Unit 4 Exploring Sculpture

Content Area: **Art**
Course(s):
Time Period: **January**
Length: **10 blocks**
Status: **Published**

Transfer

Students can choose to explore Sculpture as another Art form

Enduring Understandings

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Sculpture is influenced by time, place and culture.

Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Self expression and personal aesthetics are exemplifed in making all types of artwork.

Sculpture can take on many shapes, styles, and forms.

Sculptors use specific tools and materials to produce art with unique spacial requirements.

Sculpture can reflect the culture of an area, era, population, artist or movement.

Essential Questions

How do sculptures look from a different perspective?

How do material choices direct the outcome of sculpture?

Why do you create and it what ways does art cause emotion?

How do spacial concerns differ for sculptors?

What choices should I make as an artist before creating a piece of art?

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?

Skills

Develop confidence in self-expression.

Take risks during the creative process.

Acquire a level of technical mastery and control of tools and materials.

Create meaning and display originality through art making.

Experiment in using traditional, nontraditional, and contemporary media, tools, and techniques to create sculptures

Collaborate with others to create a work of art.

Explore and develop ideas and images using thumbnail and composition sketches

Demonstrate appropriate craftsmanship skills based on the chosen materials

Create original work based on personal choice to further their artistic journey

Participate in critiques and mofifications of artwork

Choose to explore and create projects using traditional and non traditional sculptural materials.

Research an artist as an inspiration for technique or theme.

Create an artist statement for individual works of art

Infuse color theory with the skill and mastery of making art.

Experiment with a variety of artistic techniques to convey original ideas and themes

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Content

Related Artist, Culture, Work of Art: Sandy Skoglund, Jeanne Claude and Christo, Judy Chicago-"The

Dinner Party " collaborative installation project

Vocabulary: earthworks, installations, artist statement, collaborations,

Resources

All types of 2D and 3D artists materials, found objects, nontraditional materials, circuitry

Guest Speakers- Savannah College of Art and Design, Art Colleges, Airbrush Artist Demonstration and other professional artists

Printer for photos, templates and artwork

Student selected Artists' Websites and museum references

Light tables for transfer of final drawings
Teacher pinterest acct. with technique examples

Pinterest groups -- idea for examples and business branding, sales

Reference Books-- Teacher's personal classroom library

Chromebooks and smartphones for student research and esl google translation programs

Photoshop for editing

You Tube tutorials, Instagram, photo and example inspiration

Google Docs- share for writing prompts and artist statements

Color wheel, sketchbooks

Previous student examples

Safety Goggles (when needed)

Assessments

Class Participation
Formative: Other Evidence: Other: Teacher Observation

Teacher/Student Feedback
Formative: Other Evidence: Oral: Discussion

Sketchbook

Formative: Other Evidence: Project: Visual Arts

Practice Techniques

Summative: Transfer Tasks: Performance: Authentic Task

Student Choice Project

Summative: Transfer Tasks: Project: Visual Arts

Artist Statements

Summative: Transfer Tasks: Performance: Authentic Task

Written Self-Assessments/ Reflections
Summative: Transfer Tasks: Performance: Authentic Task

Art Critique
Summative: Transfer Tasks: Other: Peer Assessment

Homework
Summative: Transfer Tasks: Other: Teacher Observation

Standards

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.1.2.12.A.CS1	Cultural and historical events impact art-making as well as how audiences respond to works of art.
VPA.1.2.12.A.CS2	Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
VPA.1.4.12	

	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
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.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
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.1.4.12	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

NJ: Grade 12

9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking,

collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

A. Critical Thinking and Problem Solving

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.A.4 Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.

F. Accountability, Productivity, and Ethics

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

VA:Cr1.1.EU	Creativity and innovative thinking are essential life skills that can be developed.
VA:Cr1.1.IIa	Individually or collaboratively formulate new creative problems based on student's existing artwork.
VA:Cr2.1.EU	Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
VA:Cr2.1.IIa	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

VA:Cr2.2.EU	Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
VA:Cr2.2.IIa	Demonstrate awareness of ethical implications of making and distributing creative work.
VA:Cr2.3.EU	People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
LA.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
VA:Cr2.3.IIa	Redesign an object, system, place, or design in response to contemporary issues.
VA:Cr3	Refine and complete artistic work.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
VA:Pr4.1.EU	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.
VA:Pr4.1.EQ	How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
VA:Pr5.1.IIa	Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.
VA:Re7.2.EU	Visual imagery influences understanding of and responses to the world.
VA:Re8.1.IIa	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
VA:Re9.1.EU	People evaluate art based on various criteria.
VA:Cn10	Synthesize and relate knowledge and personal experiences to make art.
VA:Cn10.1.IIa	Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art-making.
VA:Cn11.1.IIa	Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready

	individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
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.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
VPA.1.2.12.A.CS1	Cultural and historical events impact art-making as well as how audiences respond to works of art.
VPA.1.2.12.A.CS2	Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
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.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
VPA.1.4.12.A.CS1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.
VPA.1.4.12.A.CS3	Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.
VPA.1.4.12.A.CS4	Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.
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.
VPA.1.4.12.B.CS2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
VPA.1.4.12.B.CS3	Art and art-making reflect and affect the role of technology in a global society.