SCHOOL DISTRICT OF THE CHATHAMS
CURRICULUM PROFILE

CONTENT AREA(S): Visual Art **GRADE LEVEL(S):** 9-12

COURSE: Sculpture **TIME FRAME:** Semester (2.5 credits) 90 days

I. Course Overview

The School District of the Chathams' Visual Art Department teaches using the National Core Art Standards as our compass, developing our students' ability to create, present, respond, and connect with works of art.

We teach using a studio thinking philosophy, where our students develop craft, engage in personally meaningful endeavors, envision new works of art and how to bring them life, express personal meaning, observe and interpret meaning in the works of others, reflect on works of art and processes, explore new techniques, and experience collaborative artistic communities.

We teach to foster and develop our students' creative thinking and because we believe every student has the ability to develop and communicate their personal identity through the study of visual art, regardless of their future career path.

Additive and subtractive sculpture techniques in multiple media are taught in this course. Using wire, paper, tape, small-found components, and plaster, students learn the techniques of additive sculpture and delve into the third dimension. Subtractive sculptures may be created using traditional and alternative techniques and media such as wood, stone, soap, wax, clay, and plaster. Upon mastery of the basic techniques, students explore these ideas in greater depth and begin work on site-specific installations, thematic series, and found-object and larger-scale sculptures.

II. Units of Study

***Please Note: The order in which the units are taught can be adjusted at the teacher's discretion. ***

Unit 1: Additive *(~45 days)*

- Construction-Assembling parts to create a whole.
    - Kinetic
    - Environmental Art
    - Modular
- Modeling
    - Figures
- Casting
    - Multiples/Series
    - Positive/Negative

Unit 2: Subtractive *(~45 days)*

- Modeling
    - Figures
- Carving

- Plaster Relief Sculpture
- Wood/Foam Abstract

Each project/topic is broken down in the following manner:

- Concept Introduction & Art History Connections
  - *Whole group discussion of basic concepts and connections to art history and culture.*
- Material/Skill Demonstration
  - *Teacher-led demonstration/modeling of new skills.*
  - *Students practice new skills.*
- Project Planning & Execution
  - *Students apply concepts and skills in a hands-on manner through the creation of individual works of art.*
- Reflection & Self-Evaluation
  - *Students complete a critique sheet, reflecting on their work and design process.*

III. Essential Questions

Overall:

- How do artists create sculptural pieces?
- What sculpting technique, process, or style is most appropriate to reach an artistic goal?
- How does one determine criteria to evaluate a work of art?
- How and why might criteria vary?
- How is a personal preference different from an evaluation?

Unit 1: Additive

- What are some of the methods used to create additive sculpture?
- Which masters employed these techniques in their work?
- Which technique and material combination will be best to achieve the desired results?
- How can the third dimension be explored and pushed with common materials?
- How do the elements and principles of scale, form, mass, negative space and balance work together to create successful sculpture?
- How does the viewer's interaction with the sculpture affect the finished piece?

Unit 2: Subtractive

- What are some of the methods used to create subtractive sculpture?
- Which masters employed these techniques in their work?
- Which technique and material combination will be best to achieve the desired results?
- How can the third dimension be explored and pushed with common materials?
- How do the elements and principles of scale, form, mass, negative space and balance work together to create successful sculpture?
- How does the viewer's interaction with the sculpture affect the finished piece?

IV. Learning Objectives

- Produce 3-dimensional, sculptural work (additive or subtractive) in Earthenware clay using some of the following techniques: modeling, carving, paddling and assembling.
- Demonstrate basic sculpting techniques and processes.
- Design and construct sculpture or ceramics with a specific theme and evaluate its expressive qualities.
- Design and construct a sculpture or ceramic piece combining two different techniques. (e.g., coil and slab, wheel and coil, punch and coil).
- Recognize the use of ceramics and related techniques in art history.
- Analyze different stylistic approaches: realism, stylized/stylistic, naturalism.
- Utilize a technique, process, or style that will yield the desired results for various assignments.
- Analyze various ceramic and/or sculpture works and classify according to form, function or other concepts.
- Communicate an idea or message through their art.
- Foster and build on ideas based on previously gained knowledge.
- Practice safety procedures related to the use of materials, tools, and performance areas.
- Use proper terminology in describing processes, tools, and materials in the production of sculpture and ceramics.
- Categorize and discuss examples of professional and student sculpture and ceramics from an historic point of view.

NJSLS Visual Art Standards:

- 1.1.12.D.1 Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
- 1.1.12.D.2 Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
- 1.2.12.A.1 Determine how visual art has influenced world cultures throughout history.
- 1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
- 1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
- 1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
- 1.3.12.D.3 Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
- 1.3.12.D.4 Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.

- 1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
- 1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
- 1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
- 1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
- 1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
- 1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

National Core Arts Standards

- VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors
- VA:Cr1.2.Ia Shape an artistic investigation of an aspect of the present day life using a contemporary practice of art or design.
- VA:Cr2.1.Ia Engage in making a work of art or design without having a preconceived plan.
- VA:Cr2.2.Ia Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
- VA:Pr4.1.Ia Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- VA:Pr5.1.Ia Analyze and evaluate the reasons and ways an exhibition is presented
- VA:Pr6.1.Ia Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- VA:Re.7.1.Ia Hypothesize ways in which art influences perception and understanding of human experiences.
- VA:Re.7.2.Ia Analyze how one's understanding of the world is affected by experiencing visual imagery.
- VA:Re.8.1.Ia Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- VA:Re.9.1.Ia Establish relevant criteria in order to evaluate a work of art or collection of works.
- VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas.

Technology Integration | NJSLS 8.1

- 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

- 8.1.5.D.1 Understand the need for and use of copyrights.
- 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

21st Century Integration | NJSLS 9

- 9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.
- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.
- 9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment.

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen..
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections

- Language Arts (allegorical symbolism)
  NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Social Studies
  6.2.12.D.2.a Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.
- Engineering
  8.2.12.B.1 The cultural, social, economic and political effects of technology
  8.2.12.C.1 The attributes of design.
  8.2.12.C.6 The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.
- Mathematics
  G-MG.A.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

V. Instructional Materials

Core Materials:

- The Art of Education

- Incredible Art Lessons
- Google Arts & Culture (Art Culture Resources)
- Teacher computer with Internet access and projector/Smart Board
- Document Camera
- Chromebooks/Computing Devices *(for research)*
- Wooden Stretcher Spacers
- Hot Glue
- Spray Paint
- Cardboard
- X-Acto Knives
- Cutting Mats
- Basket Reed
- Wooden Dowels
- Beads
- Wire
- Fettling Knife
- White clay
- Tempera Paint
- Wooden Dowels
- Acrylic Inks

Supplemental/District Created Materials:

- Paper Patterns: Repeated Paper Module Sculpture
- Paper Patterns: Repeated Paper Module Sculpture Presentation
- 12 Ways to Manipulate Paper
- Cardboard Animal Relief
- Sculpture Animal Relief Presentation
- Sculpture Animals to Print Presentation
- Degas Inspired Figure Sculpture
- Degas Inspired Figure Sculpture Presentation
- Figure Proportion Sheet
- Nathalie Miebach Inspired: Data Sculpture
- Nathalie Miebach Inspired: Data Sculpture Presentation
- Nathalie Miebach Portfolio
- Weather History & Data Archive
- Dear Data
- "Dear Data" by Giorgia Lupi, Stefanie Posavec, & Maria Popova
- Totem Sculpture

VI. Key Performance and Benchmark Tasks

Assessment Methods:

- Students will complete approximately five (5) projects throughout the semester.
- When a student completes a project, s/he will complete a critique sheet, reflecting on their work and answer thoughtful questions on their design process.

- A rubric is outlined on the critique sheet, delineating the project parameters and expectations which is supplied before the student begins the project.

Summative:

- Paper Patterns: Repeated Paper Module Sculpture
  - *Utilizing a repeated/modular unit made of paper, create a sculpture showing balance and rhythm while working three dimensionally or in high relief.*
- Cardboard Animal Relief
  - *Use layered cardboard to interpret the form of an animal in low relief.*
- Degas Inspired Figure Sculpture
  - *Students will study the human figure by creating a series of gesture drawings, discussing proper proportions of the human body, and ultimately creating a final sculpture of a figure in action.*
- Nathalie Miebach Inspired: Data Sculpture
  - *Create an abstract sculpture based on data collected from a significant life event, sporting event, other.*
- Totem Sculpture
  - *Use animal symbolism to create a personal, stackable totem.*

Formative:

- Personal Portfolio Reflection Sheet
- Paper unit exploration and assembly
- Gesture drawing practice
- Students "score" themselves on each rubric (linked above) prior to submitting the rubric and final piece for teacher review.
- What is Your Totem Animal Activity
- Animal Totem Brainstorming
- Peer Feedback: TAG (Tell, Ask, Give) Sticky Notes
- Peer Feedback Form
- Self-Reflection: 2 Stars & 1 Wish
- Critique Guide
- Reflective Exit Tickets/Slips

Alternative:

- Student choice is built into each project, which makes each project unique for each and every student.
- Adjustments to assessment criteria and assessments themselves are described below in Section VII.

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VII. Accommodations & Modifications for Special Education, Students at Risk for School Failure, English Language Learners, Gifted & Talented, and IEP/504s

Special Education

- Student choice in projects to allow for appropriate skill levels to be applied.
- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.
- Remove the expectation of advanced craftsmanship.
- Pacing and guidance in long term projects.
    - Work chunked out based on tasks, individual check ins.
    - Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.
- Paper Patterns: Repeated Paper Module Sculpture
    - Allow printed templates to assist in unit construction.
    - Encourage curling/rolling paper units to limit need for cutting/precision.
- Cardboard Animal Relief
    - Assist students in determining the levels of relief.
    - Guide selection of animal images to simplify and reduce intricacy.
- Degas Inspired Figure Sculpture
    - Create armature with standard figure proportions for students to pose and build on top of.
- Nathalie Miebach Inspired: Data Sculpture
    - Assist students in data point selection.
    - Assign material for each data representation.
- Totem Sculpture
    - Reduce the number of animals to sculpt.
    - Assist students in making the base shape for each animal on which they will add details.

English Language Learners

- Use of Google Translate to assist students with instructions and lessons so they can follow along.
- Adjust goals to allow for language acquisition.
- Visual prompts and demonstrations.
- Teacher modeling of skills.
- Simplified written and verbal instructions. Include written instructions to supplement verbal in their native language.
- Preferential seating.

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Gifted & Talented

- Access to additional materials to develop ideas and project details.
- Paper Patterns: Repeated Paper Module Sculpture
    - Encourage advanced folding/cutting techniques.
- Cardboard Animal Relief
    - Encourage side or alternate view.
    - Suggest increased dimensionality through use of spacers.
    - Show examples with ambitious surface treatment.
    - Have students address the background/environment as it ties in to the animal.
- Degas Inspired Figure Sculpture
    - Offer the selection of exaggerated gestures.
    - Have students create an additional component for figure to interact with.
- Nathalie Miebach Inspired: Data Sculpture
    - Have students incorporate more data points.
    - Encourage dynamic dimension.
- Totem Sculpture
    - Encourage students to highly stylize their animals inspired by tribal references.
    - Suggest texture, multimedia etc, to embellish.

Students at Risk of School Failure

- Student choice in projects to allow for appropriate skill levels to be applied.
- Clarify and repetition of expectations, review of expectations at the start of class, highlighting expectations on student hardcopies, provide specific tasks as needed to clarify goals.
- Support of student focus: verbal prompts, visual cues (lights out, etc.).
- Positive reinforcement.
- Pacing and guidance in long term projects: Work chunked out based on tasks, individual check ins. Daily check ins.
- Extended projects are broken down into manageable tasks with frequent check-ins from the teacher.

IEP/504s

- Completely dependent on the student's IEP/504 plan.
    - If the student cannot utilize computers or look at screens, research, planning, and computer-based learning experiences can be done on paper.
    - If the students' level of mobility is limited, making it difficult for the students to navigate the classroom, the student will be assigned a buddy to help with acquiring the necessary materials and supplies.
    - If the students' fine or gross motor skills are impacted, s/he will receive assistance from the teacher for the specific artistic skills that require them.

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GENERAL NOTES:

- The order in which the units are taught can be adjusted at the teacher's discretion.
- Projects may change to teacher discretion as long as the identical principles of Art are incorporated.
- Days are fluid and some activities may extend longer.
- Lessons and units will be adjusted as per students' prior knowledge.
- Allowing individual student creative processes to help curtail formulaic projects.