# Unit 5: Carving from a Mold- Reductive Process

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

## Enduring Understandings

The process of making art leads to a deeper understanding of us and others.

Sculptors use specific tools and materials to produce artworks for specific purposes.

Through history, ideas are communicated through the production of art.

The use of space in design helps define perspective and depth.

Balance creates a sense of stability, where no one part overpowers another.

Texture can be manipulated to create visual complexity and interest.

## Essential Questions

How can different media be used to create a different effect of further individual expression?

Why is it important to apply safety procedures?

How has texture been employed in art throughout history?

How can an element of art be used to create expressive and creative artwork?

What materials and techniques are used to create a carved sculpture?

## Content

**Related Artist, Culture, Work of Art:**

Renaissance masters, Maya carvings, David Hostetler, Spanish Colonial, Romanesque, Egypt, Persepolis of Iran and Far Eastern cultures, contemporary-Enzo Torcoletti

**Vocabulary**: subtractive process, marble, alabaster, granite, laminating, vermiculite, steatite, limestone

## Skills

Create a three-dimensional artwork using the reductive process of carving.

Carve in some type of material (stone, wood, soap, plaster)

Ex. Plaster carving from a poured mold (cup, small carton)

Ex. Stone carving in steatite or wood carving from blocks

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Create artwork using actual and implied texture to include design principles of balance and contrast.

Draw from memory, observation and modeled processes.

Recognize significant sculptors from history.

Demonstrate good craftsmanship.

Experiment with a variety of artistic techniques

## Resources

## Standards

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| VPA.1.1.12 | All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. |
| VPA.1.1.12.D | Visual Art |
| 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.1.3.12 | All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. |
| VPA.1.3.12.D | Visual Art |
| 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.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.1.4.12 | 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 | Critique Methodologies |
| 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. |