Unit 4: Sculpture

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **6-8 Weeks**
Status: **Published**

Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

1.5.12adv.Cr	Creating
1.5.12adv.Cr1	Generating and conceptualizing ideas.
1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
1.5.12adv.Cr2	Organizing and developing ideas.
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
1.5.12adv.Cr2b	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
1.5.12adv.Cr3	Refining and completing products.
1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
1.5.12adv.Pr	Presenting
1.5.12adv.Pr4	Selecting, analyzing, and interpreting work.
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
1.5.12adv.Pr5	Developing and refining techniques and models or steps needed to create products.
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art.
1.5.12adv.Pr6	Conveying meaning through art.
1.5.12adv.Pr6a	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
1.5.12adv.Re	Responding
1.5.12adv.Re7	Perceiving and analyzing products.
1.5.12adv.Re8	Interpreting intent and meaning.
1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
1.5.12adv.Re9	Applying criteria to evaluate products.
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.

1.5.12adv.Cn	Connecting
1.5.12adv.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
1.5.12adv.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.
1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.

Brief Summary of Unit

The students will have the opportunity to work with a variety of materials including recycled goods. They will learn about the art principle of repetition and how that creates movement within a piece. Students will use that one object or shape to create a three dimensional sculpture. Discussions of the importance that repetition in artwork plays, as well as showing how it has been used in contemporary works will be used as inspiration for individual project ideas. Students will develop necessary skills and vocabulary required to create a three dimensional sculpture. Emphasis will be placed on using skills to produce work that is more complex and mature.

Essential Questions/Enduring Understandings

- How does repetition of a shape or an object affect the outcome of the final sculpture?
- How does creating a sculpture using the principle of repetition develop one's individual sense of aesthetics?
- How does the artistic process change when working independently?
- How do history and culture affect art? How does art affect history and culture?

- Repetition occurs in nature as well as in the manmade world.
- Appreciation of the natural and man-made world will increase by viewing how repetition inspires design.
- Students will be able to independently use their learning to critically analyze creative works in the real world.
- Technical skill is required in the manipulation of the material to achieve desired results.
- Individualized outcomes occur due to the use of different materials, patterns and designs utilized.
- The decision making process and problem solving required to create a sculptural form using repetition will develop one's sense of aesthetics.
- Art and different cultures should be viewed with great perspective and empathy.

Students Will Know/ Students Will Be Skilled At

● How to create a three dimensional sculpture using the principle of repetition.

● How to utilize various tools and techniques needed to create their sculpture project.

● How to identify, explain, and articulate the key terms associated with the selected processes, techniques, and media.

● The sequence required to making and finishing their sculpture.

● That art can be chosen as a career.

● Expressing their creative vision.

● Explaining their creative works.

● Correctly and consistently utilizing the specific vocabulary associated with sculpture.

● Expressing their visual message.

Learning Plan

● Preview the essential questions and connect to learning throughout the unit.

● Presentation of historical content and exploration of sculptures which use repetition.

● Viewing of DVD and YouTube video clips which reinforce content.

● Student centered research of artists who use repetition in their work.

● Lecture and discussion of contemporary artists.

● Demonstration of the appropriate techniques associated with creating multiples.

● Brainstorm ideas and create thumbnail sketches for their designs.

● Select strongest design to begin working.

● Student centered research of artworks, which predominantly use repetition.

● Individualized critique throughout process.

● Students will create a finished free-standing sculpture which uses repetition.

● Group critique of finished artworks.

● Student completion of process test and rubrics.

Evidence/Performance Tasks

Fine Arts students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression in the course may be demonstrated in divergent ways through the Artistic Process of Creating, Presenting/ Producing, Connecting, and Responding.

Tasks will include:

● Completing brainstorming and thumbnail sketches for their designs.

● Transferring the design onto their specific chosen material.

● Creating multiple units of that shape or design.

● Assembling the units into a free-standing sculpture.

● Creating a sculpture which works when viewing from all directions.

● Correctly and consistently utilizing the specific vocabulary associated sculpture.

● Meaningfully participating in group critiques based on elements and principles of design.

● Completing the rubrics for their individual project.

● Taking process test.

Materials

The materials used in this course allow for the intergration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Clay Kiln, Clay, High Fire Glazes, Under Glazes, Brushes, Clear Glazes, Assorted Clay Carving Tools, Sponges, Plastic Bags, Acrylic Trays, Turntables, Stilts, Wire Cutters for Clay, Paper, Pencils,etc.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:
Fine Arts Accommodations & Modifications

• one-to-one instruction and assistance

• cooperative learning groups

• study partners

• additional time on task

• alternative outcome options

• assessment based on individual development in the area of study

• images and visual aids

• handouts of notes, procedures, processes, diagrams, etc.

• preferential seating

• audio tape of instruction

• reading material modified to student level

• testing materials appropriate to student level

• revised techniques, use of tools and media in hands-on activity