

# FOUNDATIONS IN 3D ART

## Description:

Enter the third dimension of art! This course will focus on artistic problem solving, skill development & personal approaches to design with sculptural media. All lessons incorporate unique criteria for rendering three-dimensional forms. *Entry level course for all 3D art courses in the curriculum (excluding Photography and Digital Design for seniors).*

## COURSE OVERVIEW

### Course Goals

Students will be able to:

- Identify the difference between 2-D and 3-D
- Recognize the use of form and space and how they relate to one another
- Understand the use of relief as a 3-Dimensional process
- Understand distinctions between relief and fully in the round

### Artistic Processes

- Create
- Present
- Respond
- Connect

### Anchor Standards

**Anchor Standard #1. Generate and conceptualize artistic ideas and work.**

**Anchor Standard #2. Organize and develop artistic ideas and work.**

**Anchor Standard #3. Refine and complete artistic work.**

**Anchor Standard #4. Select, analyze and interpret artistic work for presentation.**

**Anchor Standard #5. Develop and refine artistic techniques and work for presentation.**

### Course Skill Objectives

Students will:

- Use the techniques being taught, additive, subtractive, relief, sculpture in the round to create an entirely different work of art
- Use a variety of tools and techniques to successfully create a sculpture

	<p><b>Anchor Standard #6. Convey meaning through the presentation of artistic work</b></p> <p><b>Anchor Standard #7. Perceive and analyze artistic work.</b></p> <p><b>Anchor Standard #8. Interpret intent and meaning in artistic work.</b></p> <p><b>Anchor Standard #9. Apply criteria to evaluate artistic work.</b></p> <p><b>Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.</b></p> <p><b>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</b></p>	
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<u>Units</u>	<u>Essential Questions</u>	<u>Sample Assessments</u>
Unit 1 - <a href="#">Relief</a> Unit 2 - <a href="#">In the round</a> Unit 3 - <a href="#">Additive</a> Unit 4 - <a href="#">Subtractive</a> Unit 5 - <a href="#">Casting</a>	<ul style="list-style-type: none"> <li>• How do artists work?</li> <li>• How do artists and designers determine whether a particular direction in their work is effective?</li> <li>• How do artists and designers learn from trial and error?</li> <li>• How do artists and designers care for and maintain materials, tools, and equipment?</li> <li>• Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment?</li> <li>• What responsibilities come with the freedom to create?</li> </ul>	<ul style="list-style-type: none"> <li>• Students will complete a summative assessment for each content topic:</li> <li>• IKEA Lantern -maquette</li> <li>Stick Sculptures - armachure</li> <li>Hand Castings</li> <li>Stone carving</li> <li>• Clay Form</li> <li>• Relief Carving</li> <li>• Cardboard Form</li> <li>• Printmaking</li> <li>• Styrofoam Sculpture</li> </ul>

## Pacing Guide

1st Marking Period		2nd Marking Period		
Month 1	Month 2	Month 3	Month 4	Month 5
Unit 1  Paper Relief “Breaking the Surface”  4 weeks	Unit 2  Clay “Working in the Round”  6 weeks	Unit 3  Additive & Subtractive “Carving and Relief”  5 weeks	Unit 4  Casting “Working with Space”  5 weeks	

## Unit 1 - Relief

### Unit Objectives

Students will be able to:

- Understand the concept of relief
- Define full sculpture in the round
- Interpret ideas and emotions in three dimensional forms

### Skill Objectives

Students will:

- Express ideas and emotions through 3-Dimensional Art
- Develop concepts of form in space
- Students will learn how to use proper cutting tools to break the surface and raise the material

<p><b>Creating</b>  <b>Anchor Standard 2:</b>  Organize and develop artistic ideas and work</p>	<p><b>Presenting</b>  <b>Anchor Standard 5:</b>  Develop and refine artistic techniques and work for presentation.</p>	<p><b>Responding</b>  <b>Anchor Standard 7:</b>  Perceive and analyze artistic work.</p>	<p><b>Connecting</b>  <b>Anchor Standard 10:</b>  Synthesize and relate knowledge and personal experiences to make art</p>
<p><b><u>Enduring Understandings</u></b>  Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p><b><u>Essential Questions</u></b>  How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p><b><u>Process Components</u></b>  Investigate/Plan/Make</p> <p>Simplistic to complex relief  Measuring, scoring and designing</p>	<p><b><u>Enduring Understandings</u></b>  Artists, curators, and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and/or when deciding if and how to preserve and protect it.</p> <p><b><u>Essential Questions</u></b>  What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p><b><u>Process Components</u></b>  Perceive, Analyze and Interpret</p> <p>Critique and display of the student’s best relief</p>	<p><b><u>Enduring Understandings</u></b>  Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> <p><b><u>Essential Questions</u></b>  How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?</p> <p><b><u>Process Components</u></b>  Analyze, Select, Share</p> <p>Folded, scored, cut relief paper samples  Effect of lighting</p>	<p><b><u>Enduring Understandings</u></b>  Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><b><u>Essential Questions</u></b>  How does engaging in creating art enrich people’s lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p> <p><b><u>Process Components</u></b>  Synthesize, Relate</p> <p>Students are the designer and consumer of the IKEA maquette</p>

<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> <li>• Sample relief techniques</li> <li>• Paper Frill</li> <li>• Monster mouth</li> <li>• Diamond squares</li> <li>• circles</li> </ul>	<ul style="list-style-type: none"> <li>• Lighted display</li> </ul>	<ul style="list-style-type: none"> <li>• Circle relief to fully round</li> <li>• Rectangular slash lantern</li> <li>• IKEA Lantern</li> </ul>	<ul style="list-style-type: none"> <li>• Japanese lanterns</li> <li>• Yayoi Kusama - artist</li> </ul>

## Unit 2 – In the Round

### Unit Objectives

Students will be able to:

- Identify the difference between 2-D and 3-D
- Recognize the use of form and space and how they relate to one another
- Understand the use of additive and subtractive as a 3-Dimensional process
- Make distinctions between relief and fully in the round
- Understand the difference between simple clay techniques (slab, pinch and coil construction) and creating a fully formed sculpture in the round

### Skill Objectives

Students will:

- Create at least one or multiple clay figures and forms
- Students will plan out and design/sketch their own unique and interpretive clay figures
- Gather inspiring resources
- Research a specific artistic figure in history to inspire their art-making



<p><b>Creating</b></p> <p><b>Anchor Standard 1:</b> Generate and conceptualize artistic ideas and work.</p> <p><b>Anchor Standard 2:</b> Organize and develop artistic ideas and work</p> <p><b>Anchor Standard 3:</b> Refine and complete artistic work</p>	<p><b>Presenting</b></p> <p><b>Anchor Standard 4:</b> Select, analyze and interpret artistic work for presentation.</p> <p><b>Anchor Standard 5:</b> Develop and refine artistic techniques and work for presentation.</p> <p><b>Anchor Standard 6:</b> Convey meaning through the presentation of artistic work.</p>	<p><b>Responding</b></p> <p><b>Anchor Standard 7:</b> Perceive and analyze artistic work.</p> <p><b>Anchor Standard 8:</b> Interpret intent and meaning in artistic work.</p>	<p><b>Connecting</b></p> <p><b>Anchor Standard 10:</b> Synthesize and relate knowledge and personal experiences to make art.</p>
<p><b><u>Enduring Understandings</u></b> Creativity and innovative thinking are essential life skills that can be developed Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p><b><u>Essential Questions</u></b> What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p>	<p><b><u>Enduring Understandings</u></b> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</p> <p><b><u>Essential Questions</u></b> What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p>	<p><b><u>Enduring Understandings</u></b> Visual imagery influences understanding of and responses to the world</p> <p><b><u>Essential Questions</u></b> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>	<p><b><u>Enduring Understandings</u></b> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><b><u>Essential Questions</u></b> How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>

<p><b><u>Process Components</u></b> Investigate/Plan/Make</p> <p>Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p>	<p><b><u>Process Components</u></b> Perceive, Analyze and Interpret</p> <p>Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. Investigate, compare, and contrast methods for preserving and protecting art</p>	<p><b><u>Process Components</u></b> Analyze, Select, Share</p> <p>Analyze how responses to art develop over time based on knowledge of and experience with art and life. Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</p>	<p><b><u>Process Components</u></b> Synthesize, Relate</p> <p>Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p>
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<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> <li>• Personal and interpretive clay project</li> <li>• Slab or coil project</li> <li>• Animals, Gargoyles or mythical creatures - a fantasy creature inspired by their own creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Clay techniques of score and slip, slab and coil making. Using sculptural methods to improve quality of work and understanding of artistic methods</li> </ul>	<ul style="list-style-type: none"> <li>• Class critiques with the class as a whole</li> <li>• Verbal and written critiques</li> <li>• Collaborative critiques where students evaluate each other's work in smaller groups</li> </ul>	<ul style="list-style-type: none"> <li>• Art history assignment or presentation of an assigned artist</li> <li>• For example: Christo and Jeanne Claude, Auguste Rodin or Henry Moore</li> <li>• Students learn the historical relevance of sculpture in history and today</li> </ul>

## Unit 3 - Additive

### Unit Objectives

Students will be able to:

- Understand the use of relief as a 3-Dimensional process
- Make distinctions between relief or subtraction and fully in the round
- Understand how relief correlates to “sculpture in the round”

### Skill Objectives

Students will:

- Create a sculpture using various recyclable materials such as, but not limited to, Styrofoam and cardboard
- Students will work with X-Acto blades to cut and form an additive sculpture
- Work through the process of additive sculpture, whether in relief or in the round

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<p><b><u>Enduring Understandings</u></b> Creativity and innovative thinking are essential life skills that can be developed Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p><b><u>Essential Questions</u></b> What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p>	<p><b><u>Enduring Understandings</u></b> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</p> <p><b><u>Essential Questions</u></b> How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p>	<p><b><u>Enduring Understandings</u></b> Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> <p><b><u>Essential Questions</u></b> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>	<p><b><u>Enduring Understandings</u></b> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><b><u>Essential Questions</u></b> How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>

<p><b><u>Process Components</u></b> Investigate/Plan/Make</p> <p>Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p>	<p><b><u>Process Components</u></b> Perceive, Analyze and Interpret</p> <p>Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. Investigate, compare, and contrast methods for preserving and protecting art</p>	<p><b><u>Process Components</u></b> Analyze, Select, Share</p> <p>Analyze how responses to art develop over time based on knowledge of and experience with art and life.</p>	<p><b><u>Process Components</u></b> Synthesize, Relate</p> <p>Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p>
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<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> <li>• Louise Nevelson inspired boxes or sculptures</li> <li>• Styrofoam animals, objects or an interpretive subject of your choice</li> <li>• Other found objects using sticks, shells, beads, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Cutting shapes and forms correctly with the X-Acto blades to make an additive sculpture</li> <li>• Using the hot glue gun to adhere these cuts together to create a whole work of art</li> </ul>	<ul style="list-style-type: none"> <li>• Class critiques with the class as a whole</li> <li>• Verbal and written critiques</li> <li>• Collaborative critiques where students evaluate each other's' work in smaller groups</li> </ul>	<ul style="list-style-type: none"> <li>• Art history assignment or presentation of an assigned artist</li> <li>• For example:</li> <li>• Students learn the historical relevance of sculpture in history and today</li> </ul>

## Unit 4 - Subtractive

### Unit Objectives

Students will be able to:

- Understand the use of relief as a 3-Dimensional process
- Make distinctions between relief and fully in the round
- Understand low, middle and high relief
- Understand how positive and negative correlate in the printmaking process
- Identify printmaking methods such as single, double and split-fountain prints

### Skill Objectives

Students will:

- Practice relief carving to make a soap stone sculpture
- Create a soap stone sculpture using the carving or subtractive method
- Create prints using the reductive or subtractive method of printing
- Create a final print using sculptural relief elements or collage to create a final portfolio of work



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<p><b><u>Enduring Understandings</u></b> Creativity and innovative thinking are essential life skills that can be developed Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p><b><u>Essential Questions</u></b> What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p>	<p><b><u>Enduring Understandings</u></b> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</p> <p><b><u>Essential Questions</u></b> How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p>	<p><b><u>Enduring Understandings</u></b> Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> <p><b><u>Essential Questions</u></b> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>	<p><b><u>Enduring Understandings</u></b> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><b><u>Essential Questions</u></b> How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>

<p><b><u>Process Components</u></b> Investigate/Plan/Make</p> <p>Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p>	<p><b><u>Process Components</u></b> Perceive, Analyze and Interpret</p> <p>Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. Investigate, compare, and contrast methods for preserving and protecting art</p>	<p><b><u>Process Components</u></b> Analyze, Select, Share</p> <p>Analyze how responses to art develop over time based on knowledge of and experience with art and life.</p>	<p><b><u>Process Components</u></b> Synthesize, Relate</p> <p>Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p>
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<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> <li>• Soap stone animal</li> <li>• Reductive print</li> <li>• Single, double and split fountain prints</li> <li>• Cutting a proof with the various gauges</li> <li>• Learning proper safety techniques with the tools</li> </ul>	<ul style="list-style-type: none"> <li>• Using proper form and technique while carving soap stone</li> <li>• Using the soap stone tools correctly</li> <li>• Practice various printing techniques for presentation - especially focusing on craftsmanship</li> <li>• Cutting correctly with the tools, understanding positive and negative relief and how it transfers opposite on the final print</li> </ul>	<ul style="list-style-type: none"> <li>• Having group critiques on not only the final product, but the techniques and processes of printmaking</li> <li>• Writing about their work in an artist statement and sharing it with the class</li> </ul>	<ul style="list-style-type: none"> <li>• Study artists such as Picasso's linocuts and Andy Warhol's and Elizabeth Catlett's prints</li> <li>• History of soapstone carving</li> <li>• See soapstone artist Kay McCormack for the history and examples</li> </ul>

## Unit 5 - Casting

### Unit Objectives

Students will be able to:

- Understand the use of relief as a 3-Dimensional process
- Make distinctions now between: fully in the round vs. additive and subtractive
- Understanding casting as an all-encompassing unit that puts together – in the round and additive and subtractive.

### Skill Objectives

Students will:

- Mix and create plaster
- Create a plaster casting of their hand/arm
- Once cast is made – student can either complete it as a dried transparent (plastic bag) mold or paper mache over the hand/arm
- Once paper mache is complete, students can use acrylic paint to paint arm to create a more unique sculpture – they also can use the additive method to create more sculpture on the hand/arm (bracelet, jewelry, other items to add to the sculpture).

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<p><b><u>Enduring Understandings</u></b> Creativity and innovative thinking are essential life skills that can be developed</p> <p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p> <p><b><u>Essential Questions</u></b> What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p>	<p><b><u>Enduring Understandings</u></b> Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.</p> <p><b><u>Essential Questions</u></b> How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?</p>	<p><b><u>Enduring Understandings</u></b> Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> <p><b><u>Essential Questions</u></b> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p>	<p><b><u>Enduring Understandings</u></b> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p><b><u>Essential Questions</u></b> How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?</p>

<p><b><u>Process Components</u></b> Investigate/Plan/Make</p> <p>Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.</p>	<p><b><u>Process Components</u></b> Perceive, Analyze and Interpret</p> <p>Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event. Investigate, compare, and contrast methods for preserving and protecting art</p>	<p><b><u>Process Components</u></b> Analyze, Select, Share</p> <p>Analyze how responses to art develop over time based on knowledge of and experience with art and life.</p>	<p><b><u>Process Components</u></b> Synthesize, Relate</p> <p>Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design. Appraise the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.</p>
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<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>	<u>Sample Performance Assessments</u>
<ul style="list-style-type: none"> <li>• Plaster casting of a hand or hand and arm together</li> </ul>	<ul style="list-style-type: none"> <li>• Mixing, drying and shaping the plaster in order to prepare it for the casting process</li> <li>• Understand and plan the shape of your hand as it will be in the cast</li> </ul>	<ul style="list-style-type: none"> <li>• Class critiques with the class as a whole</li> <li>• Verbal and written critiques</li> <li>• Collaborative critiques where students evaluate each other's work in smaller groups</li> </ul>	<ul style="list-style-type: none"> <li>• Art history assignment or presentation of an assigned artist</li> <li>• For example: Bruce Nauman, Auguste Rodin, Barbara Hepworth, and Lorenzo Quinn</li> <li>• Students learn the historical relevance of sculpture in history and today</li> </ul>