



Advanced Sculpture

Course Information

Grade(s):	10-12
Discipline/Course:	Art - Humanities
Course Title:	Advanced Sculpture
Prerequisite(s):	Foundations 3D; Intro to Sculpture
Course Description: <i>Program of Studies</i>	There are an infinite number of ideas that can be pursued in creating meaningful and expressive sculpture. This course is all about furthering your discovery, while stretching your knowledge and ability. You will be asked to build upon your knowledge of materials and the techniques you learned from the Intro to Sculpture course. Upon completion, students will have the pieces for a beginning 3D portfolio and can apply for the AP3D Design Portfolio course.
Course Essential Questions:	<ul style="list-style-type: none"> ● What conditions, attitudes, and behaviors support creativity and innovative thinking? ● What factors prevent or encourage people to take risks? ● How does collaboration expand the creative process? ● How do artists work? ● How do artists and designers learn from trial and error? ● How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places or systems? How do artists and designers create works of art or design that effectively communicate? ● Why do people value objects, artifacts, and artworks, and select them for presentation? ● How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? ● How does art help us understand the lives of different times, places, and cultures? How is art used to impact the views of a society?
Course Enduring Understandings:	<ul style="list-style-type: none"> ● Artists and Designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.

	<ul style="list-style-type: none"> • Artists and Designers experiment with forms, structures, materials, concepts, media, and art-making approaches. • Artists and Designers balance experimentation and safety, freedom and responsibility while developing and creating artwork. • Artists and Designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time
Duration:	1 semester
Course Materials/Resources:	Wire, wire tools, various lighting components and fixtures, plaster, plaster gauze, soapstone, balsa foam, wood, carving tools and files, sandpaper, N95 masks, Dremel drills, paper, art paste, paint, An assortment of reference technique books and Contemporary Sculpture Artists books. Following contemporary sculpture artists on social media.
FPS Course Academic Expectation(s):	<p><i>Creating and Constructing</i> - The student transfers or extends constructed knowledge to draft and develop ideas, claims, products, or solutions.</p> <p><i>Exploring and Understanding</i>- The student generates questions, gathers relevant, credible sources, and reviews text in order to acquire knowledge, infer meaning, and develop deep understanding.</p>
Year at a Glance (Units)	<p>Transforming space through installation, transforming form, maquettes, interactive sculpture, carving, mold making, Ceramics as a sculptural material.</p> <p>Unit 1: Altered Form Sculpture Unit 2: Carving: Subtractive Sculpture Unit 3: Kinetic Sculpture Unit 4: Installation</p>

Unit Template

Unit Number and Title:	Unit 1: Altered Form Sculpture
Duration:	5 weeks
Material Resource(s):	Cardboard, balsa wood, foam core, fabric, glue, Skilsaw, wire, pliers, Exacto knife, found objects, paint.
Unit Overview:	This unit is an exploration of abstract forms.
Learning Goals	
Standard(s):	<p>Creating: Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Responding: Anchor Standard 7: Perceive and analyze artistic work.</p>
Essential Question(s):	<ul style="list-style-type: none"> ● What conditions, attitudes, and behaviors support creativity and innovative thinking? ● What factors prevent or encourage people to take risks? ● How does collaboration expand the creative process? ● How do artists work? ● How do artists and designers learn from trial and error? ● How does learning about art impact how we perceive the world? ● What materials lend themselves to different types of 3-dimensional form. ● How does an artist turn a sketch into a free-standing, 3-dimensional form?
Enduring Understanding(s):	<p>People create and interact with objects, places, and designs that define, shape, enhance, and empower their lives.</p> <p>Sculpture influences understanding of and responses to the world.</p>

Learning Goal(s):

*Students will be able to use
their learning to:*
(Content/ Skills)

- Investigate and collect possible resources.
- Explore through their sketchbooks and collaborative grouping to investigate possible ideas.
- Build a maquette, or prototype to further problem solve construction techniques.
- Build an armature
- Design and fabricate an appropriate base
- Explore different fasteners.
- Photograph, crop, color correct final work.
- Upload digital media to a portfolio.

Unit Template

Unit Number and Title:	Unit 2: Carving: Subtractive Sculpture
Duration:	5 weeks
Material Resource(s):	Stone, wood, florist foam, plaster, carving tools, rasps, sandpaper, Dremmels
Unit Overview:	Students will be exposed to the various ways that artisans and cultures have used carving techniques to create 3-dimensional forms. Students will explore best practices for carving away material to create a sculptural form.
Learning Goals	
Standard(s):	<p>Creating: Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Responding: Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>
Essential Question(s):	<ul style="list-style-type: none"> ● What is an art museum? ● How does the presentation and sharing of objects, artifacts and artworks influence and shape ideas, beliefs, and experiences? ● How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding. ● How can the viewer “read” a work of art as text? ● How does art help us understand the lives of people of different times, places, and cultures?
Enduring Understanding(s):	<p>People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.</p> <p>Sculpture influences understanding of and responses to the world.</p>

Learning Goal(s):

Students will be able to use their learning to:
(Content/ Skills)

- Investigate and collect possible resources.
- Explore through sketchbook, possible ideas, and multiple views of what they are creating.
- Build a maquette/prototype to further problem solve construction techniques.
- Use light and shadow to add drama to the surface and a sense of depth.
- Design and fabricate an appropriate base.
- Photograph, crop, color correct final work.
- Upload digital media to a portfolio.

Unit Template

Unit Number and Title:	Unit 3: Kinetic Sculpture
Duration:	5 weeks
Material Resource(s):	Light fixtures, small motors, batteries, wire, wire cutters, cardboard, wood, woodworking tools, textiles, found objects, glue.
Unit Overview:	<p>Students will explore sculptures that have motion. Students will explore how artists use simple machines to create kinetic sculptures.</p> <p>They will apply design thinking to design and fabricate their own sculptural piece that provides at least one aspect of viewer engagement.</p>
Learning Goals	
Standard(s):	<p>Creating: Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Responding: Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>
Essential Question(s):	<ul style="list-style-type: none"> ● What is an art museum? ● How do the presentation and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? ● How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding? ● How can the viewer “read” a work of art as text? ● How does art help us understand the lives of people of different times, places, and cultures?

Enduring Understanding(s):	<p>People create and interact with objects, places, and designs that define, shape, enhance, and empower their lives.</p> <p>Sculpture influences understanding of and responses to the world.</p>
Learning Goal(s): <i>Students will be able to use their learning to:</i> (Content/ Skills)	<ul style="list-style-type: none"> ● Investigate and collect possible resources. ● Explore simple machines and how they may be applied to creating a work of art. ● Explore through the sketchbook, possible ideas, and multiple views of what they are creating. ● Create a prototype or maquette for the finished sculpture. ● Apply design thinking to craft a sculpture that a viewer can interact with. ● Photograph, crop, color correct final work. ● Upload digital media to a portfolio.

Unit Template

Unit Number and Title:	Unit 4: Installation
Duration:	5 weeks
Material Resource(s):	Light fixtures, wire, wire cutters, cardboard, foam core, wood, woodworking tools, textiles, found objects, glue.
Unit Overview:	Students will explore site-specific works of art that transform an environment or space. Students will collaborate to create an experience for the viewer that transforms an existing space.
Learning Goals	
Standard(s):	<p>Creating: Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p>Responding: Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>
Essential Question(s):	<ul style="list-style-type: none"> ● How do objects, places, and designs shape lives and communities? ● How do artists and designers determine goals for designing or redesigning objects, places, or systems? ● How do artists and designers create works of art or design that effectively communicate?
Enduring Understanding(s):	<p>People create and interact with objects, places, and designs that define, shape, enhance, and empower their lives.</p> <p>Sculpture influences understanding of and responses to the world.</p>

Learning Goal(s):

*Students will be able to use
their learning to:
(Content/ Skills)*

- Students will investigate installations created by various artists throughout history.
- Students will collaboratively use design thinking to develop a proposal for an installation of space that transforms the perception and experience of a particular place.