Rumson-Fair Haven Regional High School

Course: *Sculpture*
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Section I: Course Description

Sculpture is a semester-long studio course. The study of sculpture introduces students to the aesthetic concepts of form and space, both to investigate notions of beauty and function. It is a study of three dimensional art and its relationship to the environment wherein it is exhibited. Exploring sculptural elements historically and in contemporary application will assist students in understanding creative expression in three dimensional space. Using many media and techniques, students will address technical and non-traditional aspects of sculpture, as well as their place in the continuity of art history, sculpture as an expression in diverse cultural representations, geographic and historical influences, art criticism and aesthetics as a means to facilitate a greater understanding of sculptural design, application, and presentation.

Section II: NJSLS: New Jersey Student Learning Standards/Learning Objectives

1. ***2020 New Jersey Student Learning Standards – Visual and Performing Arts***
    - The NJSLS-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by: defining artistic literacy through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning; placing artistic processes and anchor standards at the forefront of the work; identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.
2. ***Standard 8.1 (Computer Science) and 8.2 (Design Thinking)* of the *2020 NJSLS:***
    - "The 'Intent and Spirit of the Computer Science and Design Thinking Standards' is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers."
3. ***Standard 9.4 (Life Literacies and Key Skills)* of the *2020 NJSLS*:**
    - "This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy."
      ***Climate Change:** The state of New Jersey has mandated instruction in, "Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs."
4. ****Amistad Law: N.J.S.A. 18A 52:16A-88:***
    - The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: "Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students."
5. ****Holocaust Law: N.J.S.A. 18A 35-28:***
    - The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: "Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens."
6. ****LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:***
    - A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: "A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the

district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35."

7. ***Asian American and Pacific Legislation: N.J.S.A 4021/A6100:***
    - The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey's schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: "A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies."
8. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom's Taxonomy of Cognitive Objectives*

Section III: Curriculum Modifications

The *Sculpture* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district's English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified individually for students when necessary. Modifications may include but are not limited to:

- Small group instruction
- One-on-one instruction
- Independent work stations
- Visual resources to complement written texts and concepts
- Extra time on assessments and large scale projects
- Large projects broken into smaller tasks and timelines
- Tiered Instruction
- Individual help during practice
- Verbal and written directions for visual and auditory learners
- Preferential seating
- Spelling not penalized

Section IV: Preparation for Standardized Testing

This *Sculpture* curriculum is aligned with the requirements of state and national standardized assessments, including the *NJSLA*, the *ACT*, the *PSAT* and the *SAT*.

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: *Sculpture*	**Grade Level:** 9-12
Unit I: Bas Relief and Reductive Techniques	Weeks 1-4
Unit II: High Relief and Additive Techniques	Weeks 5-10
Unit III: Explorations-Form, Function, Representation and Abstraction	Weeks 11-20

Section VI: Primary Texts and Year Long Instructional Resources

The following texts and instructional resources are employed for all students in *Sculpture*:

- Google Classroom and Google education resources
- RFH Learning Commons
- Art 21, and various PBS art education resources
- Various online Museum resources: The Met, The Brooklyn Museum, Tate, Whitney, Getty, British Museum
- Anatomy for Artists
- Art Forum (periodical)
- Art in America (periodical)
- Drawing on the Right Side of the Brain (Edwards)
- History of Art 5th ed (Stokstad)
- 30,000 years of Art (Phaidon)
- Art 21 (PBS video series)
- Dynamic Anatomy Burne Hogarth
- MOMA (online)
- MET Museum (online)
- Google Arts and Culture
- Various international online museums and galleries
- Periodicals, newspapers, and short form publications on current visual artists, archeology/anthropology/art history, sales and auctions, and related.
- Artist's Handbook and Materials

Section VII: Grading Formula and Assessment Modes

Marking period grades in *Sculpture* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined prior to the start of each academic year and will be published in the posted/distributed course syllabi.

Section VIII: Unit Templates

The following unit templates have been established for the *Sculpture* curriculum by the Fine Arts instructional team:

<table>
<tr><th colspan="2">Unit I: Bas Relief and Reductive Techniques</th></tr>
<tr><td colspan="2">Unit Summary</td></tr>
<tr><td colspan="2">In Bas Relief and Reductive Techniques, students will engage with the historical basis of low relief and its use, as well as contemporary implementations of the sculptural skills. Students will be developing a vocabulary specific for 3D planning, rendering, and critiquing. Student works will reflect a developing understanding of the elements and principles of art which drive creating and interpreting low relief artwork.</td></tr>
<tr><th colspan="2">Standards/Core Ideas/Performance Expectations/Progress Indicators</th></tr>
<tr><td colspan="2">The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in Sculpture:
2020 New Jersey Student Learning Standards for Visual Arts: 9-12
Anchor Standards 1-2, 4, 7, 10
1.5.12prof.Cr1a-b, 1.5.12prof.Cr2b, 1.5.12acc.Cr2a, 1.5.12acc.Pr4a, 1.5.12prof.Re7a, 1.5.12prof.Cn10a
2020 New Jersey Student Learning Standards: Computer Science and Design Thinking
8.1.12.1C.1, 8.2.12ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills
9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9 , 9.4.12.GCA.1</td></tr>
<tr><th>Unit Essential Questions</th><th>Unit Enduring Understandings</th></tr>
<tr><td>How does one prepare to make art in 3D?
What are some terms artists use to talk about sculpture?
How do artists choose materials to create sculpture?</td><td>Works of art can begin and be planned in 2D and executed as 3D forms.
Planning works for 3D can happen in 2D and via modeling.
Sculpture encompasses assembly, composition, high and low relief, and is a highly manipulable category of visual expression.
Practice in multiple materials/media leads to wider 3D choices and proficiencies.</td></tr>
</table>

• How does making 3D artwork influence the ways you relate to creative expression? • In the exploration of three-dimensional forms, how can you express your personal point of view?	• Sculpture has a significant history in art and craft; with unique approaches and traditions across the globe. • Conceptualizing for three dimensions relies upon a working vocabulary in elements and principles of art. • Thorough planning processes are a strong foundation for participating in visual analysis for self-evaluation and visual analysis of other (student and beyond) works.

Evidence of Learning

Formative Assessment:	**Summative Assessment:**	**Resources Needed:**
• Classwork: regular informal evaluation of progress in implementing elements and principles of art as pertains to three dimensional exploration • Sketchbook Skill Sets: modeling and material technique exercises; demonstration of appropriate media choices, assembly, formation	• critique (instructor > student and whole class) • reflection (rubric) on completed tasks and projects	• Bas/low relief media: board, cardstocks/chipboards, and various reductive tools and materials

Unit II: High Relief and Additive Techniques

Unit Summary

In High Relief and Additive Techniques, students will engage with the historical basis of sculpture in the round, connections between form and function, as well as contemporary interpretations of sculptural competencies. Students will be further developing competencies specific for 3D planning, rendering, and critiquing. Student works will reflect a developing understanding of the elements and principles of art which drive creating and interpreting high relief artwork across both traditional and non-traditional media. Connections will be drawn to industry, product development, and other disciplines not immediately connected to traditional studio practice. Design thinking will be introduced.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Sculpture:*

- *2020 New Jersey Student Learning Standards for Visual and Performing Arts: 9-12*
  - Anchor Standards 1-2, 7-10
    - 1.5.12acc.Cr2a, 1.5.12acc.Re7a, 1.5.12acc.Re7b, 1.5.12acc.Re8a, 1.5.12prof.Re9a, 1.5.12acc.Cn10a, 1.5.12acc.Cr1b
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.1C.1, 8.2.12ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9 , 9.4.12.GCA.1

Unit Essential Questions	Unit Enduring Understandings
• How does expanding material choices for compositions expand opportunities for expression? • How can my observations in the world around me become subjects for my art? • How is texture and pattern observed in the visible world? • How can I create multiple pieces of art based off of one theme? How can I advance my idea each time? • Does/how does my media influence emotions, concepts, understandings?	• Utilizing different materials allows artists to express themselves in different ways. • Observational skills connect to three dimensional rendering skills. • Texture and patterns are commonly referred to aspects of culture. • Demonstrations of innovative thinking happen at many stages in the artmaking process • Regularly/readily engaging in revision of artworks in progress, through dialogue and reflection, improves outcomes of projects. • Experimentation with materials and reflection on successes during their use improves material competencies and artistic decision making.

Evidence of Learning

Formative Assessment:	Summative Assessment:	Resources Needed:
• Classwork: regular informal evaluation of progress in implementing elements and principles of art as pertains to three dimensional exploration • Sketchbook Skill Sets: modeling and material technique exercises; demonstration of appropriate media choices, assembly, and formation	• Class critique • Self evaluations	• High relief media: clay, paper pulp, fabric, and various tools and materials to accomplish three dimensional artworks • Fabrics, recycled materials, and found objects as befits specific project inquiry

Unit III: Explorations-Form, Function, Representation and Abstraction

Unit Summary

In Explorations-Form, Function, Representation and Abstraction, students will create multiple art pieces that explore various contemporary themes. Students will explore more advanced materials like glass, wire, and/or metal. This unit will strongly push for color and design and study sculpture in a contemporary context (post-modern, craft, and regional movements) and how it relates to 3D Art. Students will create multiple 3D art pieces that explore representation and its derivatives; students will learn about both historical and contemporary art forms that focus upon presentation of self.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Sculpture:*

- *2020 New Jersey Student Learning Standards for Visual and Performing Arts: 9-12*
  - Anchor Standards 1-2, 4, 7, 10
    - 1.5.12prof.Cr1a-b, 1.5.12prof.Cr2b, 1.5.12acc.Cr2a, 1.5.12acc.Pr4a, 1.5.12prof.Re7a, 1.5.12prof.Cn10a
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.1C.1, 8.2.12ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9 , 9.4.12.GCA.1

Unit Essential Questions	Unit Enduring Understandings
• How do you describe creativity and innovation? • What do we learn about people different from us through art? • What reasons/evidence exists that are precedents for innovations? • What information supports individual engagements /personal points of view aesthetically? • What influences artistic expression(s)?	• Creativity and innovation are attributes that can help drive the artistic process. • Art can be a way to establish connections between people. • Common themes exist and resonate in artwork from a variety of cultures across time and are communicated through many aspects of art including the elements of art and principles of design. • The inspiration for artmaking can come from many places, including other arts and culture.

Evidence of Learning

Formative Assessment:	Summative Assessment:	Resources Needed:
• Classwork: regular informal evaluation of progress in implementing elements and principles of art as pertains to three dimensional exploration • Sketchbook Skill Sets: modeling and material technique exercises; demonstration of appropriate media choices, assembly, formation	• critique (instructor > student and whole class) • reflection (rubric) on completed tasks and projects	• Various and undefined; ranging from traditional (clay) to non-traditional (everyday objects) to found or transformed materials (papers and various recycled objects) • Glass, metal, wire • Non-art materials • Locations • Natural elements • Site specific and found objects in situations

Section IX: Unit Reflection

The Fine Arts instructional team must confer upon the completion of each instructional unit in the *Sculpture* curriculum and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of

Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *Sculpture* curriculum.

Unit Reflection Form: *Sculpture*			
Lesson Activities:	**Strongly**	**Moderately**	**Weakly**
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			
Are challenging and require higher order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21st century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			