

Sculpture Workshop Overview

Content Area: **Art**
Course(s): **SCULPTURE WORKSHOP**
Time Period:
Length: **N/A**
Status: **Published**

Course Overview

The Sculpture Workshop is for students with a strong command of the fundamental elements and principles of art who are interested in further developing visual artistic sensibilities in 3-dimensional artwork. In building a portfolio and by maintaining a sketchbook, students experience a variety of concepts, techniques and approaches designed to encourage creative as well as systematic investigation of formal, technical, and expressive issues in a 3-dimensional format. This course will provide an opportunity for students to continue to develop original sculpture by exploring the plastic possibilities of various concepts, forms, and processes. Among the materials that may be used are stone, clay, plaster, wire, metal, plastic, wood, Styrofoam, foamcore, and found object. Prerequisite: Introduction to Sculpture

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards		NJ Student Learning Standards		NJ Student Learning Standards	
1. Visual and Performing Arts	P	5. Science		9. Career Education and Consumer/ Family/ Life Skills	S
2. Health and Physical Education		6. Social Studies			
3. Language Arts Literacy	S	7. World Languages			
4. Mathematics		8. Technology Literacy			

Textbooks and other resources

A dedicated room with sufficient space and ventilation

Appropriate furniture i.e. chairs, stools, tables, etc. to accommodate students and work

Storage facilities to accommodate materials, equipment, and student work

Adequate and various materials and supplies

Hand and power tools as deemed necessary by the teacher

Digital camera

Kiln and kiln hardware

Slides, posters, and examples of student and professional examples

Computers and printers with appropriate software

DVD and CD player, TV, projector and screen

Double sinks

Sufficient bulletin boards and blackboards for demonstrating work and examples

Library and community resources: books, local artists, local sculpture, etc.

Standards

COURSE BENCHMARK OBJECTIVES

Students will identify, define, describe, compare, and contrast aspects of three-dimensional expression (1.3.12.D.1) (M). Students will discover and apply various techniques involved in producing sculpture (1.3.12.D.2)(D) As students develop the ability to identify, describe, apply, and communicate personal criteria for assessing one's own work as well as the work of others, they will examine how quality of technique and craftsmanship as well as desirable habits in the care and use of various tools and equipment influence critique (1.4.12B.1)(M)(1.3.12.D.3)(M) History of sculpture and various sculptors' work will be included in the course of study(1.5.12B.2)(D).

COURSE SCOPE AND SEQUENCE CHART

Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Proficiency (Summative) Assessments

<p><u>Unit 1 Techniques and Materials</u></p> <p>Assignments emphasize experiences that offer a wide range of techniques, media, and subjects. Objectives for the projects strive for mastery in subtractive, additive, and modeling formats, manipulating space, compositional considerations, and imagery development.</p> <p>Projects could include units in abstraction and non-objective work, as well as realism.</p>	<p>1.1.12.D.1(M)</p> <p>1.3.12.D.1(M)</p> <p>1.3.12.D.2(M)</p> <p>1.3.12.D.3(M)</p> <p>1.3.12.D.4(M)</p> <p>1.3.12.D.5(M)</p> <p>1.4.12.B.1(M)</p> <p>1.4.12.B.2(M)</p> <p>9.1.12.F.2(D)</p> <p>9.4.12.C.59(D)</p> <p>9.4.12.C.73(D)</p>	<p>1,2</p>	<p>ongoing</p>	<p>Completed projects in association with rubrics, student progress, time on task</p>
<p><u>Unit 2 Developing as an artist</u></p> <p>Assignments emphasize activities that explore how artists develop ideas and problem-solve. Visual evidence of the student's thinking, selected method of working, and development of the work over time are emphasized. Students will also do a series of sketchbook assignments where they will explore the possibilities of an installation piece.</p>	<p>1.1.12.D.2(M)</p> <p>1.2.12.A.1(M)</p> <p>1.2.12..A.2(M)</p> <p>1.3.12.D.2(M)</p> <p>1.3.12.D.3(M)</p> <p>1.3.12.D.4(M)</p> <p>1.3.12.D.5(M)</p> <p>1.4.12.A.1(M)</p> <p>1.4.12.A.2(M)</p> <p>1.4.12.A.3(M)</p> <p>1.4.12.A.4(M)</p> <p>1.4.12.B.1(M)</p> <p>1.4.12.B.2(M)</p> <p>9.1.12.A.1(D)</p> <p>9.4.12.C.4(D)</p> <p>9.4.12.C.15(D)</p>	<p>1,2</p>	<p>ongoing</p>	<p>Completed projects in association with rubrics, student progress, time on task</p>

	9.4.12.C.21(D)			
	9.4.12.C.59(D)			
	9.4.12.C.(6).1(D)			
	9.4.12.C.(6).2(D)			
	9.4.12.C.(6).3(D)			
	9.4.12.C.(6).4(D)			
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VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.1.1.12.D.2	Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
VPA.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
VPA.1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
VPA.1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
VPA.1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
VPA.1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

Grading and Evaluation Guidelines

1. GRADING PROCEDURES:

Marking period grades will be based on the average of:

- Class participation (individual time on task)
- Individual performance assessments
- Written assignments
- Tests and quizzes

Final course grades will be based on:

- Marking period grades (weighted 40% each)
- Final exam including performance and written components (weighted 20%)

In terms of proficiency level the East Brunswick grades equate to:

A	Excellent	Advanced Proficient
B	Good	Above Proficient
C	Fair	Proficient
D	Poor	Minimally proficient
F	Failing	Partially Proficient

VIII. COURSE EVALUATION:

In Sculpture Workshop, the goal is that a minimum of 95% of all pupils will achieve at least minimum proficiency (D or better) relative to the NJSLS set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual components and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas requiring greater support or modification. As a result of the analysis, decisions will be made concerning modifications to course content and/or instructional methodology.

Other Details

SCED 1269 Visual Arts – Sculpture Workshop

Projected Number of Students	School #’s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/Required	
16	59	A	S	10-12	2.5	210	E	