

Glendale Unified School District

Senior High School

May 21, 2002

Department: Visual and Performing Arts

Course Title: Sculpture 5-6

Course Number:

Grade Levels: 11 and 12

Semester Hours: 5 or 10

Prerequisite: B or better in Sculpture 3-4, or teacher approval.

Course Description: This course is the most advanced level of sculpture. Students will continue to learn new techniques for working with sculptural media while uniquely solving three-dimensional problems. Many assignments will be independently motivated.

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. Visually explore the natural and man-made world to gather tactile and spatial data to use in three-dimensional work, keeping a sketchbook of ideas.
2. Identify and describe tactile and spatial qualities that exist in works of three-dimensional art and analyze how they are organized to communicate expressive content.

- 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. Create a series of three-dimensional pieces using the same media and style, varying the choice of elements and principles. Analyze how the variations affected the concept.
2. Write reflections on previous work for their portfolio based on the student's growth in the use and recognition of the elements and principles.

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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. Research and report on artists who have achieved from at least three different time periods (one must be contemporary) who have created artworks of the same theme. Create an original piece of work using the same theme, with reflections on how the artist's style influenced the student work.
2. Hypothesize, initiate and define challenging sculptural problems based on their experiences, thoughts, and personal belief systems.
3. Investigate sculptors who have created work based on social protest or awareness.

- 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. Develop criteria and apply the steps of art criticism to their own artwork while preparing a portfolio to be used for future art study.
2. Describe and discuss the qualities of sculpture that signify them as works of 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 universities and colleges which offer sculptural programs within the Fine Arts, gathering information on admissions requirements, costs, prerequisites, etc.
2. Use the Internet to communicate with practicing artists and explore software that shows three-dimensional problem solution.

II. Sample Assessments

A. Projects based on various sculptural styles
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- B. Sketchbooks 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 poster 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 material
 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. The role and influence of new technologies on contemporary artwork
 2. Similarities and differences in the purposes of art created in various cultures
 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
 5. Identify the role of sculptural artists who have achieved regional and/or national recognition and the ways in which their art has influenced their culture.
- D. Aesthetic Valuing 15%
1. Employ the conventions of art criticism in writing and speaking about selected artworks
 2. 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
 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. Relate arts to the environment and other subjects
 2. Explore various Fine Arts majors at modern universities/colleges and the skills and other requirements for entering into those programs

3. Various careers available to three-dimensional artists and the skills needed for those professions
4. Development of competencies and creative skills in problem solving, communication and management of time and resources

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