

Sculpture 2AB

High School

Course Title	Sculpture High School 2 A/B
Course Abbreviation	SCULPTURE 2 A/B
Course Code Number	200805/200806
Special Notes	Sculpture 1AB is a prerequisite.
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 2AB, the student will advance and extend knowledge of art history, aesthetic traditions, technical skills and conceptual approaches to sculpture. The student will develop original, personal content and exhibit work that demonstrates increased craftsmanship, discipline, and originality. The course helps the student to investigate and prepare for potential postsecondary educational and career opportunities.</p>
Instructional Topics	<p>Contemporary Sculpture, Architecture, Earthworks Refinement of Aesthetic Criteria Development of Style and Personal Content Nontraditional Materials and Modern Technologies Modeling and Armature Techniques Portraits and Figures Plaster Casting and Wax Modeling Abstraction and Nonobjective Images Cross-Cultural Influences Exhibition and Display Techniques Careers for Sculptors 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 Advanced	<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 diversity as it relates to the visual arts and artists. Historical and Cultural Context

	<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 sculptural forms of increasing complexity and with increased skill. • Undertake expressive art experiences, gaining personal insight and appreciation of his or her accomplishments and the accomplishments of others using media and processes of the sculptor. • Demonstrate an understanding of how to solve complex artistic problems in unique and expressive ways. • Recognize that the visual arts and artists reflect, play a role in, and influence culture. • Identify, record, and use the elements of art as he or she explores, analyzes, and talks about what he or she sees in the physical world and in what he or she creates in sculpture (line, color, shape/form, texture, space). • Identify, record, and use the principles of design in exploring, analyzing, and talking about what he or she sees in the physical world and in what he or she creates in sculpture (balance, contrast, emphasis, movement, rhythm, unity). • Respond to a variety of sculptures and talk about his or her interpretations of the artists' intentions. • Express his or her ideas about art and give reasons for preferences in works of art. • Integrate what he or she learns in art to learning in other subject areas. • Learn skills in sculpture that translate to careers.
<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 series of sculptures effectively using the elements of art and principles of design. • Demonstrate in his or her sculptures an exploration of a personal style and proficiency in communicating an idea or emotion. • 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 sculpture and discuss the diverse cultural developments reflected in the artworks she or he has examined. • Identify sculptors who have achieved regional, national, or international recognition and recognize ways that their work reflects, plays a role in, and influences

	<p>culture.</p> <ul style="list-style-type: none"> • Investigate and describe a universal concept addressed in sculpture in visual and written form. • Discuss complex issues, such as distortion of shapes/form, space, balance, simplified and actual texture, scale, and expressive content in sculpture. • Make sound critical judgments about the quality and success of artworks in three-dimensions based on his or her experiences in and perceptions about this form of visual arts. • Organize, maintain, interpret, and communicate information (oral and written, creation of a visual image and display of artwork) about sculpture. • Research art and arts-related careers in California.
<p>Samples of Classroom Activities for Aesthetic Valuing Strand</p>	<p>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.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Select and document three of their own artworks in three-dimensions for their portfolios based upon selected criteria. • Reflect upon and write about how the works show growth over a period of time; and ways in which the artworks are successful.
<p>Resources</p>	<p><i>Beginning Sculpture</i>: Williams, Davis Publications</p>

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