



SCULPTURE 9-12

Approved by KSD Board of Education: 2-3-2025

Course Description:

In the Sculpture I course, students will design and make large and small three-dimensional works in a variety of materials including cardboard, paper, wood, wire, plaster, fibers, stone and found objects. Students will demonstrate basic skills in design and construction.

Grade Level: 9th-12th Grade (Semester)

Unit Scope and Sequence (Processes)

- Unit 1:** Casting
- Unit 2:** Modeling
- Unit 3:** Assemblage
- Unit 4:** Carving
- Unit 5:** Combined Constructions
- Unit 6:** Critique
- Unit 7:** Portfolio

Course Enduring Understandings:

- Media is a vehicle for expression: the base materials of art can be loaded with expressions (especially when done wisely).
- Meaning, feeling, or narrative or not innate in artwork; they have to be wisely uploaded, and then driven into the artwork.
- People create artwork in response to activities, events, and conventions surrounding them: all artists have reasons for what they do.

Course Essential Questions:

- How are the elements and principles of design chosen in an informed manner?
- How does media choice aid in the success of an artwork?
- Why do artists create the work that they do or have historically done?
- How should an artist present their artwork?
- How should one respond to another person's artwork?

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Unit 1: Casting

Students will cast sculptures using various methods and materials.

Unit Essential Learning Targets	
Enduring Understandings	Essential Questions
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose, elements and principles of design. - Media is a vehicle for expression. The base materials of art can be loaded with expression (especially when done wisely). Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - Practice makes perfect. Artistic techniques and skills are often repeated and revised for deeper impact and effect. - People create artwork in response to activities, events, and conventions surrounding them. All artists have reasons for what they do. Students need to find these out before placing judgment or making a critique. It's all about an informed decision. - Meaning and media usage of an artwork are subjective, but justifiable. It's important that students can justify the decision they make. - Craftsmanship is an additional tool for expression. Care and thoughtfulness in how a project is made informs an appreciation and understanding of the artwork. - Discussion and self-reflection offer opportunities for growth and understanding.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - Why do artists create the work that they do or have historically done? - How should an artist present their artwork? - How should one respond to another person's artwork?
Students must know:	Students must be able to:
- Proper use of materials, tools, studio equipment, and storage - How to use a ruler - How to safely and effectively use an X-Acto knife and box cutter - Positive and negative space and form	Create Sketches: Plan and design their sculptures through detailed and purposeful drawings that guide their creative process. Construct an Arm, Hand, and Held Object in Action Using Box Tape:

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Unit 1: Casting

• Seeing and understanding in three-dimensions • Materials, tools, and studio equipment • Craftsmanship • Unit of measure • Construction • Brainstorm/Ideation • Simple photography • Studio procedures	Sculpt dynamic, life-sized forms that depict movement and interaction using box tape as a medium. • Develop Latex Mold Making Skills: Learn to create flexible molds using latex to capture fine details from their clay animal models. • Perform Plaster Casting: Use their latex molds to cast durable plaster replicas of their clay animal models, completing the process from model creation to final casting.
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Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 1.B: Shape an artistic investigation of an aspect of present- day life using a contemporary practice of art or design (Va:Cr1B.I).

Priority Standard: Create 2.A: Engage in making a work of art or design without having a preconceived plan (Va:Cr2A.I).

Priority Standard: Create 2.B: Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment (Va:Cr2B.I).

Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).

Priority Standard: Presenting/Producing 5.A: Analyze and evaluate the reasons and ways an exhibition is presented (VA:Pr5A.I).

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Unit 2: Modeling

Students will model and manipulate form using various methods and materials.

Unit Essential Learning Targets	
Enduring Understandings	Essential Questions
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose, elements and principles of design. - Media is a vehicle for expression. The base materials of art can be loaded with expression (especially when done wisely). Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - Practice makes perfect. Artistic techniques and skills are often repeated and revised for deeper impact and effect. - People create artwork in response to activities, events, and conventions surrounding them. All artists have reasons for what they do. Students need to find these out before placing judgment or making a critique. It's all about an informed decision. - Meaning and media usage of an artwork are subjective, but justifiable. It's important that students can justify the decision they make. - Craftsmanship is an additional tool for expression. Care and thoughtfulness in how a project is made informs an appreciation and understanding of the artwork. - Discussion and self-reflection offer opportunities for growth and understanding.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - Why do artists create the work that they do or have historically done? - How should an artist present their artwork? - How should one respond to another person's artwork?
Students must know:	Students must be able to:
- Proper use of materials, tools, studio equipment, and storage - Seeing and understanding in three-dimensions - Materials, tools, and studio equipment - Craftsmanship	Create Figurative Wire Sculpture: Use wire to construct three-dimensional representations of the human figure or other subjects, exploring form, structure, and movement. Model a Clay Animal (for Latex Mold

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Unit 2: Modeling

• Unit of measure • Construction • Brainstorm/Ideation • Simple photography • Studio procedures	and Plaster Casting): Sculpt a detailed clay model of an animal, which will serve as the basis for creating latex molds and plaster casts. • Sculpt a Clay Portrait: Develop and refine skills in portraiture, using clay to create realistic or expressive representations of the human face, focusing on facial features and proportions.
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Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).
Priority Standard: Create 1.B: Shape an artistic investigation of an aspect of present- day life using a contemporary practice of art or design (Va:Cr1B.I).
Priority Standard: Create 2.A: Engage in making a work of art or design without having a preconceived plan (Va:Cr2A.I).
Priority Standard: Create 2.B: Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment (Va:Cr2B.I).
Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).
Priority Standard: Presenting/Producing 5.A: Analyze and evaluate the reasons and ways an exhibition is presented (VA:Pr5A.I).
Connecting 10.A: Document the process of developing ideas from early stages to fully elaborated ideas (VA:Cn10A.I).

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Unit 3: Assemblage

Students will create assemblages and manipulate form using various methods and materials.

Unit Essential Learning Targets	
Enduring Understandings	Essential Questions
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose, elements and principles of design. - Media is a vehicle for expression. The base materials of art can be loaded with expression (especially when done wisely). Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - Practice makes perfect. Artistic techniques and skills are often repeated and revised for deeper impact and effect. - People create artwork in response to activities, events, and conventions surrounding them. All artists have reasons for what they do. Students need to find these out before placing judgment or making a critique. It's all about an informed decision. - Meaning and media usage of an artwork are subjective, but justifiable. It's important that students can justify the decision they make. - Craftsmanship is an additional tool for expression. Care and thoughtfulness in how a project is made informs an appreciation and understanding of the artwork. - Discussion and self-reflection offer opportunities for growth and understanding.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - Why do artists create the work that they do or have historically done? - How should an artist present their artwork? - How should one respond to another person's artwork?
Students must know:	Students must be able to:
- Proper use of materials, tools, studio equipment, and storage - How to use a ruler and hot glue - How to safely and effectively use an X-Acto knife and box cutter - How to safely and effectively use a saw,	Create Word Sculpture: Visual Onomatopoeia: Explore the concept of onomatopoeia by creating sculptures that visually represent sounds, using shapes and forms that evoke the sound they describe.

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Unit 3: Assemblage

- rasp, drill, and box cutter • Seeing and understanding in three-dimensions • Materials, tools, and studio equipment • Craftsmanship • Unit of measure • Construction • Brainstorm/Ideation • Simple photography • Studio procedures	• Construct a Cardboard Shoe: Use cardboard to design and build a shoe sculpture, practicing techniques in shaping, cutting, and assembling materials to create a three-dimensional object. • Design an Environmental Sculpture: Conceptualize and create sculptures that interact with or respond to their surroundings, considering scale, location, and materials in relation to the environment. • Create a Cubed Sculpture: Experiment with geometric shapes, specifically cubes, to design a sculpture that explores form, structure, and dimensionality, either abstract or representational.
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Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 1.B: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design (Va:Cr1B.I).

Priority Standard: Create 2.A: Engage in making a work of art or design without having a preconceived plan (Va:Cr2A.I).

Priority Standard: Create 2.B: Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment (Va:Cr2B.I).

Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).

Priority Standard: Presenting/Producing 5.A: Analyze and evaluate the reasons and ways an exhibition is presented (VA:Pr5A.I).

Priority Standard: Responding 7.A: Hypothesize ways in which art influences perception and understanding of human experiences (VA: Re7A.I).

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Unit 4: Carving

Students will create sculptures by carving and manipulating form using various methods and materials.

Unit Essential Learning Targets	
Enduring Understandings	Essential Questions
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose, elements and principles of design. - Media is a vehicle for expression. The base materials of art can be loaded with expression (especially when done wisely). Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - Practice makes perfect. Artistic techniques and skills are often repeated and revised for deeper impact and effect. - People create artwork in response to activities, events, and conventions surrounding them. All artists have reasons for what they do. Students need to find these out before placing judgment or making a critique. It's all about an informed decision. - Meaning and media usage of an artwork are subjective, but justifiable. It's important that students can justify the decision they make. - Craftsmanship is an additional tool for expression. Care and thoughtfulness in how a project is made informs an appreciation and understanding of the artwork. - Discussion and self-reflection offer opportunities for growth and understanding.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - Why do artists create the work that they do or have historically done? - How should an artist present their artwork? - How should one respond to another person's artwork?
Students must know:	Students must be able to:
- Proper use of materials, tools, studio equipment, and storage - How to safely and effectively use a saw,	Carve Small Wood Sculptures: Use carving tools to shape and refine small sculptures out of wood, practicing

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Unit 4: Carving

- rasp, drill, and box cutter • Seeing and understanding in three-dimensions • Materials, tools, and studio equipment • Craftsmanship • Unit of measure • Construction • Brainstorm/Ideation • Simple photography • Studio procedures	techniques such as whittling, chiseling, and sanding to create detailed forms. • Carve Soap Sculptures: Utilize soap as a soft medium for carving, exploring basic techniques and developing precision in creating detailed figures or abstract forms. • Carve Soapstone Sculptures: Work with soapstone, a softer and more durable stone, to practice carving and shaping more intricate designs, learning about the properties of stone and techniques for smoothing and detailing.
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Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 1.B: Shape an artistic investigation of an aspect of present- day life using a contemporary practice of art or design (Va:Cr1B.I).

Priority Standard: Create 2.A: Engage in making a work of art or design without having a preconceived plan (Va:Cr2A.I).

Priority Standard: Create 2.B: Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment (Va:Cr2B.I).

Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).

Priority Standard: Presenting/Producing 5.A: Analyze and evaluate the reasons and ways an exhibition is presented (VA:Pr5A.I).

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Unit 5: Combined Constructions

Students will create sculptures that combine methods of casting, modeling, assembling, and carving.

Unit Essential Learning Targets	
Enduring Understandings	Essential Questions
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose, elements and principles of design. - Media is a vehicle for expression. The base materials of art can be loaded with expression (especially when done wisely). Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - Practice makes perfect. Artistic techniques and skills are often repeated and revised for deeper impact and effect. - People create artwork in response to activities, events, and conventions surrounding them. All artists have reasons for what they do. Students need to find these out before placing judgment or making a critique. It's all about an informed decision. - Meaning and media usage of an artwork are subjective, but justifiable. It's important that students can justify the decision they make. - Craftsmanship is an additional tool for expression. Care and thoughtfulness in how a project is made informs an appreciation and understanding of the artwork. - Discussion and self-reflection offer opportunities for growth and understanding.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - Why do artists create the work that they do or have historically done? - How should an artist present their artwork? - How should one respond to another person's artwork?
Students must know:	Students must be able to:
- Proper use of materials, tools, studio equipment, and storage - How to use a ruler and hot glue - How to safely and effectively use an X-Acto knife and box cutter	Create a Social Issues QR Code Sculpture: Design and construct a three-dimensional sculpture that incorporates a QR code, linking it to a digital resource, article, or video that

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Unit 5: Combined Constructions

• How to safely and effectively use a saw, rasp, drill, and box cutter • Seeing and understanding in three-dimensions • Materials, tools, and studio equipment • Craftsmanship • Unit of measure • Construction • Brainstorm/Ideation • Simple photography • Studio procedures	addresses a social issue. • Create an Animal Model: Sculpt a detailed animal figure using clay or another appropriate material, focusing on anatomical accuracy and capturing the animal's form and movement. • Make a Mold of the Animal Model: Learn how to create a mold of their clay animal sculpture using materials such as latex or plaster, capturing the intricate details of the model. • Cast the Mold: Use the mold to cast a replica of the animal model in a durable material, such as plaster or resin, to produce a final sculpture.
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Missouri Learning Standards

Priority Standard: Create 1.A: Use multiple approaches to begin creative endeavors (Va:Cr1A.I).

Priority Standard: Create 1.B: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design (Va:Cr1B.I).

Priority Standard: Create 2.A: Engage in making a work of art or design without having a preconceived plan (Va:Cr2A.I).

Priority Standard: Create 2.B: Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools and equipment (Va:Cr2B.I).

Priority Standard: Create 3.A: Apply relevant criteria from traditional and contemporary cultural context to examine, reflect on, and plan revisions for works of art and design in progress (Va:Cr3A.I).

Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).

Priority Standard: Presenting/Producing 5.A: Analyze and evaluate the reasons and ways an exhibition is presented (VA:Pr5A.I).

Priority Standard: Presenting/Producing 6.A: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings (VA:Pr6A.I).

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Unit 6: Critique

Students describe, analyze, interpret and judge their own and/or others artworks.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose, elements and principles of design. - Media is a vehicle for expression. The base materials of art can be loaded with expression (especially when done wisely). Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - Practice makes perfect. Artistic techniques and skills are often repeated and revised for deeper impact and effect. - People create artwork in response to activities, events, and conventions surrounding them. All artists have reasons for what they do. Students need to find these out before placing judgment or making a critique. It's all about an informed decision. - Meaning and media usage of an artwork are subjective, but justifiable. It's important that students can justify the decision they make. - Craftsmanship is an additional tool for expression. Care and thoughtfulness in how a project is made informs an appreciation and understanding of the artwork. - Discussion and self-reflection offer opportunities for growth and understanding.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - Why do artists create the work that they do or have historically done? - How should an artist present their artwork? - How should one respond to another person's artwork?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Articulate concepts, use of media, and use vocabulary terms. - Give constructive criticism/feedback	Provide artwork critiques and discuss as a whole class, small groups, one-on-one, or alone.

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Unit 6: Critique

Missouri Learning Standards

Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).

Priority Standard: Presenting/Producing 5.A: Analyze and evaluate the reasons and ways an exhibition is presented (VA:Pr5A.I).

Priority Standard: Presenting/Producing 6.A: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings (VA:Pr6A.I).

Priority Standard: Responding 7.A: Hypothesize ways in which art influences perception and understanding of human experiences (VA: Re7A.I).

Priority Standard: Responding 7.B: Analyze how one's understanding of the world is affected by experiencing visual imagery (VA: Re7B.I).

Priority Standard: Responding 8.A: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts (VA: Re8A.I).

Priority Standard: Responding 9.A: Establish relevant criteria in order to evaluate a work of art or collection of works (VA:Re9A.I).

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Unit 7: Portfolio

Students learn to document their artwork with descriptive and quality photographs. They create a portfolio of all artwork they produced during the semester and write a reflection on their progress and growth.

Unit Essential Learning Targets	
Enduring Understandings	Essential Questions
- Form follows function. Formal qualities (what is physically present and manipulated-- i.e. line, shape, color, balance, etc.) are determined by an artwork's purpose and/or meaning. What form something takes is dependent on its purpose, elements and principles of design. - Media is a vehicle for expression. The base materials of art can be loaded with expression (especially when done wisely). Meaning, feeling, or narrative are not innate in artwork; they have to be wisely uploaded, and then driven into the artwork. - Practice makes perfect. Artistic techniques and skills are often repeated and revised for deeper impact and effect. - People create artwork in response to activities, events, and conventions surrounding them. All artists have reasons for what they do. Students need to find these out before placing judgment or making a critique. It's all about an informed decision. - Meaning and media usage of an artwork are subjective, but justifiable. It's important that students can justify the decision they make. - Craftsmanship is an additional tool for expression. Care and thoughtfulness in how a project is made informs an appreciation and understanding of the artwork. - Discussion and self-reflection offer opportunities for growth and understanding.	- How are the elements and principles of design chosen in an informed manner? - How does media choice aid in the success of an artwork? - What methods of construction are best for a specific project? - Why do artists create the work that they do or have historically done? - How should an artist present their artwork? - How should one respond to another person's artwork?
Students must know:	Students must be able to:
- How to document artwork with descriptive and quality photographs - How to transfer and organize photographs to and on their laptop	Produce a portfolio and written reflection of their semester work

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Unit 7: Portfolio

- How to create a slideshow portfolio work
- How write a reflection of struggles and growth

Missouri Learning Standards

Priority Standard: Presenting/Producing 4.A: Analyze, select, and curate artifacts and/or artworks for presentation and preservation (VA:Pr4A.I).

Priority Standard: Presenting/Producing 5.A: Analyze and evaluate the reasons and ways an exhibition is presented (VA:Pr5A.I).

Priority Standard: Presenting/Producing 6.A: Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings (VA:Pr6A.I).

Priority Standard: Responding 7.A: Hypothesize ways in which art influences perception and understanding of human experiences (VA: Re7A.I).

Priority Standard: Responding 7.B: Analyze how one's understanding of the world is affected by experiencing visual imagery (VA: Re7B.I).

Priority Standard: Responding 8.A: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts (VA: Re8A.I).

Priority Standard: Responding 9.A: Establish relevant criteria in order to evaluate a work of art or collection of works (VA:Re9A.I).