

INTRODUCTION TO SCULPTURE

Description:

This course builds upon the experience gained in Foundations 3-D. Students will explore traditional and contemporary materials and techniques while working three dimensionally. Emphasis will be placed on the creative process and interpretation. Students will have the freedom to develop their own style of creating sculpture and explore content in their work. A primary goal is to continue to advance the students' awareness and personal knowledge of contemporary sculpture, its prototypes, various functions, and role in a culturally diverse global market.

COURSE OVERVIEW

Course Goals

Students will be able to:

- Understand additive and subtractive techniques in a variety of media
- Understand the importance/use of a base structure in sculpture
- Define a free form additive sculpture
- Research the history of found object sculpture
- Understand how to create illusion of solid forms using line.
- Define additive sculptural techniques to construct a workable maquette
- Recognize subtractive sculpture techniques to carve away to reveal the final sculpture
- Identify the correct use of sculpture tools.

Artistic Processes

- Create
- Present
- Respond
- Connect

Anchor Standards

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #2. Organize and develop artistic ideas and work.

Anchor Standard #3. Refine and complete artistic work.

Anchor Standard #4. Select, analyze and interpret artistic work for presentation.

Anchor Standard #5. Develop and refine artistic techniques and work for presentation.

Anchor Standard #6. Convey meaning through the presentation of artistic work

Course Skill Objectives

Students will:

- Learn construction techniques
- Select the correct method of construction for a life cast
- use a variety of tools
- Capture a motion or movement
- Create life casts
- Use found objects to construct a 3-D form.
- Use the correct fasteners or glues to secure a 3-D form.
- Correctly/safely use power saws and drills
- Correctly use sculpture tools.
- Research and sketch idea for 3-D form
- Build a maquette
- Construct an armature either removable/permanent
- Manipulate wire and tools to construct attachments and design elements.
- Construct and appropriate base
- Investigate and collect possible source materials.

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| | <p>Anchor Standard #7. Perceive and analyze artistic work.</p> <p>Anchor Standard #8. Interpret intent and meaning in artistic work.</p> <p>Anchor Standard #9. Apply criteria to evaluate artistic work.</p> <p>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</p> <p>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> | <ul style="list-style-type: none"> • Sketch 3 views of idea • Sculpt a clay maquette • Use light and shadow as a 3-D element. • Use a proportion wheel to scale up from the clay maquette to the final form. Example: Rigid insulation comes in 4' x 8' sheets. Students will need to scale and assemble roughed in sections of the final sculpture. Additive sculpture |
| <p><u>Units</u></p> <p>Unit 1 - Casting</p> <p>Unit 2 - Found Object – Additive Sculpture</p> <p>Unit 3 - Wire – Additive Sculpture</p> <p>Unit 4 - Combined Additive and Subtractive Sculpture</p> | <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do artists and designers determine whether a particular direction in their work is effective? • How do artists and designers learn from trial and error? • How does one determine criteria to evaluate a work of art? How and why might criteria vary • How is a personal preference different from evaluation? • What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? • How does collaboration expand creative process? • How does making art attune people to | <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Tape casting of hands • Plaster casting • Creating a base which has relevance to the sculpture • Paper making and casting • Grape vine basket weaving • Cigar box assemblages • Modeling clay maquettes • Rigid foam sculptures • Group Critiques • Individual Critiques |

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| | <p>their surroundings?</p> <ul style="list-style-type: none"> • Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. • What criteria are considered when selecting work for presentation, a portfolio, or a collection? • How do artists and designers create works of art or design that effectively communicate? • What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art? | |
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| Pacing Guide | | | | |
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| 1st Marking Period | | | 2nd Marking Period | |
| Month 1 | Month 2 | Month 3 | Month 4 | Month 5 |
| Unit 1 Casting 2 weeks | Unit 2 Found Object – Additive Sculpture 4 weeks | Unit 3 Additive Sculpture 4 weeks | Unit 4 Combined Additive and Subtractive Sculpture 10 weeks | |

Unit 1 - Casting

Unit Objectives

Students will be able to:

- Identify work of sculptors who use casting techniques
- Understand additive and subtractive techniques in a variety of media
- Understand the importance/ and use of a base structure in sculpture

Skill Objectives

Students will:

- Use social media to collect sources and samples
- Use construction techniques
- Select the correct method of construction for a life cast
- use a variety of tools
- Create the illusion of solid forms sculptural techniques.
- capture a motion or movement

| Creating Anchor Standard 2: Organize and develop artistic ideas and work. | Presenting Anchor Standard: | Responding Anchor Standard 9: Apply criteria to evaluate artistic work. | Connecting Anchor Standard: |
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| <p><u>Enduring Understandings</u> Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p><u>Essential Questions</u> How do artists? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.</p> | <p><u>Enduring Understandings</u></p> <p><u>Essential Questions</u></p> <p><u>Process Components</u> Analyze, Select, Share</p> | <p><u>Enduring Understandings</u> People evaluate art based on various criteria.</p> <p><u>Essential Questions</u> How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from evaluation?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Determine the relevance of criteria used by others to evaluate a work of art or collection of works.</p> | <p><u>Enduring Understandings</u></p> <p><u>Essential Questions</u></p> <p><u>Process Components</u> Synthesize, Relate</p> |

| <u>Sample Performance Assessments</u> | <u>Sample Performance Assessments</u> | <u>Sample Performance Assessments</u> | <u>Sample Performance Assessments</u> |
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| <ul style="list-style-type: none"> • Tape casting of hands • Plaster casting • Creating a base which has relevance to the sculpture • Paper making and casting | | <ul style="list-style-type: none"> • Assessing the cast for craftsmanship • Assessing construction techniques • Critiquing sculpture for movement and life-like quality | |

Unit 2 – Found Object - Additive

Unit Objectives

Students will be able to:

- Identify work of contemporary found object sculptors
- Recognize additive sculpture
- Research the history of found object sculpture
- Identify the correct fasteners or glues to secure a 3-D form.

Skill Objectives

Students will:

- Use social media to collect sources and samples
- Use found objects to construct a 3-D form.
- Correctly/safely use power saws and drills
- Correctly use sculpture tools.

| <u>Sample Performance Assessments</u> | <u>Sample Performance Assessments</u> | <u>Sample Performance Assessments</u> | <u>Sample Performance Assessments</u> |
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| <ul style="list-style-type: none"> • Grape vine basket weaving • Cigar box assemblages • Assemblages of found objects | | | <ul style="list-style-type: none"> • Critiquing sculpture in progress • Critiquing finished 3-D sculptures • Collecting and using personally significant found objects that have no apparent connection and turning them into a cohesive work of art |

Unit 3 – Additive Sculpture

Unit Objectives

Students will be able to:

- Identify work of contemporary wire sculptors
- Define Additive Sculptural techniques
- Discuss the illusion of solid forms using line.
- Understand how to capture a motion or movement in line.
- Research and sketch idea for 3-D form

Skill Objectives

Students will:

- Use social media to collect sources and samples
- Build a maquette
- Construct an armature either removable/permanent
- Manipulate wire and tools to construct attachments and design elements.
- Construct and appropriate base
- Capture a motion or movement in line.

| Creating Anchor Standard 3: Refine and Complete Artistic Work | Presenting Anchor Standard 5: Develop and refine artistic techniques and work for presentation. | Responding Anchor Standard: | Connecting Anchor Standard: |
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| <p><u>Enduring Understandings</u> Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.</p> <p><u>Essential Questions</u> What role does persistence play in revising, refining, and developing work?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.</p> | <p><u>Enduring Understandings</u> Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.</p> <p><u>Essential Questions</u> What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p><u>Process Components</u> Analyze, Select, Share</p> <p>Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.</p> | <p><u>Enduring Understandings</u></p> <p><u>Essential Questions</u></p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> | <p><u>Enduring Understandings</u></p> <p><u>Essential Questions</u></p> <p><u>Process Components</u> Synthesize, Relate</p> |

| <u>Sample Performance Assessments</u> | <u>Sample Performance Assessments</u> | <u>Sample Performance Assessments</u> | <u>Sample Performance Assessments</u> |
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| <ul style="list-style-type: none"> • Wire portraits and figures • Wire animals • Wire jewelry • Mobiles • Implied line • Wire gesture drawing | <ul style="list-style-type: none"> • Photographing, color correcting, cropping and submitting finished sculptures to google classroom • Digital portfolio | | |

Unit 4 – Combined Additive and Subtractive – Clay Maquette

Unit Objectives

Students will be able to:

- Identify work of contemporary sculptors
- Recognize additive sculptural techniques to construct a workable maquette
- Define and recognize subtractive sculpture techniques used to carve away to reveal the final sculpture
- Investigate and collect possible source materials.

Skill Objectives

Students will:

- Sketch 3 views of idea
- Sculpt a clay maquette
- Use light and shadow as compositional elements.
- Use a proportion wheel to scale up from the clay maquette to the final form.
Example: Rigid insulation comes in 4' x 8' sheets. Students will need to scale and assemble roughed in sections of the final sculpture. Additive sculpture – rough in the parts
- Use subtractive techniques to carve the finished sculpture

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| <p>Creating Anchor Standard 2: Organize and develop artistic ideas and work.</p> | <p>Presenting Anchor Standard:</p> | <p>Responding Anchor Standard 7: Interpret intent and meaning in artistic work</p> | <p>Connecting Anchor Standard:</p> |
| <p><u>Enduring Understandings</u> People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p> <p><u>Essential Questions</u> How do artists and designers create works of art or design that effectively communicate?</p> <p>How do artists and designers care for and maintain materials, tools and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?</p> <p><u>Process Components</u> Investigate/Plan/Make</p> <p>Redesign an object, system, place, or design in response to contemporary issues.</p> | <p><u>Enduring Understandings</u></p> <p><u>Essential Questions</u></p> <p><u>Process Components</u> Analyze, Select, Share</p> | <p><u>Enduring Understandings</u> People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p><u>Essential Questions</u> What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p> <p><u>Process Components</u> Perceive, Analyze and Interpret</p> <p>Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.</p> | <p><u>Enduring Understandings</u></p> <p><u>Essential Questions</u></p> <p><u>Process Components</u> Synthesize, Relate</p> |

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| Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment. | | | |
| <u>Sample Performance Assessments</u> <ul style="list-style-type: none"> • Modeling clay maquettes • Rigid foam sculptures • Base construction • Safety and procedure demonstration | <u>Sample Performance Assessments</u> | <u>Sample Performance Assessments</u> <ul style="list-style-type: none"> • Group Critiques • Individual Critiques | <u>Sample Performance Assessments</u> |