

Glendale Unified School District

Senior High School

May 21, 2002

Department: Visual and Performing Arts

Course Title: Sculpture 1-2

Course Number:

Grade Level: 9, 10, 11, 12

Semester Hours: 5 or 10

Prerequisite: None

Course Description: This course will introduce the student to the methods of additive and subtractive three-dimensional design using a variety of media. The growth of the student's ability to perceive sensory changes will aid in the student's creative expression. Viewing sculpture from different time periods and cultures will provide a basis of common knowledge.

I. Standards

- A. Standard 1-Artistic Perception: Perceive the world in artistic ways by refining their sensory perceptions of works of art, events, objects in nature and the environment. They utilize the vocabulary of the visual arts to express their observations.

The student will:

1. Observe, record, and utilize the natural and man-made world to create original sculptural forms and surfaces.
2. Devise and use three-dimensional and enriched surfaces to reflect their personal beliefs, interests, and perceptions.

- B. Standard 2-Creative Expression: Students apply artistic knowledge and skills in a variety of visual arts media and technical processes to communicate meaning and intent through the creation of original artworks.

The student will:

1. Demonstrate an understanding of the basic concepts of mass, volume, space, balance, and texture.

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2. Use and control the art elements and principles of design on the artwork's surface.

- C. Standard 3-Historical and Cultural Context: Students describe and analyze the role and development of Visual Art in past and present cultures throughout the world, noting human diversity as it relates to Visual Art and artists.

The student will:

1. Discover the possibilities of a wide variety of three-dimensional media such as paper, cardboard, wood, plaster, clay, metal, wire, and fibers.
2. Distinguish between and develop an understanding for additive, subtractive, modeling, construction, carving, and casting methods.

- D. Standard 4-Aesthetic Valuing: Students consider why people make art. They analyze and interpret art in order to derive meaning. They develop criteria to make informed judgments about the quality of their work and the work of others.

The student will:

1. Use unique personal responses and experiences to solve sculptural problems with given materials while demonstrating flexibility, safety, and the joy of creativity.
2. Begin to record their three-dimensional products by recording them as drawings in a sketchbook.

- E. Standard 5-Connections, Relations and Application: Students apply what is learned in Visual Arts across subject areas and beyond the classroom. They develop visual literacy, competencies in problem solving, communication and management of time and resources. They learn about careers in and related to the visual arts.

The student will:

1. Demonstrate an awareness of the roles of commercial design, archaeology, and the fine arts in sculptural design.
2. Develop an understanding of the sculpture support system, starting with the sculptor through the process to collector.

## II. Sample Assessments

- A. Projects based on various sculptural styles

- B. Sketch books and note-taking
- C. Tests
- D. Classroom participation during discussions, demonstrations and class work

- E. Written and oral self-evaluations and critiques of other's work
- F. Participation in art contests, etc.
- G. Research and written reports on museum visits and exhibitions
- H. Research and written reports on career and educational opportunities

III. Topics of Study/Suggested Time Distribution

- A. Artistic Perception 15%
  - 1. Identification and use of the elements of art and the principles of design in visual compositions.
  - 2. Comparison and contrasting similar styles of artwork done in two-dimensional media with those done in traditional sculptural materials.
  - 3. Analyze and describe how the composition and use of materials contribute to the meaning of an artwork
- B. Creative Expression/Evaluation 30%
  - 1. Solving three-dimensional design problems, using a variety of media
  - 2. Creation of three dimensional artworks that address social issues and needs
  - 3. Portfolio development that reflects craftsmanship, technical skill and creativity
- C. Historical and Cultural Context 15%
  - 1. Similarities and differences in the purposes of art created in various cultures
  - 2. The role and influence of new technologies on contemporary artwork
  - 3. Identifying, describing and discussing the trends in the visual arts and how the diverse issues of time, place and cultural influence are reflected
- D. Aesthetic Valuing 15%

1. Analyze, assess and derive meaning from works of art, including the student's own, according to the elements of art, principles of design and aesthetic qualities
2. Employ the conventions of art criticism in writing and speaking about selected artworks
3. Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after weighing the views of others

E. Connections: Relations & Applications

25%

1. Various careers available to three-dimensional artists and the skills needed for those professions
2. Relate arts to the environment and other subjects
3. Development of competencies and creative skills in problem solving, communication and management of time and resources

III. Instructional Strategies or Methods

- A. Direct instruction; students draw as the teacher demonstrates
- B. Lecture with students taking notes
- C. Practice drawings from master artists and other's drawings
- D. Finished products incorporating learned material
- E. Portfolio development
- F. Readings
- G. Library/Internet research
- H. Videos, audiotapes, CD ROM

IV. Recommended Materials

- A. Textbook - Three-Dimensional Media and its role in world history and culture
- B. Library with resources on college and career opportunities

- C. Plaster, cardboard, clay, balsa wood, and other sculptural media
- D. Knives and other tools by which to produce three-dimensional products
- E. Drawing paper