

Unit 4: Sculpture

Content Area: **Unified Arts**
Course(s): **Art 7**
Time Period: **December**
Length: **10 Days**
Status: **Published**

Unit Summary

Students will explore three dimensional artmaking through the use of ceramics and other materials.

Standards

VPA.1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
VPA.1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
VPA.1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
VPA.1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.
VPA.1.3.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
VPA.1.3.8.D.5	Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.
VPA.1.3.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
VPA.1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
VPA.1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
VPA.1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
VPA.1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
VPA.1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
VPA.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed

TECH.8.1.8.A.1	through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.A.CS1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.CS2	Understand and use technology systems.
TECH.8.1.8.D.CS2	Select and use applications effectively and productively.
	Demonstrate personal responsibility for lifelong learning.

Student Learning Objectives

- Students will learn...

Essential Questions

- What can I achieve by manipulating materials with only my hands?
- What do I need to know before I can create 3D pieces?
- To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?
- Why should I care about the arts?
- Does art define culture or does culture define art?
- How does an artist solve problems through process?

Enduring Understandings

- Students understand that culture affects self-expression.
- Students understand that the critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks.
- Students understand that breaking accepted norms often gives rise to new forms of artistic expression.
- Students understand that the artistic process can lead to unforeseen or unpredictable outcomes.
- Students understand that active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

Application

- Students will be able to independently use their learning to appropriately use sculpture mediums such as paper, wood, and clay.
- Students will be able to independently use their learning to work consistently with mediums such as wedging and conditioning.
- Students will be able to independently use their learning to use tools appropriately such as scissors, rulers, glue.
- Students will be able to independently use their learning to examine the history of sculpture.

Skills

Students will be skilled at:

- Hand-building techniques for form and surface ornamentation in a ceramic and/or sculptural work.
- Understanding, applying, and describing personal emotions through the creation of three-dimensional art works.
- Creating expressive ceramics using art elements, including form, shape, negative space, and texture
- Understanding that a created piece of three-dimensional art work is influenced by artistic tradition as well as historical, political, personal and social events.
- Demonstrating safety in the use of all the materials and tools used in making ceramic and sculptural forms.
- Recognizing the variety of media and the styles of art as it pertains to ceramics and sculpture.
- Researching the different cultures and find examples of symbols or designs that were unique to that culture.
- Identifying subject matter, metaphor, themes, symbols, and content in ceramics.
- Exploring how ceramics can be integrated across disciplines.
- Evaluating ceramics based on forming techniques, effective use of art elements and principles, fulfillment of functions, impact of content, expressive qualities, and aesthetic significance.
- Analyzing ceramic works regarding use of art elements and principles.
- Synthesizing ceramics with other educational subjects.