

Sculpture 1AB

High School

Course Title	Sculpture High School 1 A/B
Course Abbreviation	SCULPT 1 A/B
Course Code Number	200803/200804
Special Notes	
Course Description	<p>The purpose of this course is to provide a balanced visual arts program, which guides students to achieve the standards in the visual arts. In Sculpture 1AB, students explore three-dimensional form in traditional and nontraditional materials. The student will study form, volume, and space relationships through the exploration of decorative, utilitarian, and conceptual approaches to sculpture. The study of sculptural form in a variety of media during various historical and cultural periods will guide the development of the student's ability to make personal aesthetic and critical judgments. Career opportunities in the arts and arts-related fields will be explored.</p>
Instructional Topics	<p>Historical Foundations of Sculpture Aesthetic Criteria and Personal Judgments Elements of Art Principles of Design Materials of Sculpture and Their Physical Properties Additive and Subtractive Techniques Contemporary Sculpture: Meaning, Methods, Materials Image, Icons, Symbol, Culture Cubism, Surrealism, Expressionism in Sculpture Kinetic Sculpture Architectural Sites and Natural Environments Documentation and Portfolio Development</p> <p>*Topics should be presented in an integrated manner where possible; time spent on each topic is to be based upon the needs of the student, the instructional program, and the scheduling needs of the school.</p>
California Visual Arts Content Standards High School Proficient	<p>Content knowledge and skills gained during this course will support student achievement of grade level Student Learning Standards in the Visual Arts.</p> <p><i>Upon graduation from the LAUSD, students will be able to:</i></p> <ol style="list-style-type: none"> 1. Process, analyze, and respond to sensory information through the language and skills unique to the visual arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. Artistic Perception 2. Create, perform, and participate in the visual arts. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art. Creative Expression 3. Understand the historical contributions and cultural dimensions of the visual arts. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human

	<p>diversity as it relates to the visual arts and artists.</p> <p>Historical and Cultural Context</p> <p>4. Respond to, analyze, and make judgments about works in the visual arts. Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities. Aesthetic Valuing</p> <p>5. Connect and apply what is learned in the visual arts to other art forms and subject areas and to careers. Students apply what they learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts. Connections, Relationships, Applications</p>
<p>Representative Objectives</p>	<p><i>Student will be able to:</i></p> <ul style="list-style-type: none"> • Create and exhibit original art works in three-dimensions of increasing complexity and with increased skill. • Explore a variety of materials, constructive techniques, and processes for surface enrichment, making choices as to what to apply in his or her work. • Engage in art experiences, gaining personal insight and appreciation of his or her accomplishments in sculpture and the accomplishments of others. • Compare, contrast, and analyze styles and purposes for sculpture from a variety of times, places, and cultures. • Recognize, describe, analyze, discuss, and write about the visual characteristics of artworks in three-dimensions, objects in nature, events, and the environment. • Make informed judgments by applying the four steps of art criticism to his or her artwork and the work of other sculptors. • Respond to a variety of sculptures and use an art vocabulary to talk about his or her interpretations of the artists' intentions. • Integrate what he or she learns in sculpture to learning in other subject areas. • Explore careers in the visual arts.
<p>Representative Performance Skills</p>	<p><i>In accordance with their individual capacity, students will grow in the ability to:</i></p> <ul style="list-style-type: none"> • Produce a sculpture effectively using the elements and principles of design. • Demonstrate the ability to synthesize different subjects, themes, images, and visual metaphors in creating artworks in three-dimensions. • Identify some trends of contemporary styles in sculptural art in America and discuss the diverse cultural developments reflected in the artworks she or he has examined. • Discuss (compare and contrast) the purposes of sculpture from major time periods and cultures. • Describe the use of the elements of art and principles as they relate to specific styles of sculpture. • Discuss complex issues, such as distortion of shapes/form, space, simplified and actual texture, scale,

	<p>balance, and expressive content as they appear in sculpture.</p> <ul style="list-style-type: none"> • Discuss and make choices about materials (plaster, wood, plastic, stone, wire, paper) as they relate to objective. • Make sound critical judgments about the quality and success of artworks in three-dimensions based on his or her experiences in and perceptions about visual art forms. • Use criteria for making judgments about sculpture and identify the difference between preference and judgment. • Demonstrate an understanding of the varied functions of an artist, art critic, art historian, art collector, and art philosopher (aesthetician). • Research art and arts-related careers.
Samples of Classroom Activities for Artistic Perception Strand	<p>Process, analyze, and respond to sensory information through the language and skills unique to the visual arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Compare sculptures by such artists as Marisol, Alberto Giacometti, and Henry Moore, and/or figurative sculptures of various world cultures • Discuss with accuracy the artists' use of distortion to express their conception of humanity.
Resources	<i>Beginning Sculpture: Williams, Davis Publications</i>

<p>Credentials required to teach this course</p> <p>One of the following:</p> <p>General Secondary</p> <p>Special Secondary Art</p> <p>Standard Secondary with major/minor Art</p> <p>Single Subject Art</p> <p>Supplementary Authorization 3-Dimensional Art</p>
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