

SCULPTURE

Grades 10, 11, 12

Unit of Credit: One Semester (Elective)

Prerequisite: Introduction to Art

Course Overview:

Sculpture presents advanced opportunities for students to work with a variety of sculptural techniques and materials. Students will receive an historical and cultural overview of sculpture.

Units of Study:

- Additive media (clay, found object, plaster, wire, etc.)
- Subtractive media (soap stone, clay, etc.)
- Mixed media (assemblage, etc.)
- Art history
- Exhibiting artwork
- Visiting places in community associated with art

NOTE: Throughout this document, learning target types are identified as knowledge (“K”), reasoning (“R”), skill (“S”), or product (“P”).

NATIONAL STANDARD 1: Students understand and apply media, techniques, and processes.

Benchmark 1: Students apply media, techniques, and processes: analyze with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

Learning Targets (Type):

- 1) I can use various media to create three dimensional works. (S,P)
- 2) I can create many sculptures in different ways. (P)

Benchmark 2: Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

Learning Targets (Type):

- 1) I can use tools to create sculpture. (S)
- 2) I can understand the use of different processes to create sculpture. (R,S)
- 3) I can finish a piece of three dimensional art for viewing. (S,P)
- 4) I can use tools and materials safely. (K,R,S)

NATIONAL STANDARD 2: Students use knowledge of structures and functions.

Benchmark 1: Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.

Learning Targets (Type):

1) I can show how color, form, texture, value, line, shape and space work in my art. *(S,P)*

Benchmark 2: Students evaluate the effectiveness of artworks in terms of organizational structures and functions.

Learning Targets (Type):

1) I can show how to emphasize movement, balance, unity, rhythm, pattern, variety, and contrast. *(K,S,P)*

Benchmark 3: Students create artworks that use organizational principles and functions to solve specific visual arts problems.

Learning Targets (Type):

1) I can plan out all the steps needed to make a piece of artwork. *(K,R)*

2) I can figure out the meaning in a piece of work. *(R)*

3) I can figure out the way a piece of work was made. *(R)*

4) I can interpret what the artist was trying to express. *(K,R,S)*

5) I can appreciate the ideas and symbols an artist put into the work. *(K,R)*

NATIONAL STANDARD 3: Students choose and evaluate a range of subject matter, symbols, and ideas.

Benchmark 1: Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

Learning Targets (Type):

1) I can thoughtfully compare and contrast visual components in a piece of art. *(R)*

Benchmark 2: Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Learning Targets (Type):

1) I can recognize different styles. *(K,R)*

2) I can use symbols to express my ideas in an artwork. *(K,S,R)*

NATIONAL STANDARD 4: Students understand the Visual Arts in relation to history and cultures, including Montana American Indian history and cultures.

Benchmark 1: Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art, including Montana American Indian works of art.

Learning Targets (Type):

1) I can critique my own work. *(K,S,R)*

Benchmark 2: Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places, including Montana American Indian art objects.

Learning Targets (Type):

1) I can use the concepts of artists from other cultures, times, and places to develop ideas in my art. *(S,R)*

Benchmark 3: Students analyze relationships of works of art, including Montana American Indian works of art, to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Learning Targets (Type):

1) I can understand the artwork of other cultures and respond to it in my own work.

(S,R)

2) I can appreciate art from different times and styles. (K,R)

NATIONAL STANDARD 5: Students reflect upon and assess the characteristics of merits of their work and the work of others.

Benchmark 1: Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Learning Targets (Type):

1) I can look at the art of others and understand their intentions. (R,K)

Benchmark 2: Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Learning Targets (Type):

1) I can compare sculptures from different times and places. (K,R)

Benchmark 3: Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art.

Learning Targets (Type):

1) I can appreciate the cultural influence in a sculpture. (K)

2) I can present my work. (S,P)

3) I can be polite when others present their work. (S)

4) I can consider other points of view about a work of art. (R)

NATIONAL STANDARD 6: Students make connections between Visual Arts and other disciplines.

Benchmark 1: Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Learning Targets (Type):

1) I can formulate questions about artwork from other times and art disciplines. (K,S,R)

Benchmark 2: Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Learning Targets (Type):

1) I can connect the things said about my art to ideas in other disciplines. (R)

2) I can identify where sculpture is connected to other fields of study. (K,R)

3) I can discuss my art goals for the next 5 years. (K,S,R)

4) I can see the application of sculpture in future career opportunities. (K,R)