

VISUAL ARTS DEPARTMENT

SCULPTURE: COURSE #822

Department Contact Information

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The Department's Educational Philosophy

Art is essential in education. Students engage in art production, art history, art criticism and discussion of aesthetics to broaden their understanding of self and community, to place the arts in an historical and cultural context, and to experience the arts as a universal form of human expression and communication.

Guiding Principles

The art curriculum does the following:

- Emphasizes development of students' skills and understanding of creating and responding.
- Teaches the language inherent in the four disciplines: art production, art history, art criticism, aesthetics.
- Enables students to apply both imagination and rational thinking to the making of art.
- Enables students to invent and explore multiple solutions to a problem.
- Enables students to understand the value of reflection and critical judgment in creative work.
- Promotes knowledge and understanding of the historical and cultural context of the arts – how world cultures have been influenced and shaped by the arts.
- Facilitates positive peer interaction, including receiving and using feedback.
- Encourages self-motivation to create and problem solve.
- Uses artistic literacy as a natural enhancement to learning in other content areas.
- Fosters positive attitudes toward art and opinions of other artists.
- Uses a variety of assessment methods to evaluate what students know and are able to do.
- Introduces career possibilities.

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Course Frequency: Semester course, five times per week

Credits Offered: Two and a half

Prerequisites: None

Background to the Curriculum

Originally, sculpture was combined with pottery to form a full-year course. In 1992 the course became a semester course titled “3D Design” and had a topic focus. The present sculpture course was placed in the Program of Studies in 1996, and the focus was changed from a topic to a concept orientation. The current course concentrates on the two concepts of sculptural entity and the four major techniques used to produce three-dimensional works of art. The course meets Massachusetts Frameworks Visual Arts Standards 1 (Methods, Materials and Techniques), 2 (Elements and Principles of Design), 3 (Observation, Abstraction, Invention and Expression), 4 (Drafting, Devising and Exhibiting), 5 (Critical Response), 9 (Inventions, Technologies and the Arts).

Core Topics/Questions/Concepts/Skills

The sculpture course is organized according to the two concepts of sculptural entity, which are sculpture-in-the-round and relief sculpture. Sculpture-in-the-round is defined as a freestanding piece that has been worked on at least four sides, while relief sculpture is a shallow manipulation on one plane in which the surface flows into the background. The four concepts of sculpture-in-the-round are multiple units, volume, motion, and mass, and the two concepts of relief are intaglio and cameo. The two types of sculptural entities are achieved through three basic techniques of manipulation (modeling), subtraction (carving), and addition (construction).

Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards, where applicable</u>
1] Demonstrate an understanding of and ability to create the four types of sculpture-in-the-round. (Brancusi, Moholy-Nagy, Rodin, Henry Moore)	1.9 Demonstrate ability to create 2D and 3Dworks. 2.13 Use color, line, texture, shape, and form in 2D and 3D works. 2.16 Create artwork that demonstrates a purposeful use of elements and principles. 3.9 Create 2D and 3D works that explore the abstraction of ideas.

<p>2] Demonstrate an understanding of and ability to create the two types of relief sculptures. (Matisse)</p> <p>3] Demonstrate an understanding of and skill in using the four major techniques of manipulation, subtraction, substitution, and addition.</p> <p>4] Learn how to research and compare artists, periods and techniques. (Louise Nevelson, Barbara Hepworth, Robert Smithson, Calder)</p>	<p>4.10 Demonstrate ability to develop an idea through multiple stages.</p> <p>1.9 Demonstrate ability to create 2D and 3D works.</p> <p>2.13 Use color, line, texture, shape, and form in 2D and 3D works.</p> <p>2.16 Create artwork that demonstrates a purposeful use of elements and principles.</p> <p>3.9 Create 2D and 3D works that explore the abstraction of ideas.</p> <p>4.10 Demonstrate ability to develop an idea through multiple stages.</p> <p>1.13 Make reasonable choices of 2D and 3D media, materials, tools, techniques.</p> <p>1.14 Demonstrate mastery of tools and techniques in one medium.</p> <p>4.9 Demonstrate the ability to conceptualize, organize, and complete long-term projects.</p> <p>9.8 Evaluate the effectiveness of the use of a particular technology to achieve an artistic effect.</p> <p>5.8 Demonstrate the ability to compare and contrast two or more works of art.</p> <p>5.12 Demonstrate an understanding of how societal influences and prejudices may affect viewers' ways of perceiving.</p> <p>6.5 Interpret the meanings of artistic works based on evidence from artists' interviews.</p> <p>6.6 Describe and analyze examples of art forms that integrate practical function with aesthetic concerns.</p>
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<p>5] Demonstrate proper care and use of tools, materials, and safety equipment.</p>	<p>1.12 Describe and apply procedures to ensure safety and proper maintenance.</p> <p>1.14 Demonstrate mastery of tools and techniques in one medium.</p>
<p>6] Learn how to critique and evaluate personal works and those of others.</p>	<p>5.10 Critique own work, work of peers, works of professionals.</p>

Assessment

Each unit of study is evaluated by the students and their peers through group oral critiques and individual written evaluation forms.

Technology Learning Objectives Addressed in This Course

(This section is for faculty and administrative reference; students and parents may disregard.)

<u>Course activity: skills and/or topics taught</u>	<u>Standard(s) addressed through this activity</u>

Materials and Resources

A variety of books, slides, videos, and actual works of art are used as resources to introduce concepts and skills.

A wide range of media are explored, such as clay, plaster, found objects, pariscraft, plexiglass, sheet metal, foamboard and wood.