

EAST ISLIP SCHOOL DISTRICT
ART DEPARTMENT'S SECONDARY CURRICULUM CONSENSUS MAP
High School: Studio in Sculpture I

Studio in Sculpture I: Quarter 1

Concept	Essential Questions	Skills, Strategies, Behaviors	National Core Art Standards	Assessments (Formative and Summative)	Project Recommendations & Resources
<p>Understand the concepts of Additive Sculpture.</p> <p>Exploring materials and processes to create three-dimensional art.</p> <p>Manipulating two-dimensional material to create a successful three-dimensional sculpture.</p> <p>Understanding the difference between relief sculpture and free-standing sculpture.</p> <p>Understand how to use the Elements and Principles of Design to create a successful work of art</p>	<ul style="list-style-type: none"> • What is a sculpture? • What types of sculptures are there? • How can you use positive and negative space to affect the successfulness of a sculpture? • How can viewer point of view affect a three-dimensional work of art? • How do diverse types of materials affect the intentions of a sculptural work of art? 	<ul style="list-style-type: none"> • Consider properties of paper and manipulate types of paper into three-dimensional form • Investigate and understand the processes of creating additive sculpture and the various methods of connectivity • Know and understand the appropriate uses of a variety of adhesive types <ul style="list-style-type: none"> ○ Glue sticks ○ Hot Glue ○ Liquid Glue ○ Cement • Understand how the properties of a materials will define ways of being able to connect and build form • Evaluate artwork and articulate the use of the elements and principles of design when discussing artwork in critique 	<p>VA:Cr1.1.HSI.a VA:Cr2.1.HSII.a VA:Pr4.1.HSI.a VA:Pr5.1.HSII.a</p> <p>New York State Learning Standards for the Arts</p> <p>https://www.nationalartsstandards.org/</p>	<p>Pair/Share Rubrics Self-Assessment Portfolio Presentation Critiques</p>	<p>Additive Sculpture Paper Sculptures to piece together one or more materials to create relief methods of sculpture</p> <p>Wire & Tissue Paper sculpture – creation of armature using additive tools of wire, pliers to create form and enclose in tissue paper. (<i>Luminary Light Parade</i>– large scale paper sculptures)</p>



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Studio in Sculpture I: Quarter 2

Concept	Essential Questions	Skills, Strategies, Behaviors	National Core Art Standards	Assessments (Formative and Summative)	Project Recommendations & Resources
<ul style="list-style-type: none"> Understanding the concept of Subtractive Sculpture Recognize the limitations subtractive sculpting presents as compared to additive sculpting Understand the processes both chemical and manual in creating your own materials, as it pertains to mixing plaster Understand the safety precautions that must be taken when using specific materials and sculpting techniques 	<ul style="list-style-type: none"> What are the intrinsic limitations of subtractive sculpting compared to additive sculpting? What precautions must be taken when mixing plaster? How will different types of tools yield different affects/marks and textures when removing material from a plaster block? Will your sculpture be free-standing or need a support/base to be displayed? How will color and finish play a part in the success of your work? 	<ul style="list-style-type: none"> Identify diverse types and styles of subtractive sculptures throughout history Measure and mix your own plaster block Identify the purposes and uses of a variety of carving tools with safe use of <ul style="list-style-type: none"> Perforated rasps Loop Tools Chisels Files Investigate and identify the strengths and weaknesses of specific materials Evaluate and recognize personal skill level and connect this to what they may or may not be able to accomplish in sculpting Identify and utilize different grits of sandpaper and understand their purposes Consider color and texture to convey the final intentions of your sculpture 	VA:Re.7.1.HSII.a VA:Cn10.1.HSII.a VA:Cr3.1.HSII.a New York State Learning Standards for the Arts https://www.nationalartsstandards.org/	Pair/Share Rubrics Self-Assessment Portfolio Presentation Critiques	Subtractive Sculpture Create plaster sculpture by mixing plaster and using reductive techniques. Reductive Sculpture removal of pieces of material through carving, cutting sanding and other techniques to create desired freestanding 3-Dimensional form “David”, marble sculpture, 1501-1504 artist: Michaelangelo Galleria Dell'Accademia Di Firenze



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Studio in Sculpture I: Quarter 3

Concept	Essential Questions	Skills, Strategies, Behaviors	National Core Art Standards	Assessments (Formative and Summative)	Project Recommendations & Resources
<ul style="list-style-type: none"> Understand the concept of Assemblage Sculpture Discuss the concept of appropriation in art creation, when it is acceptable and when it crosses the line into plagiarism Converse effectively about the ethics behind Art Appropriation Understand the importance of using found materials as a resourceful and necessary part of assemblage art creation 	<ul style="list-style-type: none"> What is Assemblage Art and how is it created? How can Assemblage art tell a story, connect to an audience, express emotion? Where do we draw the line between using already made materials and plagiarism when creating assemblage sculpture? How can we utilize the elements and principles of art to elevate our work? What can the materials we use say about the intentions of our art? <ul style="list-style-type: none"> Is it garbage? Are materials bought? Are materials re-used and re-purposed? 	<ul style="list-style-type: none"> Plan and accrue a collection of objects that have some importance to you, from home, from nature, or bought Evaluate and edit materials to focus on synthesizing a message you intend to convey through your art Understand and identify the uses of different types of adhesives Explore and utilize other methods of connectivity <ul style="list-style-type: none"> Hammer and nails Staple gun Investigate and explore Art Resin as a medium as well as a tool for connecting pieces together Perceive, analyze and explore how space and composition will affect the visual implications of your sculpture Evaluate and explain the intentions of your artwork using art appropriate vocabulary (elements of art, principles of design) 	VA:Cr3.1.HSII.a VA:Cr1.1.HSIII.a New York State Learning Standards for the Arts https://www.nationalartsstandards.org/	Pair/Share Rubrics Self-Assessment Portfolio Presentation Critiques	Assemblage: Assembling disparate and dimensional elements -often everyday objects scavenged but artist or bought specifically for concept Artist: Joseph Cornell “Hotel Eden, 1945 MOMA Museum of Modern Art



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Studio in Sculpture I: Quarter 4

Concept	Essential Questions	Skills, Strategies, Behaviors	National Core Art Standards	Assessments (Formative and Summative)	Project Recommendations & Resources
<ul style="list-style-type: none"> • Introduction to Ceramics • Stages of Clay <ul style="list-style-type: none"> ○ Wet/Slip ○ Plastic ○ Leather Hard ○ Bone Dry ○ Bisqueware ○ Greenware ○ Glazeware • Kiln Firing • Glazing 	<ul style="list-style-type: none"> • What is the history of ceramics? • How does earthenware clay differ from other types of clays that we use? • What are some of the limitations of what we can do/make in our classroom setting? • How do the stages of clay affect what we can and cannot do? • How can we maximize our time and space while balancing the practicality of storage and cleanliness? • What precautions must we take to ensure a clean, safe, and functional working environment? 	<ul style="list-style-type: none"> • Wedging • Pinch Pot Technique • Coil Pot Technique • Bisque Firing • Glazing • Glaze firing • Slipping and Scoring • Wedging • Adding texture • Throwing a slab • Identify properties of clay and discuss ways to minimize the reality of work breaking. <ul style="list-style-type: none"> ○ Wedging your clay ○ Allowing time to dry ○ Storing work appropriately 	VA:Re8.1.HSI.a VA:Cn10.1.HSII.a VA:Cr2.1.HSII.a New York State Learning Standards for the Arts https://www.nationalartsstandards.org/	Pair/Share Rubrics Self-Assessment Portfolio Presentation Critiques	Ceramics Hand Building Pinch Pot Coil Construction The Museum of Ceramic Art – New York MoCA/NY The MET Museum



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New York State Learning Standards for the Arts & National Art Standards

Studio in Sculpture I	Creating	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.
	Presenting	Anchor Standard: 4. Analyze, interpret, and select artistic work for presentation. Anchor Standard: 5. Develop and refine artistic work for presentation. Anchor Standard: 6. Convey meaning through the presentation of artistic work.
	Responding	Anchor Standard: 7. Perceive and analyze artistic work. Anchor Standard: 8. Interpret intent and meaning in artistic work. Anchor Standard: 9. Apply criteria to evaluate artistic work.
	Connecting	Anchor Standard: 10. Synthesize and relate knowledge and personal experiences to make art. Anchor Standard: 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

National standards can be found at: <https://www.nationalartsstandards.org/>

New York State Art Standards can be found at: [New York State Learning Standards for the Arts](#)

