

# Course Overview Structures and Sculptures

Content Area: **Performing Arts**  
Course(s):  
Time Period: **Full Year**  
Length: **35 Weeks**  
Status: **Published**

## **School Mission Statement**

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The mission of Chartertech is to provide artists the opportunity to blend principles of artistic expression with cutting-edge technology, so artists will excel in academic, career, and civic pursuits and contribute to the harmony and productivity of the 21<sup>st</sup> century.

**Artistic integration:** Performing arts will be accessible to all artists as a skill and content area and will serve as a vehicle for imparting, enlivening, and motivating excellence in all academic topics, as well as providing a platform for learning multicultural appreciation and empathy, not just tolerance.

**Technological integration:** Technology will serve as the foundation for instructional delivery systems leading to knowledge acquisition, concept understanding, and skill mastery in all academic subjects. Technology will not be studied as a separate entity but infused into the very fabric of educational pursuits, exactly as it occurs in the business world. Artists will be prepared to compete in the modern workplace or post-secondary institution.

*"Education has always been torn between vocational and utilitarian purposes on one hand and creative and holistic purposes on the other... We are rapidly entering a world that is hard to imagine. By developing the problem-solving skills, creativity, and discipline required in the arts, artists can prepare for life in the 21<sup>st</sup> century."*

From Understanding How the Arts Contribute to Excellent Education

National Endowment for the Arts, 1991

## **School Goals**

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### **Goals for Arts Education:**

**Artists will learn the knowledge, skills, and abilities necessary to turn their passions and gifts in the arts into vocations or serious avocations.**

Objective 1: Each year, each artist will take two semesters (10 credits) of career-oriented training (80 minutes per day) in their artistic major.

Objective 2: Each marking period, each artist will perform or produce frequently, in diverse settings and for diverse audiences.

Objective 3: Artistic instruction will be integrated into the study of all academic subjects.

Objective 4: Each year, each artist will complete at least twenty after-school “lab” hours in their artistic major. These will constitute career-oriented service to the school and/or community, and demonstrate accomplishment of the NJCCCS crosscutting workplace readiness standards.

**Goal for Technology:**

**Chartertech will model the technology-intense workplace and artists will be able to compete successfully and perform well in a technology-intense workplace.**

Objective 5: Each artist will routinely use technology in a workplace-like manner to acquire, analyze, communicate, and present information in every subject.

Objective 6: Each artist will have access to a computer every day, every class so that automated sources will be the main conduit for educational content.

Objective 7: All administrative and instructional functions of the school will be supported by the most modern technology available.

**Goals for Academic Achievement:**

**Artists will apply themselves in the serious pursuit of knowledge and skills, especially skills in critical thinking, problem solving, decision making, and communication.**

Objective 8: Each year, and to be promoted to the next grade each artist will pass five credits in English, Health, Social Studies, Science, Mathematics, and PE/Health. Between grades 9-12 artists will also complete 1 year of Spanish.

Objective 9: In each academic subject, each year, each artist will complete a significant project that involves critical thinking, problem solving, decision making, and communication skills, and which demonstrates cross-content workplace readiness skills.

Objective 10: Each year artists will develop a artist resume to guide his/her academic and artistic studies and to document his/her academic and artistic accomplishments. This work will be done under the mentorship of the faculty in the artist’s artistic major.

Objective 11: Academic instruction in all subjects will be highly cross-curricular, in accordance with curricula design and continuously improved by teachers, in compliance with the New Jersey Artist Learning Standards.

**Course Description**

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<b>Course Title:</b>	Structures and Sculptures
<b>Department:</b>	Fine Art
<b>Prerequisite:</b>	N/A
<b>Number of Credits:</b>	5
<b>Grade Level(s):</b>	9, 10, 11, 12

<b>Standards:</b>	Aligned to New Jersey Student Learning Standards for Visual and Performing Arts
<b>Description of Course</b>	Structures and Sculptures is a year-long project based course that introduces artists to the creative and tactile arts that will be an exploration of new materials and techniques with an appreciation of sculptural three-dimensional forms. Artists will work in relief, sculpture in the round, and mobile structures with a variety of materials. Artists will work collaboratively and independently using recycled and alternative materials such as foam core, cardboard, wire, and paper mache; and salt clay. Artists will employ concepts found in the fine arts such as Elements of Art and Principles of Design. Historical and contemporary concepts ranging from representational figures to abstract forms are investigated. Creativity and quality craftsmanship are emphasized.

### Overview & Pacing

Unit #	Major Content	Expected Time
Unit 1: Space and Depth	Unit 1, Explores the concept of depth and the illusion of depth in three-dimensional artwork. Artists will assess and apply spatial techniques that demonstrate foreground, middleground, and background. Artists will consider overlapping and interlocking qualities that accentuate space.	Approximately 10 weeks
Unit 2: In the Round	Unit 2, Dives into actual process and structure classifications. In the Round is the artistic and aesthetic concept that three-dimensional artwork can and should be viewed from all angles. This idea invites questions into art-making of attending to all sides of the work, actual physical construction, and final display of artwork.	Approximately 8 weeks
Unit 3: Additive/Subtractive	Unit, 3, Explores the additive and subtractive processes of three-dimensional art-making. Artists will gain skill and knowledge of carving, which builds upon understanding of form, structure, and process. Artists will use tools for carving and sculpting Artists will learn techniques of fastening and adhering sculpted elements.	Approximately 5 weeks

Unit 4: Casting	Unit 4, Artists will be working with a selection of materials such as resin, salt dough, and paper mache to create casted works. Artists will demonstrate additional artistic principles such as color theory, line design, and basic painting skills. This unit stresses and questions the harmony between decorative elements and function. Artists will explore and expand upon knowledge of traditional and cultural folk art.	Approximately 6 weeks
Unit 5: Sculpting	Unit 5, Takes all processes of three-dimensional construction into account. This unit asks artists to call on all previous understandings and skills such as additive/subtractive process, casting, and In the Round. Artists will demonstrate spatial understandings and primarily work with paper mache and cardboard armatures. This unit is heavily based in student-centered concept building. Artists will design and create artwork that has significant cultural and personal significance. Artists will demonstrate thoughtful problem solving working both independently and in small groups.	Approximately 6 weeks