

SCULPTURE CURRICULUM (2000)

COURSE DESCRIPTION

Core Curriculum Content Standards

(New Jersey State Department of Education)

- (1.1) All students will acquire knowledge and skills that increase aesthetic awareness in visual arts.
- (1.2) All students will refine perceptual, intellectual, physical, and technical skills through creating visual arts.
- (1.3) All students will utilize arts elements and arts media to produce artistic products.
- (1.4) All students will demonstrate knowledge of the process of critique.
- (1.5) All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishment throughout the ages and which continue to shape contemporary visual arts.
- (1.6) All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

SCANS Cross-Content Workplace Readiness Standards

(New Jersey State Department of Education)

- (2) All students will use information, technology, and other tools.
- (3) All students will use critical thinking, decision-making, and problem-solving skills.
- (4) All students demonstrate self-management skills.
- (5) All students will apply safety principles.

Aesthetic Awareness

Cumulative Progress Indicators

Students will:

- (1.1.4) Demonstrate an understanding of different aesthetic philosophies through the evaluation and analysis of artistic styles, trends, and movements in sculpture.
- (2.6) Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- (2.7) Use technology and other tools to solve problems, collect data, and make decisions.
- (2.8) Use technology and other tools, including word processing, spreadsheet and presentation programs, and print or graphic utilities, to produce products.
- (2.9) Use technology to present designs and results of investigations.
- (3.3) Formulate questions and hypotheses.
- (3.5) Use the library media center as a critical resource for inquiry and assessment of print and non print materials.
- (3.7) Conduct systematic observations.
- (3.8) Organize, synthesize, and evaluate information for appropriateness and completeness.
- (3.10) Monitor and validate their own thinking.
- (3.11) Identify and evaluate the validity of alternative solutions.
- (3.12) Interpret and analyze data to draw conclusions.
- (3.13) Select and apply appropriate solutions to problem-solving and decision-making situations.
- (4.10) Apply study skills to expand their own knowledge and skills.

Suggested activities may include but are not limited to:

Technical Skills

Cumulative Progress Indicators

Students will:

- (1.2.4) Demonstrate originality, technical skills, and artistic expression in the creation, production, and performance of sculpture.
- (2.2) Select the appropriate tools and technology for specific activities.
- (2.9) Use technology to present designs and results of investigations.
- (2.10) Discuss problems related to the increasing use of technologies.
- (3.6) Plan experiments.
- (3.14) Evaluate the effectiveness of various solutions.
- (3.15) Apply problem solving skills to original and creative/design projects.
- (4.1) Set short and long term goals.
- (4.2) Work cooperatively with others to accomplish a task.
- (4.3) Evaluate their own actions and accomplishments.
- (4.9) Use time efficiently and effectively.
- (4.11) Describe how ability, effort, and achievement are interrelated.
- (5.1) Explain how common injuries can be prevented.
- (5.3) Demonstrate principles of safe physical movement.
- (5.4) Demonstrate safe use of tools and equipment.

Suggested activities may include but are not limited to:

Production

Cumulative Progress Indicators

Students will:

- (1.3.3) Demonstrate an understanding of technology, methods, materials, and creative processes commonly used in sculpture.
- (2.1) Understand how technological systems function.
- (2.2) Select appropriate tools and technology for specific activities.
- (2.9) Use technology to present designs and results of investigations.
- (3.1) Recognize and define a problem, or clarify decisions to be made.
- (3.2) Use models, relationships, and observations to clarify problems and potential solutions.
- (3.3) Formulate questions and hypotheses.
- (3.4) Identify and access resources, sources of information, and services in the school and the community.
- (3.13) Select and apply appropriate solutions to problem-solving and decision-making situations.
- (3.14) Evaluate the effectiveness of various solutions.
- (3.15) Apply problem solving skills to original and creative/design projects.
- (4.1) Set short and long term goals.
- (4.2) Work cooperatively with others to accomplish a task.
- (4.3) Evaluate their own actions and accomplishments.
- (4.5) Provide constructive criticism to others.

- (4.9) Use time efficiently and effectively.

Suggested activities may include but are not limited to:

Process of Critique

Cumulative Progress Indicators

Students will:

- (1.4.3) Evaluate and interpret works of sculpture orally and in writing, using appropriate terminology.
- (3.2) Use models, relationships, and observations to clarify problems and potential solutions.
- (3.3) Formulate questions and hypotheses.
- (3.7) Conduct systematic observations.
- (3.10) Monitor and validate their own thinking.
- (3.11) Identify and evaluate the validity of alternative solutions.
- (3.12) Interpret and analyze data to draw conclusions.
- (4.3) Evaluate their own actions and accomplishments.
- (4.4) Describe constructive responses to criticism.
- (4.5) Provide constructive criticism to others.

Suggested activities may include but are not limited to:

Culture

Cumulative Progress Indicators

Students will:

- (1.5.8) Demonstrate knowledge of how sculptors and sculpture connect with political, social, cultural, and historical events.

- (1.5.9) Analyze and evaluate how various artists and cultural resources influence student work.
- (1.5.10) Create theatrical events and dramatic scripts that communicate personal opinions, thoughts, and ideas.
- (2.4) Develop, search, and manipulate databases.
- (2.10) Discuss problems related to the increasing use of technologies.
- (3.9) Identify patterns and investigate relationships.
- (3.15) Apply problem solving skills to original and creative/design projects.
- (4.6) Describe actions which demonstrate respect for people of different ages, religions, ethnicity and gender.
- (4.7) Describe the roles people play in groups.
- (4.10) Apply study skills to expand their own knowledge and skills.
- (4.11) Describe how ability, effort, and achievement are interrelated.

Suggested activities may include but are not limited to:

Design

Cumulative Progress Indicators

Students will:

- (1.6.4) Identify, plan and provide solutions to design problems of space, structures, objects, sound, and/or events in a public or private environment.
- (2.2) Select the appropriate tools and technology for specific activities.
- (2.7) Use technology and other tools to solve problems, collect data, and make decisions.
- (2.9) Use technology to present designs and results of investigations.
- (3.1) Recognize and define a problem, or clarify decisions to be made.

- (3.2) Use models, relationships, and observations to clarify problems and potential solutions.
- (3.3) Formulate questions and hypotheses.
- (3.4) Identify and access resources, sources of information, and services in the school and the community.
- (3.13) Select and apply appropriate solutions to problem-solving and decision-making situations.
- (3.14) Evaluate the effectiveness of various solutions.
- (3.15) Apply problem solving skills to original and creative/design projects.

Suggested activities may include but are not limited to:

INSTRUCTIONAL STRATEGIES

- **Demonstrations**
- **Field trips**
- **Participation in Teen Arts activities/museum shows/contests**
- **Collaborative learning**
- **Presentations: traditional, power point**
- **Jigsaw**
- **Gallery**
- **Independent projects**
- **Portfolio compilation**
- **Fractal Design Painter (computer fine art graphic program)**

EVALUATION/ASSESSMENT

All students will be evaluated according to multiple indicators, such as: sketch books, portfolio development, art shows, production efforts, written critiques, research, tests and formal examinations.