

# MORENO VALLEY HIGH SCHOOL SCULPTURE CURRICULUM

Course Title: Sculpture Course Number: 1163

Department: Fine Arts ADS Number: 1163

Prerequisites: Art 1 - survey

Length of Course: 1 semester Credit/PRI Area: .5 Grade Level(s): 10-12

## COURSE DESCRIPTION

This course concentrates study on three dimensional materials and concepts. Students explore different forms of sculpture such as plaster, armature with polymer clay, mosaic, assemblage, wire and others. Students critique art and incorporate the principles of design learned in the art I. We study modern sculpture as well as the history of sculpture. We create an Assemblage sculpture that makes a social statement. Each piece of sculpture will be accompanied by a creative writing further explaining the sculpture. Students learn how to make art with minimal cost and find alternative uses for otherwise discarded items.

## SYLLABUS

- I. Materials & Equipment
  - A. Lab protocol
    1. Safe handling and storage of tools and equipment
    2. Tool cleaning procedures
    3. Storage of student work
    4. Handling of peer work
  - B. Precautions for using various media and tools
- II. Brain Theory and Creativity
  - A. Characteristics of the left and right side of the brain
  - B. Contour drawing
- III. Elements of Design
  - A. Line
    1. Types
    2. Line psychology
  - B. Shape
    1. Types
  - C. Color
    1. Color theory and psychology
    2. Mixing from primary colors
  - D. Value
  - E. Texture
  - F. Movement
  - G. Space

1. Three-dimensional effects

IV. Sculptural Media

- A. Plaster
- B. Wire
- C. Found objects
- D. Recycled material
- E. Polymer clay

V. Art History

- A. Pre-Renaissance themes
- B. American sculpture
- C. European sculpture
- D. Modern sculpture

VI. Presentation

- A. Critique participation
- B. Written student project statement
- C. Oral student project presentation
- D. Student show participation

**STRATEGIES**

Demonstration and lecture

Cooperative and group work

Project-based learning (e.g. a recycling project)

Reflective reading/writing

Seminar: Examine/discuss articles, videos and reproductions of master sculptures

Internet research

Peer tutoring

**ASSESSMENTS**

Classroom participation

Project evaluation

Written tests

Peer and teacher evaluation

Self assessment

Sketches, work log

Reflective writing

Seminar

**SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS**

None

**SUGGESTED TITLES/AUTHORS WEB SITES**

[www.ladybughill.com/BehindtheMosaic](http://www.ladybughill.com/BehindtheMosaic) (tutorial on preparing a surface through finished product, and examples of commercial venues)

[www.mosaic-witsend.com](http://www.mosaic-witsend.com) Purchasing and tips

[www.studiowillich.com](http://www.studiowillich.com) Polymer clay tutorial and sample marketing  
[www.polymerclaycentral.com](http://www.polymerclaycentral.com) Basics on polymer clay  
[www.cedarseed.com/air/atc.html](http://www.cedarseed.com/air/atc.html) Artist Trading Cards (collage art)  
[www.art-e-zine.co.uk/artelinks.html](http://www.art-e-zine.co.uk/artelinks.html) tons of links to cool art links  
[www.littlebit.com/ab/alteredbook\\_gallery.htm](http://www.littlebit.com/ab/alteredbook_gallery.htm) Altered book sample site and tips.  
<http://philippefaraut.com/forensic.html> Forensic reconstruction in sculpture  
<http://www.studiowillich.com/StudioWillichDolls.htm> sculpture tutorial  
<http://www.venicemaskshop.com/default.htm> Venetian Masks

### **SEMINAR PIECES OR USE**

Copyright issues in regards to tutorials and marketing your own work.

A. **BENCHMARK:** *Show skill, confidence, and sensitivity in applying knowledge of art media and techniques to the production of artwork.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Demonstrate an increasing level of competence in using the elements and principles of art to create art works for public exhibition.	Students exhibit their work in at least one public show. Students are encouraged to submit their pieces to local fundraisers, to national competitions and other calls for submissions.

**STRAND I: VISUAL ARTS**  
**CONTENT STANDARD 1: LEARN AND DEVELOP THE ESSENTIAL SKILLS AND TECHNICAL DEMANDS UNIQUE TO DANCE, MUSIC, THEATRE/DRAMA, AND VISUAL ARTS.**

B. **BENCHMARK:** *Demonstrate knowledge of appropriate health and safety issues as they pertain to the use of art material and equipment.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Produce a body of work that reflects the effectiveness of selective mediums and techniques for communicating.	Students include in their portfolio select works from different mediums, including, plaster, wire, polymer clay, and assemblage. In addition, students identify a concept and select one media to best communicate the concept as a final project.

**STRAND I: VISUAL ARTS**  
**CONTENT STANDARD 1: LEARN AND DEVELOP THE ESSENTIAL SKILLS AND TECHNICAL DEMANDS UNIQUE TO DANCE, MUSIC, THEATRE/DRAMA, AND VISUAL ARTS.**

C. **BENCHMARK:** *Recognize that there are multiple points of view about organizational principles of design and elements of art.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Use objects, symbols, and ideas in their artwork and use the skills gained to solve problems in daily life.	In assemblage sculptures, we find a concept, such as the effects of global warming, or materialism versus the authentic self and explore different objects that can be found to include in the assemblage to communicate the idea. The process of brainstorming and altering objects that have a different use assist students in learning creative problem solving skills.

**STRAND I: VISUAL ARTS****CONTENT STANDARD 1: LEARN AND DEVELOP THE ESSENTIAL SKILLS AND TECHNICAL DEMANDS UNIQUE TO DANCE, MUSIC, THEATRE/DRAMA, AND VISUAL ARTS.****D. BENCHMARK:** *Produce art that demonstrates the elements of art and principles of design in a variety of media.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Create a body of work via portfolio, which represents a personal exploration of viewpoints using principles and elements of design.	Each sculpture is critiqued individually, by the class and by the instructor using rubrics that include design elements and principles such as balance, movement, focal point, shape, line, etc. By the end of the semester, students write self assessment about improvements in their sketches, efficiency in creating sculptures, and the quality of the overall product. At the end of the semester students will have a complete portfolio.

**STRAND I: VISUAL ARTS****CONTENT STANDARD 2: USE DANCE, MUSIC, THEATRE/DRAMA, AND VISUAL ARTS TO EXPRESS IDEAS.****A. BENCHMARK:** *Describe how specific works of art can communicate an idea or elicit a variety of responses through the use of selected media, techniques, and processes.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Compare and contrast a variety of art works in a historical and cultural context, and assimilate this into personal expression. 2. Review and assess the use of design principles and elements in art.	Before each lesson students examine professional artists who have worked in that media. Calder mobile (kinetic) sculptures require attention to line, shape and balance. Students find other contemporary artists for inspiration, then take a concept such as technology and computers, and create their own sculpture. While constructing it, they refer back to the technical aspects of Calder, to build their own sculpture using objects that depict their concept.

**STRAND III: VISUAL ARTS****CONTENT STANDARD 3: INTEGRATE UNDERSTANDING OF VISUAL AND PERFORMING ARTS BY SEEKING CONNECTIONS AND PARALLELS AMONG ARTS DISCIPLINES AS WELL AS ALL OTHER CONTENT AREAS.****A. BENCHMARK:** *Create art work that demonstrates an understanding of the relationship between selected subjects, symbols, images and design concepts from specific historic and cultural contexts, science, and the humanities.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Explore challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation.	A polymer clay sculpture of the human form challenges the student to plan by creating the “bone structure”, armature, and then layer the muscles on the armature, using anatomical drawings and their own sketches as a guide. Students evaluate their progress and see how changes to one area of the sculpture effect other areas, and students continually look at all sides of the sculpture for balance and proportion.

**STRAND III: VISUAL ARTS**  
**CONTENT STANDARD 3: INTEGRATE UNDERSTANDING OF VISUAL AND PERFORMING ARTS BY SEEKING CONNECTIONS AND PARALLELS AMONG ARTS DISCIPLINES AS WELL AS ALL OTHER CONTENT AREAS.**

*B. BENCHMARK: Examine how specific works are created and how they relate to historical and cultural contexts.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Include in portfolio form examples that demonstrate an understanding of art based on cross-discipline learning.	Sculpture is very closely related to the sciences. Students must learn structural integrity when designing their sculptures. This is particularly important when balancing polymer figures (center of balance) and when creating kinetic work.

**STRAND IV: VISUAL ARTS**  
**CONTENT STANDARD 4: DEMONSTRATE AN UNDERSTANDING OF THE DYNAMICS OF THE CREATIVE PROCESS**

*A. BENCHMARK: Use oral and written methods to express the introspective process used in creating personal artwork.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Use the language of art criticism to explore and identify purposes for creating art. 2. Explain the visual and other sensory qualities in art and nature and their relationship to the social environment. 3. Investigate, analyze, and reflect on various writings, viewpoints and opinions about art.	Students write a short piece to compliment their sculpture with a statement about its inspiration and meaning. The purpose of the text is to help the students appreciate the compliment of language to fine arts. Students also read two different critiques of a modern sculpture and reflect on the difference of opinions, if any, between the critics.

**STRAND V: VISUAL ARTS****CONTENT STANDARD 5: OBSERVE, DISCUSS, ANALYZE, AND MAKE CRITICAL JUDGMENTS ABOUT ARTISTIC WORKS.**

A. **BENCHMARK:** *Demonstrate knowledge of analytical processes to create critical aesthetic statements concerning selected works of art.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Analyze works of art for diverse world cultures and discuss the ideas, issues and events of the culture that these works convey. 2. Examine and analyze works of art and artifacts from diverse world cultures and place them in a cultural and historical context, using appropriate vocabulary.	Students look at figurative sculpture from different cultures around the world before choosing to work on their own figurative piece. Students discuss the reasons for the artist creating the work and stylistic characteristics. Students also compare artists' works, for example Giacometti vs. Brancusi versus Botero. This helps students see a variety of styles and intentions before creating their own.

**STRAND VI: VISUAL ARTS****CONTENT STANDARD 6: SHOW INCREASED AWARENESS OF DIVERSE PEOPLES AND CULTURES THROUGH VISUAL AND PERFORMING ARTS.**

A. **BENCHMARK:** *Identify the characteristics and purposes of the historical and cultural contexts of selected pieces of art.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Present a body of work within their portfolio that reflects the influences of a variety of cultural styles.	For the assignment in creating a plaster sculpture, students are shown sculptures from Chinese war horses, to African fertility figures, to modern artists such as Bracusi. Students find examples of sculpture from three different cultures and create their own original based on one or more of the examples they found.

**STRAND VI: VISUAL ARTS****CONTENT STANDARD 6: SHOW INCREASED AWARENESS OF DIVERSE PEOPLES AND CULTURES THROUGH VISUAL AND PERFORMING ARTS.**

B. **BENCHMARK:** *Describe uses and explore the meaning of art objects within diverse cultures, times, and geographic locations.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Interpret the meaning of works and artifacts in terms of the cultures that produced them, including the use of apprenticeship systems to maintain cultural heritage.	Students study sculptures from the Renaissance period. As they are studying the various artists they track who apprenticed under whom, and students learn how the artists were trained through the apprenticeship system.

**STRAND VII: VISUAL ARTS**  
**CONTENT STANDARD 7: DEMONSTRATE KNOWLEDGE ABOUT HOW TECHNOLOGY AND INVENTION HAVE HISTORICALLY INFLUENCED ARTISTS AND OFFERED NEW POSSIBILITIES FOR EXPRESSION.**

A. **BENCHMARK:** *Demonstrate effective visual communication using current arts-related technology.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Develop commencement portfolios and skills of analysis that show proficiency in one or more mediums including skill in using computers and other electronic media.	Students are encouraged to re-work pieces that have had success in so they can submit them for their senior portfolio, which is mandatory MVHS graduation requirement.

**STRAND VIII: VISUAL ARTS**  
**CONTENT STANDARD 8: CONTRIBUTE TO COMMUNITIES BY SHARING EXPERTISE IN DANCE, MUSIC, THEATRE/DRAMA, AND VISUAL ARTS AND BY PARTICIPATING IN THE ACTIVITIES OF CULTURAL INSTITUTIONS.**

A. **BENCHMARK:** *Exhibit studio work in community-based exhibits.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	1. Develop commencement portfolios and skills of analysis that show proficiency in one or more media including skill in using computers and other electronic media.	The entire course is designed around using mixed media and exhibition of sculptures.