



Leonia School District

Sculpture

Grades 9-12

Course Description

This course deals with the idea of design in both a research and creative framework. Students will analyze objects' function and design and then create their own. Students will be asked to classify if something is 'good' or 'bad' design and explain. Students will create large clay busts with a focus on form and proportion as well as carve stones in a more abstract way. This class will get students building with their hands and having the ability to rationalize their decisions.

Pacing Guide

Time Frame	Unit Title
September - October	Leaves/Form
November-January	Clay Busts
January-March	Stone Carving
March-June	Found Objects and Design

Born on:

Board Approved:

Readopted:

Unit 1 - Leaves-Form

Goals/Objectives of Unit:

- Understand the definition of form
- Explain how form and function relate
- Design solutions to form/function based questions through a variety of mediums including clay and 'junk'

Core Instructional Resources/Materials:

- Examples of projects from prior students
- [Elem & Princ of Art](#) signs in classroom and/or handout
- Pencils, markers, colored pencils clay, junk, other odds and ends (glue tape etc...)
- Digital projector/smartboard
- Screencastify Video Demonstrations

NJ-Student Learning Standards:

- **1.5.12prof.Cr2a.** Engage in making a work of art or design without having a preconceived plan.
- **1.5.12prof.Re7a.** Hypothesize ways in which art influences perception and understanding of human experiences.
- **1.5.12prof.Re7b.** Analyze how one's understanding of the world is affected by experiencing visual arts.
- **1.5.12prof.Re8a.** Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- **1.5.12prof.Cn11b.** Describe how knowledge of global issues, including climate change may influence personal responses to art.

Unit 2 - Clay Busts

Goals/Objectives of Unit:

- To understand the correct anatomy of a face
- To learn the different stages of clay and how they work
- To create a head bust that is viable in the kiln.
- To learn to work on a big project over a long period of time.

Core Instructional Resources/Materials:

- Examples of projects from prior students
- [Elem & Princ of Art](#) signs in classroom and/or handout
- Pencils, markers, colored pencils clay, junk, other odds and ends (glue tape etc...)
- Digital projector/smartboard
- Screencastify Video Demonstrations

NJ-Student Learning Standards:

- **1.5.12prof.Cr1a.** Use multiple approaches to begin creative endeavors.
- **1.5.12prof.Cr3a.** Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- **1.5.12prof.Re7a.** Hypothesize ways in which art influences perception and understanding of human experiences.
- **1.5.12prof.Pr4a.** Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- **1.5.12prof.Cn11a.** Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Unit 3 - Stone Carving

Goals/Objectives of Unit:

- To understand how to carve a rock
- To communicate a specific idea through your sculpture
- To time manage yourself to finish within the specific checkpoints
- To recognize what makes a sculpture successful: interesting from all sizes, variety in form/shape, ability to stand on its own (or a stand is created).

Core Instructional Resources/Materials:

- Examples of projects from prior students
- [Elem & Princ of Art](#) signs in classroom and/or handout
- Pencils, markers, colored pencils clay, junk, other odds and ends (glue tape etc...)
- Digital projector/smartboard
- Screencastify Video Demonstrations

NJ-Student Learning Standards:

- **1.5.12prof.Re7a.** Hypothesize ways in which art influences perception and understanding of human experiences.
- **1.5.12prof.Re7b.** Analyze how one's understanding of the world is affected by experiencing visual arts.
- **1.5.12prof.Re8a.** Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
- **1.5.12prof.Cn11b.** Describe how knowledge of global issues, including climate change may influence personal responses to art.
- **1.2.12prof.Cr1a.** Formulate multiple ideas using generative methods to develop artistic goals, and solve problems in media arts creation processes.

Unit 4 - Found Objects and Design

Goals/Objectives of Unit:

- Found Objects are everyday objects that can be converted in some way into a work of art.
- Form or function can be changed by the artist to allow for visual interest.
- A readymade artwork was made famous by marcel duchamp
- Design is integral to our lives and can either positively or negatively impact everything we do.

Core Instructional Resources/Materials:

- Examples of projects from prior students
- [Elem & Princ of Art](#) signs in classroom and/or handout
- Pencils, markers, colored pencils clay, junk, other odds and ends (glue tape etc...)
- Digital projector/smartboard
- Screencastify Video Demonstrations

NJ-Student Learning Standards:

- **1.5.12prof.Cr1a.** Use multiple approaches to begin creative endeavors.
- **1.5.12prof.Cr2a.** Engage in making a work of art or design without having a preconceived plan.
- **1.5.12prof.Pr4a.** Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
- **1.5.12prof.Re7a.** Hypothesize ways in which art influences perception and understanding of human experiences.
- **1.2.12prof.Cr1c.** Critique plans, prototypes and production processes considering purposeful and expressive intent.
- **1.2.12adv.Cr1a:** Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions.

General Assessments (may include but not limited to):	
Possible Summative Assessment: • Rubrics with self assessment and teacher provided feedback • Reflection • Group Critique (peer feedback)	Optional Daily Assessment: • Exit ticket/survey (game/web-based: Kahoot!, Pear Deck, EdPuzzle, Plickers, Quizizz, FlipGrid, Google Suite) • Reflection/self-assessment tool • Graphic organizers • Anecdotal notes/teacher observations