture, and value. (VPA A2a) b. Evaluate Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity. (VPA A2b) • Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (VPA B1) • Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (VPA B2) • Students create a body of original artwork. (VPA B3) • Demonstrate sophisticated use of media, tools, techniques, and processes. (VPA B3a) • Demonstrate knowledge of visual art concepts. (VPA B3b) • Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection. (VPA B4) • Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (VPA C1) • Students analyze and evaluate art forms. (D1) • Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (VPA E5a-i)
Unit 4	Kinetic Sculpture
Summary	Students will examine movement in sculpture and will create an original kinetic sculpture in the form of a mobile. Students will conceptualize their mobiles using storytelling as their focal point. Students will reflect on their creative process and participate in a peer critique.
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> • Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres. (VPA A3) • Students choose multiple suitable media, tools, techniques, and processes to create a variety of original art works. (VPA B1) • Students use Elements of Art and Principles of Design to create original art works that demonstrate development of personal style in a variety of media and visual art forms. (VPA B2) • Demonstrate sophisticated use of media, tools, techniques, and processes. (VPA B3a) • Demonstrate knowledge of visual art concepts. (VPA B3b) • Students apply and analyze creative problem-solving and creative-thinking skills to improve or vary their own work and/or the work of others. (VPA C1) • Students analyze and evaluate art forms. (D1)

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| | <ul style="list-style-type: none"> ● Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures. (VPA E1) ● Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. (VPA E5a-i) |
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Summative Assessments Retake

- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

Make-up Work

Upon their return to school from an absence, it is the student's responsibility to secure make-up work from their teacher. The due date of the missed work will be one additional class period for each day of absence from that class or at the discretion of the teacher.

Grading of Formative Assessments

- Formative assessments will count as 30% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.