

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Ceramics and Sculpture 1

Board Approval Date: January 19, 2023	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 9, 10, 11, 12	Subject Area: Elective Elective Area (if applicable): VAPA
Prerequisite(s): None	Corequisite(s):
CTE Sector/Pathway:	
Intent to Pursue ‘A-G’ College Prep Status: Yes	
A-G Course Identifier: (f) Visual and Performing Arts	
Graduation Requirement: No	
Course Intent: District Course Program (if applicable):	
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COURSE DESCRIPTION:

This course is designed to expose students to a variety of three-dimensional art techniques and mediums. An emphasis is placed on creativity and originality in solving the problems of working with a broad range of materials. Projects include, but are not limited to, sculpture from wire, clay, ceramics glazing, Ceramics Painting , and mixed media projects and model making. Professional presentations of digital portfolio.

- **Design Principles:** Imagineering Pyramid, prototyping
- **Elements/Principles:** Wire sculpture (line), basic form drawing (shape, value, form)

- **Structural sculpture methods: Ceramics building (coil, slab, freeform/hollow out), embellishment (glaze, paint)**
- **Modeling: Found object repurposing to architectural themes and proposal presentations**

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
<p>1. Design principles and Prototyping</p>	<p>What are the basic principles which help sculptors be prolific in industries such as public arts, industrial design, themed environments, film/video prop production, set design, creature creation and model building? Using the Imagineering Pyramid as a structure for project developments students will engage in the design process. What conditions, attitudes, and behaviors support creativity and innovative thinking? How does collaboration expand the creative process? How do artists and designers learn from trial and error?</p>	<p>*Planning sketches, research of various ride vehicles while developing community and collaboration with classmates *Blue sky planning phase includes inspirational mood boarding, verbal proposal of ideas and design sketches</p>	<p>*Students collaboratively build a prototype model of a functional ‘ride vehicle’ using a variety of materials *This vehicle is ‘tested’ and analyzed for further development</p>
<p>2. Drawing Basics and Elements of Art</p>	<p>Do sculptors need to know how to draw? What are the elements of art How do artists and designers learn from trial and error?</p>	<p>*Contour line drawings - Hands. Gestural line drawings - figures *Assembled shapes/forms to build subjects. multi angled and scaled drawings (proposal process requirements) *Through drawing practice students will learn the 7 elements of art</p>	<p>*Digital portfolio of required drawings. Elements of art quiz</p>

<p>3. Wire Sculpture - Using the element of line in 2 dimensions to create 3 dimensional sculpture</p>	<p>How do artists translate 2 dimensional drawings into 3 dimensional sculptures using the element of line?</p>	<p>*Line drawing: Hand contours, multi angled drawings from art history</p>	<p>*Students will create a three dimensional freestanding wire sculpture that embraces the qualities of line and activates surrounding space with multiple angled viewing requirements *Digital portfolio of plans and sculpture images</p>
<p>4. Sculpture with clay - Basics of clay hand building and glaze decoration</p>	<p>What are the basics of learning how to utilize water based clay? How are ceramics successfully fired? What is Glaze and how is it used to decorate ceramics? How do artists and designers care for and maintain materials, tools, and equipment?</p>	<p>*Each project requires drawn proposals and research based inspirational materials *Documentation of process will be used in final proposal</p>	<p>*Basic construction overview has Students use pinching and coiling methods with water based clay to create a stand alone sculpture *Final surface decoration is glazed. Digital portfolio of plans and sculpture images</p>
<p>5. Sculpture in full round and Textural techniques (hand building and hollow out method) - the “Texturescape”</p>	<p>How are natural textures produced in sculpture? How do artists engage the viewer and activate the space in static sculpture? How are ceramics successfully fired? How are paints used to decorate the surface of sculpture</p>	<p>*Each project requires drawn proposals and research based inspirational materials *Documentation of process will be used in final digital presentation</p>	<p>*Hollowed out full form sculpture - environmental landscapes (Emphasis will be placed on developing a stand alone landscape sculpture that conveys movement and life. Students will use the hollow out technique to get appropriate wall thickness) *Final product will use glazing and or paint options for color embellishments including faux surface detail *Digital portfolio of plans and sculpture images</p>
<p>6. Themed</p>	<p>How are architectural</p>	<p>*Research of historical and</p>	<p>*Students construct a</p>

Architectural Model Construction and the proposal process	designs developed and proposed in the entertainment industries? How does assessing choices for presentation affect its meaning to the viewer?	modern architectural styles will provide inspiration for mood board, concept drawings and elevation plans	multimedia miniature model based upon research and design of a themed environment *Students create Digital presentation of process including inspiration, plans, elevations and photos of final model
Ongoing: Drawing series in Sketchbook from Art History	How are 3 dimensional artifacts studied and developed in 2 dimensional multi angled scaled drawings?	*Daily art history lessons explore the most influential art and artists of Western Art History	*Weekly sketch of a famous sculpture shown in multiple angles and in scale *Questions of art history time period and style representations on summative quiz
Ongoing: Portfolio development	How do I promote myself as an artist/designer in the Arts and Entertainment industry? Why do people value objects, artifacts, and artworks, and select them for presentation? What methods, processes, and criteria are considered when preparing artwork for presentation, preservation, portfolio, or collection?	*Ongoing reflection and assessment of projects and digital photography of artwork	Dstand alone or on-line visual presentation of curriculum Vitae in the sculptural arts (This document will be aligned with other VAPA courses so that it may be a continuously developed component to the artist's portfolio)

ESSENTIAL STANDARDS:

Unit 1: Anchor Standard 2: Organize and Develop Artistic Ideas and Work

Prof.VA:Cr2.3 - Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

Unit 2: Anchor Standard 10: Synthesize and Relate Knowledge and Personal Experiences to Make Art

Acc.VA:Cn10 - Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.

Unit 3:Anchor Standard 2: Organize and Develop Artistic Ideas and Work

Acc.VA:Cr2.1 - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Unit 4: Anchor Standard 2: Organize and Develop Artistic Ideas and Work

Adv.VA:Cr2.1 - Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

Unit 5: Anchor Standard 7: Perceive and Analyze Artistic Work

Acc.VA:Re7.1 - Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

Unit 6: Anchor Standard 11: Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding.

Prof.VA:Cn11 - Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Ongoing:

Art History Sketchbook: Anchor Standard 10: Synthesize and Relate Knowledge and Personal Experiences to Make Art

Acc.VA:Cn10 - Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.

Portfolio: Anchor Standard 7: Perceive and Analyze Artistic Work

Adv.VA:Re7.1 Analyze how responses to art develop over time based on knowledge of and experience with art and life.

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/vp/cf/documents/artsfwvisualarts.docx>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.cde.ca.gov/be/st/ss/documents/caartsstandards.pdf>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards applies to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
		<i>N/A</i>				

Other Resource Materials

The Imagineering Story and various videos outlining history and process of Imagineers and their process Instructor produced videos available on YouTube “The Imagineering Pyramid: Using Disney Theme Park Design Principles to Develop and Promote Your Creative Ideas”, Lou Prosperi, Theme Park Press (April 16, 2016)

Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):

N/A