Advanced Three-Dimensional Art  

Curriculum

Grade Offered: 9-12

Prerequisite: Introduction to Three-Dimensional Art or Ceramics

Time Frame and Sequence: forty five minutes a day for one semester

Course Description

Students in Sculpture build on the sequential learning experiences of Introduction to Three-Dimensional Art/Ceramics that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of:

- art history, students search for meaning, significance, and direction in three dimensional works of art and artifacts through an in-depth historical study and analysis of artwork from a variety of cultures and time periods.
- art criticism, students search for meaning, significance and direction in three-dimensional works of art by: (1) critically examining current works and artistic trends, (2) exploring the role of the art critic in society, and (3) exploring art criticism as a method of identifying strengths and limitations in student artwork;
- aesthetics, students search for meaning, significance, and direction in three-dimensional works of art and artifacts by: (1) attempting to respond to their personal questions about the nature of art, (2) reflecting on their own changing definitions of art, and (3) assessing their own ideas and definitions in relation to the art community in general; and
- production, students search for meaning, significance and direction in their own work by producing works of art in a variety of three-dimensional media. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems.

Additionally, students: (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlation to other disciplines, and (8) explore career options in visual art. Students also utilize art museums, galleries, studios, and community resources in their studies.

Course Objectives

Demonstrated Competencies:

Students will…

- Observe how artists and artwork from different time periods have influenced the artwork of artists.
- Analyze artists work in relationship to their use of symbols, art elements, art principles, and composition.
- Increase their personal visual judgments and understanding about works of visual art.
- Acquaint themselves with the meaning of art through actual art experiences.
• Further develop sculpting skills and techniques to accurately produce objects from everyday life.
• Communicate ideas to others through their choice of symbols, media, and subject matter.
• Demonstrate artistic skills in realistic, abstract, and non-objective subject matter.
• Solve visual problems through the application of the elements and principles of art.
• Produce three-dimensional works through an in-depth study in modeling techniques.
• Use color to produce mood, expression, and emphasis in their artwork.
• Recognize and utilize a variety of sculpting media to produce three-dimensional works of art.
• Recognize and apply a variety of finishing techniques to their three-dimensional artwork.
• Demonstrate respect for their artwork and the work of others.
• Relate art skills and art experiences to daily life experiences.
• Further develop a portfolio of artwork that exhibits strengths of their artistic ability.
• Develop an understanding of a variety of art-related careers and professions.

Essential Questions

• What are the purposes of art?
• What are the major sources for artistic ideas?
• What are the processes used by artists during the production of three-dimensional art?
• What are the major art-related career fields available for artists?

Indiana State Standards

RESPONDING TO ART: History

Standard 1: Students understand the significance of visual art in relation to historical, social, political, spiritual, environmental, technological, and economic issues.

Standard 2: Students recognize significant works of Western and non-Western art and understand the chronological development of art movements.

RESPONDING TO ART: Criticism

Standard 3: Students describe, analyze, and interpret works of art and artifacts.

Standard 4: Students identify and apply criteria to make informed judgments about art.

RESPONDING TO ART: Aesthetics

Standard 5: Students reflect on and discuss art theories and aesthetic issues concerning the meaning and significance of art.

Standard 6: Students theorize about art and make informed judgments.
CREATING ART: Production

Standard 7: Students observe, select, and utilize a range of subject matter, symbols, and ideas in their work.

Standard 8: Students understand and apply elements and principles of design effectively in their work.

Standard 9: Students develop and apply skills using a variety of two-dimensional media, tools, and processes to create works that communicate personal meaning.

Standard 10: Students reflect on, revise, and refine work using problem solving and critical thinking skills.

CAREERS AND COMMUNITY

Standard 11: Students recognize a variety of art-related professions and careers in our society.

Standard 12: Students understand how art experiences affect daily life and identify opportunities for involvement in the arts.

INTEGRATED STUDIES

Standard 13: Students identify and make connections between knowledge and skill in art and all other subject areas such as humanities, sciences, and technology.

Standard 14: Students understand the integrative nature of art forms including dance, theater, music, visual arts, and media art.

Units of Instruction (State Standards)

Unit 1: Introduction to the Course/ Introduction to Sculpture & Origins Of /Abstract Nature Objects/Ancient Sculptures of Egypt, Mesoamerica and China (1,2,3,7,8,9,10,11,12,13)
Unit 2: Modeling/ Featured artist-Henry Moore/ Sculpting Animals & Self-Portrait Bust/ Career Profile: Maria Alquilar (2,3,7,8,9,10,13) Written Critique (1,2,3,4,5,6,)
Unit 3: Mold Designs & Life Molding/ Featured artists-George Segal & Auguste Rodin (1,2,3,7,8,9,10,13)
Unit 4: Casting/ Plaster Relief Casting/ Career Profile: Andre’ Harvey (7,8,9,10,11,12)
Unit 5: Carving/ Plaster, Wood or Hard Clay Carving/ Featured artists-George Montano and Michelangelo (1,2,7,8,9,10)
Unit 6: Construction and Assemblage/ Origins of Construction and Assemblage/ Papier-Mach'e,Wood, Metal and Wire/ Create an Assemblage with a variety of materials./Career Profile: Blaine Kern (1,2,3,7,8,9,10,11,12)
Unit 7: Installation and Collaboration/ Speak Out: A Post-it Installation/ Featured artists-Sandy Skoglund and Judy Chicago/ Career Profile: Jes'us Moroles (2,3,7,8,9,10,12,14)
Unit 8: Portfolio, Exhibition, Education and Career/ Preparing a Group Exhibit/ Career Profile: David Finn (1,2,3,4,5,7,9,10,11,12,13)
Final Exam

Course Assessments

Student Products for Assessment
- Daily work, participation in class discussions and class activities
- Projects
- Written work/written critique
- Portfolio
- Final Exam

Timeline
See Units of Instruction.

Course Materials: Major Texts, Principal Materials and Films

Key Texts:
Text: Davis Publications "Beginning Sculpture" 2005

SUPPLEMENTARY MATERIALS
Art Online, Scholastic Art Magazine, handout sheets, and display boards.

Films/Videos:*
Various videos covering the evolution of art and artists from the past to the present.

*A parent may excuse his/her child from the viewing of a commercial film/video. The parent should contact the teacher or Department Chair to discuss his/her concerns. The teacher will provide any excused student an alternative assignment of comparable length that is relevant to the stated academic purpose.