

Planned Course: Basics of Art	Course Number: 800	Department: Fine Arts/Graphic Art	
Unit: Sculpture	Grade Level: 9-12		
Estimated Time: 2 weeks	Level/Track: Elective	Date Approved: 10/20/03	
Academic Standards	Skills/Knowledge	Activities	Assessment

<p>9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts.</p> <p>A. Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p>H. Incorporate the effective and safe use of materials, equipment and tools in the production of works in the arts at work and performance spaces.</p>	<p>The student will be able to use art materials safely to conceptualize and create a three-dimensional visual statement.</p>	<ul style="list-style-type: none"> • Student prepares sketches based upon selection of sculptural material and concepts to be explored • Student selects one sketch to be developed into a three-dimensional artwork • Teacher demonstration of safe use of materials and tools • Teacher prepared handout on safe studio practices 	<ul style="list-style-type: none"> • Individual teacher/student consultation based on student sketches • Teacher observation during studio work • Class critique during construction process • Student self-assessment based on preset criteria • Teacher evaluation based on completed studio work and development processes as explained on “student expectations/rules of the game” • Teacher prepared written quiz on materials, tools and classroom safety
<p>9.1.12 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts.</p> <p>A. Know and use the elements and principles of each art</p>	<p>The student will be able to assemble arts elements to establish unity and variety within a three-dimensional</p>	<ul style="list-style-type: none"> • Student creates a three-dimensional assemblage that repeats similar forms of “found” objects 	<ul style="list-style-type: none"> • Student self-assessment based on preset criteria • Class critique to analyze use of sensory elements

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<p>form to create works in the arts and humanities.</p> <p>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p>	<p>form.</p>	<ul style="list-style-type: none"> • Student employs repetition of a geometric shape in paper, mat board, wood, etc. to construct a three-dimensional, non-representational form 	<ul style="list-style-type: none"> • Teacher observation of individual participation • Student self-assessment • Teacher evaluation of finished project and studio work
<p>9.2.12 Historical and Cultural Contexts</p> <p>B. Relate works of art chronologically to historical events (e.g., 10,000 BCE to present).</p> <p>C. Relate works of art to varying styles and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic and others).</p>	<p>The student will be able to identify major historical styles of sculpture and their significance within the culture that produced them.</p>	<ul style="list-style-type: none"> • Teacher prepared review of major historical styles and purpose of sculpture in each society (include racial, ethnic and women studies) • Art game (Where in the World? What in the World?) • Using textbook, classroom and library resource materials, student compares two or more historic styles and analyzes sensory elements and design principles • Class creates a time line with each student contributing examples and research material 	<ul style="list-style-type: none"> • Teacher prepared written or oral quiz • Teacher observation of individual participation in class discussion based on presentation • Class participation • Teacher grading of oral or written presentation • Student self-assessment and class critique • Teacher evaluation of written and visual material

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<p>9.3.12 Critical Response</p> <p>A. Explain and apply critical examination processes of works in the arts and humanities.</p> <p>B. Determine and apply criteria to a person’s work and works of others in the arts (e.g., use visual scanning techniques to critique the student’s own use of sculptural space in comparison to Julio Gonzales’ use of space in <i>Woman Combing Her Hair</i>).</p>	<p>The student will be able to analyze the composition of arts elements within a sculptural form.</p>	<ul style="list-style-type: none"> • Class critique of works in progress from a purely objective design perspective • Student discusses or writes about composition, sensory elements and design principles, in a representational work in an attempt to see beyond the apparent literal interpretation of the sculpture • Student uses a photocopy of specific sculpture and tracing paper overlays to diagram envelope of form, unity, variety, etc. 	<ul style="list-style-type: none"> • Teacher observation of student participation in class discussion • Student self-assessment based on specific preset criteria
<p>9.4.12 Aesthetic Response</p> <p>A. Compare and contrast examples of group and individual philosophical meanings of works in the arts.</p> <p>9.3.12 Critical Response</p> <p>A. Explain and apply critical</p>	<p>The student will be able to formulate a reasonable opinion about a specific sculpture and use logic skills to defend that point of view.</p>	<ul style="list-style-type: none"> • Visit local sculpture exhibition • Student discussion about representational and non-objective themes as subject matter for sculptural forms 	<ul style="list-style-type: none"> • Teacher observation of student participation in class discussion • Student self-assessment based on specific preset criteria

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<p>examination processes of works in the arts and humanities.</p> <p>G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.</p>		<ul style="list-style-type: none"> • Based on field trip to sculpture exhibit, student writes about piece they like or dislike and defend her/his opinion • Student responds to art review in newspaper or national magazine dealing with a controversial issue or statement 	<ul style="list-style-type: none"> • Teacher observation and assessment of student's use of logic skills in presenting opinion
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