



# Sculpture I

## CURRICULUM

Board Approved: 05/15/2025

### Course Information

**High School Semester Course**

**Course Description:**

Sculpture I is an introductory studio course that develops technical skills in the use of different sculpture media such as plaster, clay, paper, wire, fibers, or found objects. Students will create original, three-dimensional artworks using modeling, carving, and assemblage. 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: Modeling

Timeframe: 4 weeks

**Unit Description:** In this unit, students will be introduced to sculpture as a 3-dimensional form of artmaking. Students will begin by exploring the additive process of modeling to experiment with forms, texture, and space in creating 3-dimensional artworks. Students will be introduced to using a sketchbook to record ideas and plan their sculptures. After experimenting with different materials, students will use the modeling process to create an independent artwork. They will write an artist's statement that describes their process, and the meaning behind the piece, and reflect on the growth of their sculptural skills. Students will also learn how to take photos of their sculptures from multiple angles and present their work for display.

## 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
- People create and interact with objects, places, and designs that define, shape, enhance, and empower their lives.
- 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.
- Visual imagery influences understanding of and responses to the world.
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

## Essential Questions:

- What makes sculpture unique?
- What do artists need to consider when creating 3-dimensional artwork?
- How can artists explore different materials to create 3-dimensional forms?
- How can the surface texture and color of a sculpture influence the meaning behind the piece?
- In what ways does the mass of a sculpture convey meaning?

## Unit 1 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<a href="#">VA:Cr1B.1a</a>	<ul style="list-style-type: none"> <li>• <b>I can take notes about sculpture practices (both traditional and contemporary)</b></li> </ul>

*\*priority standards indicated in bold*

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	<p>in my sketchbook.</p> <ul style="list-style-type: none"> <li>● I can use a sketchbook to record different sculpture media and methods for modeling.</li> <li>● I can use a sketchbook to brainstorm, thumbnail sketch, and plan the construction of my sculpture.</li> </ul>
<a href="#">VA:Cr2A.IIa</a>	<ul style="list-style-type: none"> <li>● I can experiment with different sculpture techniques for the modeling process.</li> <li>● I can show improvement of my sculpture skills by creating a sculpture using different techniques.</li> <li>● I can independently problem-solve and find solutions to a problem.</li> <li>● I can work through challenges as they arrive.</li> </ul>
<a href="#">VA:Cr2B.IIa</a>	<ul style="list-style-type: none"> <li>● I can use my own sources to create original artwork.</li> <li>● I can use visual references without copying when designing, creating, and displaying my artwork</li> </ul>
<a href="#">VA:Cr2C.IIa</a>	<ul style="list-style-type: none"> <li>● I can create a list of contemporary issues and select one that is meaningful to create my artwork.</li> <li>● I can change the way an object, system, place, or design looks or functions in reaction to a contemporary issue.</li> </ul>
<a href="#">VA:Pr4A.IIa</a>	<ul style="list-style-type: none"> <li>● I can show improvement in my sculptural skills over time.</li> <li>● I can identify the characteristics of specific images and select images to show evidence of the artistic process in my portfolio.</li> <li>● I can take photographs of artwork using good technique.</li> <li>● I can evaluate my work using a good vocabulary and my knowledge of technique and process.</li> </ul>
<a href="#">VA:Pr5A.IIa</a>	<ul style="list-style-type: none"> <li>● I can consider location, media materials, audience, and purpose when creating artwork for display.</li> <li>● I can figure out the best way to display my artwork.</li> <li>● I can figure out the best way to display my artwork in my portfolio.</li> </ul>
<a href="#">VA:Re7B.IIa</a>	<ul style="list-style-type: none"> <li>● I can describe the formal qualities of a work of art.</li> <li>● I can evaluate a work of art to communicate what I know about its formal qualities.</li> <li>● I can explain visual qualities in an artwork and how they contribute to the meaning of the artwork.</li> <li>● I can evaluate and share the effectiveness of an artwork in an artist's statement.</li> </ul>
<a href="#">VA:Cn10A.IIa</a>	<ul style="list-style-type: none"> <li>● I can develop work that contains personally meaningful content.</li> <li>● I can identify and choose subject matter that is unfamiliar to me.</li> <li>● I can experiment with the subject matter.</li> <li>● I can determine when I need to use observation, research, and/or reference images to create a sculpture.</li> <li>● I can make a sculpture using observation, research, and reference photos.</li> <li>● I can use different sculptural processes to develop my artistic voice.</li> </ul>

*\*priority standards indicated in **bold***

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# Unit 2: Assembling

Timeframe: 6 weeks

**Unit Description:** In this unit, students will learn methods for creating sculptures using construction and assembling techniques. Explorations will build an understanding of scale and proportion as well as ways to create variety and unity. Students will investigate how material selection can impact the meaning of a piece and the responsibilities artists face when choosing materials. This method of sculpture involves making good decisions when choosing materials for not only expressive content but also to ensure strong and stable construction. Students will continue to use sketchbooks to plan and record their creative process. Students will need to consider how to display their work, take photographs for their portfolio, and write a reflective 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 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.
- Visual imagery influences 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.

## Essential Questions:

- How do artists perceive the world around them?
- What responsibilities do artists have to explore the impact that art has on the viewer?
- What responsibilities do artists face when choosing materials?
- How does scale impact the meaning of an artwork?
- In what ways do materials create variety and unity within a sculpture?
- How can an artist transform the meaning of an object?
- What type of obstacles do sculptors face when considering craftsmanship and stability while constructing a sculpture?

*\*priority standards indicated in **bold***

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- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Unit 2 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<a href="#">VA:Cr1B.IIa</a>	<ul style="list-style-type: none"> <li>• I can take notes about sculpture practices (both traditional and contemporary) in my sketchbook.</li> <li>• I can use a sketchbook to record different sculpture media and methods.</li> <li>• I can use a sketchbook to brainstorm, thumbnail sketch, and plan the construction of my sculpture.</li> </ul>
<a href="#">VA:Cr2A.IIa</a>	<ul style="list-style-type: none"> <li>• I can experiment with different sculpture techniques.</li> <li>• I can show improvement of my sculpture skills by creating a sculpture using different techniques.</li> <li>• I can independently problem-solve and find solutions to a problem.</li> <li>• I can work through challenges as they arrive.</li> </ul>
<a href="#">VA:Pr4A.IIa</a>	<ul style="list-style-type: none"> <li>• I can show improvement in my sculptural skills over time.</li> <li>• I can identify the characteristics of specific images and select images to show evidence of the artistic process in my portfolio.</li> <li>• I can take photographs of artwork using good technique.</li> <li>• I can evaluate my work using a good vocabulary and my knowledge of technique and process.</li> </ul>
<a href="#">VA:Pr5A.IIa</a>	<ul style="list-style-type: none"> <li>• I can consider location, media materials, audience, and purpose when creating artwork for display.</li> <li>• I can figure out the best way to display my artwork.</li> <li>• I can figure out the best way to display my artwork in my portfolio.</li> </ul>
<a href="#">VA:Pr6A.IIa</a>	<ul style="list-style-type: none"> <li>• I can show connections and provide visual evidence between artists or artwork and their social, cultural, and political contexts in my writing</li> <li>• I can participate in discussions with my peers about artwork, making, explaining, and justifying connections between artists or artwork and their social, cultural, and political history</li> <li>• I can write an artist's statement that explains the connections in my personal artwork.</li> </ul>
<a href="#">VA:Re7A.IIa</a>	<ul style="list-style-type: none"> <li>• I can create art based on my feelings or feelings of others and about the world.</li> <li>• I can describe how artwork makes people feel and how they could relate to it.</li> </ul>
<a href="#">VA:Re7B.IIa</a>	<ul style="list-style-type: none"> <li>• I can describe the formal qualities of a work of art.</li> <li>• I can evaluate a work of art to communicate what I know about its formal qualities.</li> <li>• I can explain visual qualities in an artwork and how they contribute to the meaning of the artwork.</li> <li>• I can evaluate and share the effectiveness of an artwork in an artist's statement.</li> </ul>

*\*priority standards indicated in bold*

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<a href="#">VA:Re8A.IIa</a>	<ul style="list-style-type: none"> <li>● I can identify, when, where, and how a work of art is made.</li> <li>● I can research an artist and their work connected to our unit.</li> <li>● I can create art that connects to my personal experiences.</li> </ul>
<a href="#">VA:Re9A.IIa</a>	<ul style="list-style-type: none"> <li>● I can highlight both the strengths and areas of improvement of my peers to offer constructive feedback.</li> <li>● I can develop criteria to evaluate what makes a good sculpture.</li> <li>● I can self-reflect using relevant criteria to evaluate my work.</li> </ul>
<a href="#">VA:Cn10A.IIa</a>	<ul style="list-style-type: none"> <li>● <b>I can develop work that contains personally meaningful content.</b></li> <li>● <b>I can identify and choose subject matter that is unfamiliar to me.</b></li> <li>● <b>I can experiment with the subject matter.</b></li> <li>● <b>I can determine when I need to use observation, research, and/or reference images to create a sculpture.</b></li> <li>● <b>I can make a sculpture using observation, research, and reference photos.</b></li> <li>● <b>I can use different sculptural processes to develop my artistic voice.</b></li> </ul>

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# Unit 3: Carving

Timeframe: 3 weeks

**Unit Description:** In this unit, students will focus on developing subtractive sculpture skills. Students will learn how different tools are used to carve away different sculpture materials and the necessary safety equipment and procedures. Expanding their knowledge about the use of space, they will create sculptures that incorporate depth. Students will research sculptors and their work to learn more about the context in which they were made. Students will use their sketchbooks to record their brainstorming, sketches, and plans while determining whether they will need to use observation, research, and/or reference images to create a sculpture. They will continue to photograph and put work on display while preparing artist's statements for their portfolio.

## 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 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.
- Visual imagery influences understanding of and responses to the world.
- People gain insights into the meanings of artworks by engaging in the process of art criticism
- 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.

## Essential Questions:

- What is the difference between working with a subtractive versus an additive process?
- How does the artist use occupied and unoccupied space to lead the viewer's eye around a sculpture?
- In what ways do artists use tools to manipulate materials to create a sculpture?
- Why is safety important when working with sculpture materials?
- How do artists use depth to create space?

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Unit 3 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<a href="#">VA:Cr1A.IIa</a>	<ul style="list-style-type: none"> <li>I can develop new artistic questions based on my previous work or ideas.</li> <li>I can collaborate with others to discuss my artwork (to work out solutions to problems, brainstorm ideas, etc.).</li> <li>I can revise &amp; transform work to solve issues.</li> </ul>
<a href="#">VA:Cr1B.IIa</a>	<ul style="list-style-type: none"> <li>I can take notes about sculpture practices (both traditional and contemporary) in my sketchbook.</li> <li>I can use a sketchbook to record different sculpture media and methods.</li> <li>I can use a sketchbook to brainstorm, thumbnail sketch, and plan the construction of my sculpture.</li> </ul>
<a href="#">VA:Cr2A.IIa</a>	<ul style="list-style-type: none"> <li>I can experiment with different sculpture techniques.</li> <li>I can show improvement in my sculpture skills by creating a sculpture using different techniques.</li> <li>I can independently problem-solve and find solutions to a problem.</li> <li>I can work through challenges as they arrive.</li> </ul>
<a href="#">VA:Cr3A.IIa</a>	<ul style="list-style-type: none"> <li>I can use my own sources to create original artwork</li> <li>I can use visual references without copying when designing, creating, and displaying my artwork</li> </ul>
<a href="#">VA:Pr4A.IIa</a>	<ul style="list-style-type: none"> <li>I can show improvement in my sculptural skills over time.</li> <li>I can identify the characteristics of specific images and select images to show evidence of the artistic process in my portfolio.</li> <li>I can take photographs of artwork using good technique.</li> <li>I can evaluate my work using a good vocabulary and my knowledge of technique and process.</li> </ul>
<a href="#">VA:Pr5A.IIa</a>	<ul style="list-style-type: none"> <li>I can show improvement in my sculptural skills over time.</li> <li>I can identify the characteristics of specific images and select images to show evidence of the artistic process in my portfolio.</li> <li>I can take photographs of artwork using good technique.</li> <li>I can evaluate my work using a good vocabulary and my knowledge of technique and process.</li> </ul>
<a href="#">VA:Re7B.IIa</a>	<ul style="list-style-type: none"> <li>I can describe the formal qualities of a work of art.</li> <li>I can evaluate a work of art to communicate what I know about its formal qualities.</li> <li>I can explain visual qualities in an artwork and how they contribute to the meaning of the artwork.</li> <li>I can evaluate and share the effectiveness of an artwork in an artist's statement.</li> </ul>
<a href="#">VA:Re8A.IIa</a>	<ul style="list-style-type: none"> <li>I can identify, when, where, and how a work of art is made.</li> <li>I can research an artist and their work connected to our unit.</li> <li>I can create art that connects to my personal experiences.</li> </ul>

*\*priority standards indicated in bold*

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<a href="#">VA:Cn10A.IIa</a>	<ul style="list-style-type: none"> <li>● I can develop work that contains personally meaningful content.</li> <li>● I can identify and choose subject matter that is unfamiliar to me.</li> <li>● I can experiment with the subject matter.</li> <li>● I can determine when I need to use observation, research, and/or reference images to create a sculpture.</li> <li>● I can make a sculpture using observation, research, and reference photos.</li> <li>● I can use different sculptural processes to develop my artistic voice.</li> </ul>
<a href="#">VA:Cn11A.IIa</a>	<ul style="list-style-type: none"> <li>● I can compare and contrast the reasons, methods, and intended audiences for art created in the past and present.</li> <li>● I can examine and explain how artwork connects to different contexts.</li> <li>● I can explore modern issues to inspire my artwork.</li> </ul>

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# Unit 4: Casting

Timeframe: 3 weeks

**Unit Description:** In this unit, students will learn about the process of casting. Workshops will include ways to create and cast molds. Students can experiment with how to create sculptures using cast pieces. They will continue to utilize sketchbooks and planning processes before presenting their work in a final portfolio and evaluating 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 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.
- Visual imagery influences understanding of and responses to the world.
- People gain insights into the meanings of artworks by engaging in the process of art criticism
- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

## Essential Questions:

- What are the benefits to casting?
- What are the variables you should consider when choosing your sculptural process?
- What is the significance of repetition in a 3-dimensional artwork?
- In what ways can we experiment with different processes to create a sculptural mold?

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Unit 4 Standards	
STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<a href="#">VA:Cr1B.IIa</a>	<ul style="list-style-type: none"> <li>● I can take notes about sculpture practices (both traditional and contemporary) in my sketchbook.</li> <li>● I can use a sketchbook to record different sculpture media and methods.</li> <li>● I can use a sketchbook to brainstorm, thumbnail sketch, and plan the construction of my sculpture.</li> </ul>
<a href="#">VA:Cr2A.IIa</a>	<ul style="list-style-type: none"> <li>● I can experiment with different sculpture techniques.</li> <li>● I can show improvement of my sculpture skills by creating a sculpture using different techniques.</li> <li>● I can independently problem-solve and find solutions to a problem.</li> <li>● I can work through challenges as they arrive.</li> </ul>
<a href="#">VA:Pr4A.IIa</a>	<ul style="list-style-type: none"> <li>● I can show improvement in my sculptural skills over time.</li> <li>● I can identify the characteristics of specific images and select images to show evidence of the artistic process in my portfolio.</li> <li>● I can take photographs of artwork using good technique.</li> <li>● I can evaluate my work using a good vocabulary and my knowledge of technique and process.</li> </ul>
<a href="#">VA:Pr5A.IIa</a>	<ul style="list-style-type: none"> <li>● I can consider location, media materials, audience, and purpose when creating artwork for display.</li> <li>● I can figure out the best way to display my artwork.</li> <li>● I can figure out the best way to display my artwork in my portfolio.</li> </ul>
<a href="#">VA:Re7B.IIa</a>	<ul style="list-style-type: none"> <li>● I can describe the formal qualities of a work of art.</li> <li>● I can evaluate a work of art to communicate what I know about its formal qualities.</li> <li>● I can explain visual qualities in an artwork and how they contribute to the meaning of the artwork.</li> <li>● I can evaluate and share the effectiveness of an artwork in an artist's statement.</li> </ul>
<a href="#">VA:Re8A.IIa</a>	<ul style="list-style-type: none"> <li>● I can identify, when, where, and how a work of art is made.</li> <li>● I can research an artist and their work connected to our unit.</li> <li>● I can create art that connects to my personal experiences.</li> </ul>
<a href="#">VA:Cn10A.IIa</a>	<ul style="list-style-type: none"> <li>● I can develop work that contains personally meaningful content.</li> <li>● I can identify and choose subject matter that is unfamiliar to me.</li> <li>● I can experiment with the subject matter.</li> <li>● I can determine when I need to use observation, research, and/or reference images to create a sculpture.</li> <li>● I can make a sculpture using observation, research, and reference photos.</li> <li>● I can use different sculptural processes to develop my artistic voice.</li> </ul>

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