

Trinity Area School District

Course: Sculpture Grade: 9-12	Overview of Course Sculpture focuses on interpreting the elements and principles of art in three dimensions. The use of sculpture as a fine art medium as well as its place throughout culture and history will be examined.		
Overarching Big Ideas, Enduring Understandings, and Essential Questions			
Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
Technique Understanding	9.1.12 A: Know and use the elements and principles of art to create. B: Produce, review, and revise original works of art. E: Create a unifying theme that reflects skill in processes and techniques. H: Incorporate Safety	The proper use of the elements and principles of art affect the effectiveness of a sculpture Working in three dimensions provides the artist with additional opportunities and responsibilities of expression. Sculpture serves multiple functions; enlightenment, education, and enjoyment The mechanics of working safely and creatively with a variety of mediums.	How does the application of the elements and principles of art affect the effectiveness of a sculpture? How does an artist use the elements of art and principles of design as building blocks to organize a sculpture? Why do artists create sculptures? How does an artist use the elements of art and principles of design as building blocks to organize a sculpture?
Medium Understanding	9.1.12 A: Know and use the elements and principles to create. C: Integrate and apply advanced vocabulary. E: Create a unifying theme that reflects skill in processes and techniques 9.2.12 I: Philosophical beliefs as they relate to works in the arts K: Traditions as they relate to works of art. L: Common themes, forms, and techniques.	Sculpture involves creating works with meaning (implied or derived)by manipulating media to create a three dimensional form. Traditional forms of sculpture include but may not be limited to: plaster, stone, paper, ceramic, wire, and any mixed media expression.	How do you choose media to best express the message you are trying to convey? Are there correct and incorrect media to use in sculpture?
Craftsmanship	9.1.12 A: Know and use the elements and principles to	Investing time and energy in craftsmanship builds self-confidence and character.	What are the benefits of doing the best work you are personally capable of?

	<p>create.</p> <p>B: Produce, review, and revise original works of art.</p> <p>D: Demonstrate specific styles in combination through production.</p> <p>E: Create a unifying theme that reflects skill in processes and techniques.</p> <p>G: Analyze the effects of practice.</p>	<p>Identifying as a creative individual promotes adaptive and courageous behavior throughout life.</p> <p>Developing a sense of craftsmanship teaches engagement and persistence despite difficulty.</p>	<p>What good and bad points come out of restarting a project that has been unsuccessful?</p>
Community	<p>9.1.12:</p> <p>A: Know and use the elements and principles to create.</p> <p>B: Produce, review, and revise original works of art.</p> <p>C: Demonstrate specific styles in combination through production.</p> <p>9.2.12:</p> <p>L: Identify, explain, and analyze common themes, forms, and techniques.</p> <p>9.3.12:</p> <p>B: Determine and apply criteria to a person's work and works of others in the arts.</p>	<p>Working in community builds trust and interdependence.</p> <p>Diverse population within community offers opportunity for both conflict resolution and growth through new ideas.</p>	<p>What are the challenges and bonuses of working with a diverse group of people towards a common goal?</p>
Critical Reflection	<p>9.3.12:</p> <p>A: Compare/Contrast, Analyze, Interpret, Evaluate.</p> <p>B: Determine and apply criteria to a person's work and works of others in the arts.</p> <p>C: Systems of classification for interpreting and forming a critical response.</p> <p>E: Examine and evaluate types of critical analysis: contextual, formal, and intuitive.</p> <p>9.4.12:</p> <p>C: Audience environments influence individual aesthetic response.</p> <p>D: Philosophical position identified in works in the arts.</p>	<p>Reflection on successful and/or inadequate work promotes greater understanding of the how's and why's of design concepts.</p> <p>Understanding the process behind the work of another individual promotes greater understanding of one's own processes.</p>	<p>What can be learned through reflection and formal critique?</p> <p>What can be understood about the intent of an artist by studying their design choices?</p> <p>How does formal critique of personal work and the works of others strengthen our own understanding of the elements and principles of art?</p>

History and Culture	<p>9.1.12: J: Analyze and evaluate traditional and contemporary technologies.</p> <p>9.2.12: A: Explain historical context in a work of art. C: Relate works to the styles and periods on which they were created. E: Historical events and culture impact works of art.</p> <p>9.3.12: D: Interpret works from different societies using the vocabulary of critical response.</p> <p>9.4.12: B: Effects that works have on groups, individuals, and the culture.</p>	<p>An understanding of the place of sculpture throughout culture and time promotes understanding about your own place in the continuum of sculptural art and the greater art community.</p> <p>Understanding the reasoning behind specific works of art throughout history results in personal reflection into your own reasoning.</p>	<p>Why is it important to study the art of other times and cultures? How can studying the art of other times and cultures help us to improve our own art and the message it conveys?</p>
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Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study
(These do NOT “spiral” throughout the entire curriculum, but are specific to each unit.)

Weeks 1-3	Additive Sculpture	Positive/Negative Space Rhythm Common item repurposing	9.1.12 9.2.12 9.3.12 9.4.12	Repetition in form creates rhythm. Negative space also creates form	How can repetition and the interplay of positive/negative space create rhythm in a three dimensional form?		
Weeks 4-6	Subtractive Sculpture	Positive/Negative Space Shape Flow Unity Plaster Carving	9.1.12 9.2.12 9.3.12 9.4.12	The lines between positive and negative space pull the viewers eye through a piece How to correctly mix and pour plaster for use in sculpture How to see a form then remove material to reveal it	How do you create flow and unity in a sculptural piece? What steps need to be followed to correctly mix plaster for sculptural use?		
Weeks 7-9	Ceramic	Stages of Clay	9.1.12	Clay is a unique	How do you express		

	Sculpture	Modeling Slab Construction Emphasis Meaning	9.2.12 9.3.12 9.4.12	medium that performs differently at specific stages. Creating emphasis in a composition creates visual interest. The forms included can be used to express meaning	meaning through modeling in a sculptural form? What are the stages of clay and what are the working limitations/possibilities of each?		
Weeks 10-12	Assemblage	Historical Artists Pattern Emphasis Proportion/Scale	9.1.12 9.2.12 9.3.12 9.4.12	Knowledge of modern and historical artists working in this media. Emphasis in a work can be expressed through articulation of proportion/scale. Repetition and pattern create rhythm	How is it possible to show emphasis in a sculptural work? How do you create rhythm in a sculptural work?		
Weeks 13-15	Installation Art	Meaning Historical Artists Proportion/Scale Rhythm Texture	9.1.12 9.2.12 9.3.12 9.4.12	Knowledge of modern and historical artists working in this media. Ideas of proportion/scale change when working in a larger/defined space. How to incorporate meaning into a blank space	What additional challenges are presented when given a larger/pre-defined space?		
Weeks 16-18	Environmental Sculpture	Proportion/Scale Historical Artists Texture Unity Rhythm Found Item	9.1.12 9.2.12 9.3.12 9.4.12	How to manipulate natural forms to express meaning. Changes in expectations of proportion/scale in an outdoor environment	How do our ideas of acceptable proportion/space change when sculpture occurs in a natural environment?		

				Creating rhythm by repetition of shape or object	How do you change the natural rhythm of nature to express specific meaning?		
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* Some teachers may need to think about the assessments and resources used in order to determine the Big Ideas, Enduring Understandings, and Essential Questions embedded in their courses. At this point in your curriculum mapping, you might want to ignore the “Common Assessments” and “Common Resources Used” columns. However, you may use them if you wish.