

Glendale Unified School District

Senior High School

May 21, 2002

Department: Visual and Performing Arts

Course Title: Sculpture 3-4

Course Number:

Grade Levels: 10, 11, and 12

Semester Hours: 10

Prerequisite: B or better in Sculpture 1-2 or teacher approval

Course Description: This course will develop the concepts and techniques introduced in Sculpture 1-2. New techniques, media, and ways of perceiving three-dimensional form will be experienced while developing personal expression. Continued emphasis on design and evaluation will guide the student in specific problem solving.

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. Demonstrate visually, tactually, and spiritually through sculptural forms and surface control.
2. Identify and describe visual and tactile qualities at work in sculpture and analyze how they are controlled and organized to communicate content orally and in written form.

- 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. Personal expression and self-direction become tools when using the elements and principles of design to be creative through sculpture.
2. Be able to describe and write about a variety of visual structures and design functions from low relief, free-standing three-dimensional kinetic and conceptual sculpture.

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- 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. Develop a supply of expressive techniques and devices that sculpturally communicate your concepts.
2. Be able to select the desired media for every phase of your work from design to presentation.

- 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. Demonstrate through every phase, sketchbook, work in progress, presentation, and portfolio process, the skill of critiquing and refining one's work
2. Conceptualize, verbalize, and write critique processes illustrating the understanding of aesthetics, cultural/historical context, use of media, and sensory impact of virtually any sculptural art.

- 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. Research the variety of career fields available to sculptors.

2. Visit, discuss, and write about galleries, museums, private collections, commercial facilities, archeological sites, or any other related sculptural venues.

II. Sample Assessments

- A. Projects based on various sculptural styles
- B. Sketch books and note-taking
- C. Tests

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- 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
4. Describe how the works of other sculptors relate to or influence the student's artwork.

- 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 sculptures
- 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

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- D. Knives and other tools by which to produce three-dimensional products
- E. Drawing Paper