



Sculpture II

CURRICULUM

Board Approved: 05/15/25

Course Information

High School Semester Course

Course Description:

Sculpture II is an upper-level studio course that builds upon skills from Sculpture I while allowing students to experience new sculptural techniques and media. Students will create three-dimensional art forms that express personal styles and/or themes. Students will explore historical influences on the evolution of sculpture. Students will analyze and critique artwork construction and discuss aesthetic issues. Growth will be measured through active participation, studio work, and portfolio production. This course may charge a fee to cover supplies.

Transfer Goals:

Students will be able to:

- Generate and conceptualize artistic ideas and work.
- Organize and develop artistic ideas and work.
- Refine and complete artistic work.
- Analyze, interpret, and select artistic work for presentation.
- Develop and refine artistic work for presentation.
- Convey meaning through the presentation of artistic work.
- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Curriculum Standards: [Missouri Learning Standards Fine Arts Visual Arts Standards](#)

Curriculum Resource(s): None

priority standards indicated in **bold*

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Unit 1: Form

Timeframe: 4 weeks

Unit Description: In this unit, students will reacclimate themselves to sculpture as a 3-dimensional medium. They will examine the use of mass and form in creating a sculpture while also considering the relationship between form and space. They will compare organic and geometric forms and investigate how artists use form, balance, and dimension to enhance their work. Using different materials and techniques, they will consider how they affect their final form. Using sketchbooks they will brainstorm, sketch, and plan their artwork while also using it as a reflective journal. Students will plan for the display of their work and take photographs for use in their portfolios. Students will assess their progress and examine different criteria for analyzing their work in an artist statement.

Enduring Understandings:

- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.
- 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 artworks
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- People evaluate art based on various criteria.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Questions:

- How may we use form to show volume and mass?
- What is the relationship between form and space?
- How do artists use form to express an idea?
- What is the emotional impact of organic versus geometric forms?
- How do artists use form, balance, and dimension to enhance their artwork?
- How do different materials (e.g., clay, metal, wood, found objects) affect the final form and texture of a sculpture?
- In what ways can the form of a sculpture interact with its surrounding environment?

priority standards indicated in **bold*

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Unit 1 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
VA:Cr1B.IIIa	<ul style="list-style-type: none"> ● I can use my sketchbook to research art styles, periods, and techniques. ● I can use my sketchbook to document, record, and plan my artwork. ● I can use a variety of materials and methods to make an artwork. ● I can choose materials to create an artwork based on a theme, idea, or concept.
VA:Cr2A.IIIa	<ul style="list-style-type: none"> ● I can choose a theme that means a lot to me and make a sculpture about it. ● I can use the design process to plan, test out ideas, and create multiple pieces of art. ● I can experiment with different techniques and materials to see what works best for my theme. ● I can make a plan for my artwork in my sketchbook by including elements that are personally significant to me. ● I can show what I've learned about sculpture by making multiple artworks. ● I can explore multiple sculpture processes to find out how they can help me convey my ideas or concepts.
VA:Cr2B.IIIa	<ul style="list-style-type: none"> ● I can create a sculpture that is inspired by others' ideas and imagery, yet uniquely my own. ● I can design and make original artwork using my own sources like personal photos or things I observe.
VA:Cr3A.IIIa	<ul style="list-style-type: none"> ● I can think about, improve, and refine my artworks or designs, using both traditional and modern standards, as well as my own artistic vision. ● I can assess both my own work and that of others using different criteria. ● I can give feedback, speaking or writing, about what works and what doesn't in someone's art, using evidence from the artwork itself. ● I can think about why I used certain techniques, why I designed the image the way I did, and which artists inspired me, to improve my artworks.
VA:Pr4A.IIIa	<ul style="list-style-type: none"> ● I can select artworks that best demonstrate my skills, creativity, and growth throughout the unit. ● I can reflect on how my choices in the creative process helped me express my thoughts and feelings in my artwork. ● I can share my own artwork with others during critiques and in my portfolio. ● I can listen attentively to feedback and suggestions about my artwork from my peers and teacher. ● I can ask questions and seek clarification about the feedback I receive during critiques. ● I can choose artwork that I feel best represents my skills and personal style for a portfolio, exhibit, or event.
VA:Re9A.IIIa	<ul style="list-style-type: none"> ● I can judge a piece of art or a group of artworks using different standards. ● I can look at various standards used to judge art. ● I can pick criteria to judge the artwork. ● I can judge artworks, whether my own or others, using specific criteria.

**priority standards indicated in bold*

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[VA:Cn10A.IIIa](#)

- I can create a sculpture that has personal meaning.
- I can create a concept for a sculpture that ties to my connections.
- I can use my sketchbook to keep a record of my thinking and artistic journey.

priority standards indicated in **bold*

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Unit 2: Space

Timeframe: 7 weeks

Unit Description: In this unit, students will investigate space from two different angles, space as it is used within the sculpture itself, and also how installations are sculptures that take up space. Students will work with both additive and subtractive processes to examine how sculptures make use of both occupied and unoccupied space. Exploring how mood is created, they will create expressive sculptures and examine how art can make a difference in society. Students will consider how viewers perceive and interact with three-dimensional art. Students will continue to put work on display and document their process using sketchbooks.

Enduring Understandings:

- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- 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 artworks
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- 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.
- Objects, artifacts, and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
- 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.

Essential Questions:

- What transforms a space into a place?
- What is the importance of considering voids and how they complement the solid parts of a sculpture?
- How do we use different materials in sculpture to convey a mood in a setting?
- What techniques can be used to alter the perception of space within a sculpture?
- How do the elements of a sculpture relate to one another spatially?
- How does the space surrounding a sculpture influence how viewers perceive and interact with it?
- How can space be used conceptually to convey meaning or narrative in a sculpture?
- How can the suggestion of movement within a sculpture create a sense of dynamism and flow?
- How can different sculptural techniques and tools be used to address technical challenges related to the manipulation of space in sculpture?

priority standards indicated in **bold*

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<ul style="list-style-type: none"> • People evaluate art based on various criteria. • Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. • People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. 	
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Unit 2 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
VA:Cr1A.IIIa	<ul style="list-style-type: none"> • I can imagine and plan how to create art and design that can make a difference in society. • I can make mind maps and quick sketches to plan artworks that express ideas about social and cultural change.
VA:Cr1B.IIIa	<ul style="list-style-type: none"> • I can use my sketchbook to research art styles, periods, and techniques. • I can use my sketchbook to document, record, and plan my artwork. • I can use a variety of materials and methods to make an artwork. • I can choose materials to create an artwork based on a theme, idea, or concept.
VA:Cr2A.IIIa	<ul style="list-style-type: none"> • I can choose a theme that means a lot to me and make several prints about it. • I can use the design process to plan, test out ideas, and create multiple pieces of art. • I can experiment with different techniques and materials to see what works best for my theme. • I can make a plan for my artwork in my sketchbook by including elements that are personally significant to me. • I can show what I've learned about sculpture by making multiple artworks. • I can explore multiple sculpture processes to find out how they can help me convey my ideas or concepts.
VA:Cr2B.IIIa	<ul style="list-style-type: none"> • I can create a sculpture that is inspired by others' ideas and imagery, yet uniquely my own. • I can design and make original artwork using my own sources like personal photos or things I observe.
VA:Cr3A.IIIa	<ul style="list-style-type: none"> • I can think about, improve, and refine my artworks or designs, using both traditional and modern standards, as well as my own artistic vision. • I can assess both my own work and that of others using different criteria. • I can give feedback, speaking or writing, about what works and what doesn't in someone's art, using evidence from the artwork itself. • I can think about why I used certain techniques, why I designed the image the way I did, and which artists inspired me, to improve my artworks.
VA:Pr4A.IIIa	<ul style="list-style-type: none"> • I can select artworks that best demonstrate my skills, creativity, and growth throughout the unit. • I can reflect on how my choices in the creative process helped me express my thoughts and feelings in my artwork.

**priority standards indicated in bold*

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	<ul style="list-style-type: none"> ● I can share my own artwork with others during critiques. ● I can listen attentively to feedback and suggestions about my artwork from my peers and teacher. ● I can ask questions and seek clarification about the feedback I receive during critiques. ● I can choose artwork that I feel best represents my skills and personal style for a portfolio, exhibit, or event.
VA:Pr5A.IIIa	<ul style="list-style-type: none"> ● I can research different methods used to preserve and protect artwork from deterioration and damage. ● I can identify and select appropriate materials and techniques to safeguard my artwork during display.
VA:Pr6A.IIIa	<ul style="list-style-type: none"> ● I can organize objects, artifacts, or artwork to help people understand social, cultural, or political experiences better. ● I can organize a display of my art by choosing which pieces from my portfolio to include. ● I can study my own artwork and that of my peers, considering how to express meaning and provoke reactions through the way the artwork is displayed.
VA:Re7A.IIIa	<ul style="list-style-type: none"> ● I can analyze how art develops over time based on knowledge and experience. ● I can evaluate how we respond to art how our life experiences affect artistic work and what we find appealing.
VA:Re9A.IIIa	<ul style="list-style-type: none"> ● I can judge a piece of art or a group of artworks using different standards. ● I can look at various standards used to judge art. ● I can pick criteria to judge the artwork. ● I can judge artworks, whether my own or others, using specific criteria.
VA:Cn10A.IIIa	<ul style="list-style-type: none"> ● I can create a sculpture that has personal meaning. ● I can create a concept for a sculpture that ties to my personal connections. ● I can use my sketchbook to keep a record of my thinking and artistic journey.
VA:Cn11A.IIIa	<ul style="list-style-type: none"> ● I can assess how an artist or group of artists influence the beliefs, values, and behaviors of society. ● I can study the importance of art and how it affects society, including how my own work can influence viewers.

priority standards indicated in **bold*

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Unit 3: Surface

Timeframe: 5 weeks

Unit Description: In this unit, students will explore how sculptors consider the surface of their sculptures. Diving into different surface treatments, they will examine the ways artists finish a sculpture and construct meaning. Students will investigate how different materials influence the appearance of a sculpture and the way it can convey meaning or evoke emotion. They will experiment with unconventional materials and techniques, overcoming obstacles when faced with challenges. They will continue to utilize sketchbooks to brainstorm, plan, and document their artistic process. They will evaluate and present their artwork in the display of their work and presentation of their portfolio.

Enduring Understandings:

- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches
- People create and interact with objects, places, and designs that define, shape, enhance, and empower their lives.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
- Visual imagery influences the understanding of and responses to the world.
- People gain insights into the meanings of artworks by engaging in the process of art criticism
- People evaluate art based on various criteria.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Questions:

- How do different materials (e.g., clay, metal, wood, stone) influence the surface texture and appearance of a sculpture?
- What are the various methods of surface treatment (e.g., polishing, carving, painting) and how do they alter the final appearance of a sculpture?
- How does the surface of a sculpture convey meaning or evoke emotions?
- How does surface treatment contribute to the overall aesthetic and conceptual message of the sculpture?
- How does the surface invite or discourage physical interaction from the viewer?
- In what ways can the surface design guide the viewer's eye and touch throughout the sculpture?
- How do different surface textures and finishes interact with light and shadow, and what effects do these interactions have on the sculpture's visual impact?
- How can experimentation with unconventional materials and techniques lead to innovative surface treatments?
- What role does failure play in the process of discovering new surface treatments and textures?
- What are the safety and practical considerations when applying various surface treatments?

priority standards indicated in **bold*

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Unit 3 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
VA:Cr1B.IIIa	<ul style="list-style-type: none"> ● I can use my sketchbook to research art styles, periods, and techniques. ● I can use my sketchbook to document, record, and plan my artwork. ● I can use a variety of materials and methods to make an artwork. ● I can choose materials to create an artwork based on a theme, idea, or concept.
VA:Cr2A.IIIa	<ul style="list-style-type: none"> ● I can choose a theme that means a lot to me and make a sculpture about it. ● I can use the design process to plan, test out ideas, and create multiple pieces of art. ● I can experiment with different techniques and materials to see what works best for my theme. ● I can make a plan for my artwork in my sketchbook by including elements that are personally significant to me. ● I can show what I've learned about sculpture by making multiple artworks. ● I can explore multiple sculpture processes to find out how they can help me convey my ideas or concepts.
VA:Cr2C.IIIa	<ul style="list-style-type: none"> ● I can use visual symbols to enhance the content of my work. ● I can look at art and design, also processes and places, and consider how it could change to fit into today's needs. ● I can create artwork and write an artist statement that makes connections to our visual culture.
VA:Cr3A.IIIa	<ul style="list-style-type: none"> ● I can think about, improve, and refine my artworks or designs, using both traditional and modern standards, as well as my own artistic vision. ● I can assess both my own work and that of others using different criteria. ● I can give feedback, speaking or writing, about what works and what doesn't in someone's art, using evidence from the artwork itself. ● I can think about why I used certain techniques, why I designed the image the way I did, and which artists inspired me, to improve my artworks.
VA:Pr4A.IIIa	<ul style="list-style-type: none"> ● I can select artworks that best demonstrate my skills, creativity, and growth throughout the unit. ● I can reflect on how my choices in the creative process helped me express my thoughts and feelings in my artwork. ● I can share my own artwork with others during critiques. ● I can listen attentively to feedback and suggestions about my artwork from my peers and teacher. ● I can ask questions and seek clarification about the feedback I receive during critiques. ● I can choose artwork that I feel best represents my skills and personal style for my portfolio, an exhibit, or an event.
VA:Re7B.IIIa	<ul style="list-style-type: none"> ● I can understand how the cultural background and historical context influence the creation of artworks within a specific culture or time period. ● I can recognize patterns or trends in the styles, techniques, or subject matter used by these artists.

**priority standards indicated in bold*

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	<ul style="list-style-type: none"> ● I can explain the concept of intertextuality and how it relates to the connections between different texts or artworks.
VA:Re8A.IIIa	<ul style="list-style-type: none"> ● I can analyze various interpretations of artworks, considering factors like personal experiences and cultural context, to develop an understanding of their meaning. ● I can support my analysis of artworks with textual evidence from reputable sources, constructing well-reasoned arguments that contribute to a deeper appreciation of the artwork. ● I can analyze artwork(s) by identifying significant elements, exploring their relationships to each other and the whole, and identifying patterns to understand the artwork's meaning and significance. ● I can pose questions about the artwork(s) and provide solutions supported by evidence, demonstrating a deep understanding of why the artwork is as it is and how it conveys meaning. ● I can analyze my work in my artist statement. ● I can write about my artwork, explaining why I made it, what inspired me, and how I made it. ● I can talk about what my artwork means, why it's important to me, and how I created it.
VA:Re9A.IIIa	<ul style="list-style-type: none"> ● I can judge a piece of art or a group of artworks using different standards. ● I can look at various standards used to judge art. ● I can pick criteria to judge artwork. ● I can judge artworks, whether my own or others, using specific criteria.
VA:Cn10A.IIIa	<ul style="list-style-type: none"> ● I can create a sculpture that has personal meaning. ● I can create a concept for a sculpture that ties to my personal connections. ● I can use my sketchbook to keep a record of my thinking and artistic journey.

priority standards indicated in **bold*

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