

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: Sculpture 963

Department: Art Department

Teacher: Denise Freeman Kirk Romein

Grade level: 9-12

Description of Course:

This course will introduce students to three-dimensional design. Focus will be on design elements including form, shape, texture, and proportion. A variety of media will be explored including paper, clay, foamcore, wire, plaster, paper mache' and various synthetic materials.

School – Academic

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course curriculum.

Civic/Social

1. Exhibit personal responsibility
2. Work cooperatively in an atmosphere of mutual respect
3. Contribute to the stewardship of the community

Core Competencies aligned with State Standards: Creating

Students will create sculpture applying the fundamental concepts of the Elements and Principles of Design.

Curriculum Standard 2: Identify and apply the elements of visual art and principles of design.

- b. Create works that use the elements of art and principles of design to solve specific visual arts problems;
- c. Compare two or more perspectives about the use of organizational principles and functions in artwork and defend personal evaluations of these perspectives;
- d. Design to generate multiple solutions to a variety of art problems

Performing

Students will demonstrate and apply media techniques and processes including bas-relief, in the round, assemblage, and mobiles using safe and appropriate processes.

Curriculum Standard 1: Apply appropriate media, techniques, and processes.

- a. Apply media, techniques and processes with sufficient skill, confidence, and sensitivity in ways that reflect their intentions
- b. Create works of visual art that demonstrate a connection between personal expression and the intentional use of art materials, techniques, and processes.
- c. Use complex art materials and tools in a safe and responsible manner.

Responding

Students will analyze, interpret and evaluate the characteristics and merits of their work and the work of others.

Curriculum Standard 5: Analyze, interpret, and evaluate their own and others' artwork

- b. Apply critical and aesthetic criteria in order to improve their own works of art.
 - c. Apply critical and aesthetic criteria in order to improve their own works of art.
4. Students will understand sculpture in relation to history and culture.

Curriculum Standard 4: Analyze the visual arts in relation to history and culture.

- a. Differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
- b. Analyze relationships among works of art in terms of history, aesthetics, and culture, using their observations to inform their own art making.
- c. Identify and visit New Hampshire arts exhibitions and report their findings.

Suggested Texts and Media (Software, A/V, etc.):

Online Museum Websites Currier Museum of Art, DeCordova Sculpture Park, Pace Gallery, Metropolitan Museum of Art,

Suggested Instructional Strategies:

1. Lecture and Demonstration- Students begin the course with brainstorming activities which differentiate the similarities and differences between an art and a craft. At that point they explore a variety of crafts and are introduced to its cultural and historical significance and function. Students take notes, journal and sketch drafts and final designs for their finished product. Each step is demonstrated with the use of materials, safety, application and technical processes.

Handouts, assigned readings, notes and a series of objectives are clearly outlined.

2. Class Work- The program is designed for students with an interest in exploring both two and three dimensional works. Students experience the art making process through kinesthetic modalities using the basic principles and elements of art. Students explore using a variety of materials (plaster, paris-craft, plasticene, paint, tin, copper, sand, adhesives, fiber, leather, beads, cording, recyclable materials, etc.), technical skills and processes. Students will gain a broader understanding of the use of materials by experimenting and exploring its properties and applications.

Suggested Assessment Strategies:

- 1. Performance Rubrics-** Demonstrate an understanding of specific criteria and cultural or historical significance outlined in the assignment. Students are expected to apply concepts from the course in the design and construction of their "functional craft". Students are expected to apply the elements and principles of design in their work. Rubrics often have three major components of the core competencies within each unit; creating, responding and performing. One example is the unit on puppetry. Students perform character education skits they designed using their hand crafted puppets. They also have the opportunity to experience the art of "puppetry" by engaging in a traveling troupe to a local school. Throughout this experience, students engage in craftsmanship and artistry, performing (written and oral expression), group collaboration, character education (role modeling, values and morals), and community resources.
- 2. Quiz/Test-** Students are assessed both through a "hands on" experience, as well as, written multiple choice, true/false and open responses.
- 3. Formal and Informal Individual and Group Critiques-** A variety of critique techniques are used to assess student work. Critiques are written and oral. Group critiques encourage peer learning, strengthens skills and techniques and promotes collaboration and community. Students have the opportunity to speak about their work and the work of others using formal critical concepts and techniques. Through the critique process students have the opportunity to speak effectively about their idea, use of material, construction, experience, technical processes, weaknesses and strengths of their work and the work of others.