

# WARREN COUNTY SCHOOL DISTRICT

## Planned Instruction

**Course Title:** Crafts/Sculpture

**Course Number:** 00720

**Suggested Educational Level(s):** Grades 10-12

**Suggested Periods Per Week:** 5 **Length of Period:** 40 minutes

**Suggested Length Of Course:** 60 hours

**Units Of Credit (If Appropriate):** .5

**Date Written:** Dec. 2004 **Date Approved:** June 13, 2005

**Date Reviewed:** 2004-2005 **Implementation Year:** 2005-2006

**Teacher Certification Required:** Art Education Certification

### Standards Addressed:

9.1.12A, 9.1.12.B, 9.1.12.C, 9.1.12.D, 9.1.12.E, 9.1.12.H, 9.1.12.J  
9.2.12.C, 9.2.12.D, 9.2.12.E, 9.2.12.F, 9.2.12.G, 9.2.12.H, 9.2.12.K, 9.2.12.L  
9.3.12.A, 9.3.12.B, 9.3.12.C  
9.4.12.B, 9.4.12.C

### Relationship to Other Planned Instruction:

Standards may be addressed through consultation between the visual arts specialist and other subject area teachers. Art integrated activities are essential to understanding and using components in the English, Math, Social Studies, and Science curriculum.

**Prerequisites:** Students must be in grades 10 through 12. Modifications made for special needs students.

**Special Requirements:** Students must be in grades 10 through 12.

**Writing Team Members:** Barb Kersey, Carla Melkonian, Rebecca Yeager, Terri Walters

**Standards addressed:**  
**Production and Performance**

- 9.1.12.A** Know and use the elements and principles of each art form to create works in the arts and humanities.
- 9.1.12.B** Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.12.C** Integrate and apply advanced vocabulary within each of the arts forms.
- 9.1.12.D** Demonstrate specific styles in combination through the production or performance of a unique work of art
- 9.1.12.E** Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
- 9.1.12.H** Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces
- 9.1.12.J** Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others.

**Historical and Cultural Context of the Arts**

- 9.2.12.C** Relate works in the arts to varying styles and genre and to the periods in which they were created.
- 9.2.12.D** Analyze a work of art from its historical and cultural perspective
- 9.2.12.E** Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.
- 9.2.12.F** Know and apply appropriate vocabulary used between social studies and the arts and humanities.
- 9.2.12.G** Relate works in the arts to geographic regions.
- 9.2.12.H** Identify, describe and analyze the work of Pennsylvania artists in dance, music, theater, and visual arts.
- 9.2.12.I** Identify, explain and analyze philosophical beliefs as they relate to works in the arts.
- 9.2.12.K** Identify, explain and analyze traditions as they relate to works in the arts

**9.2.12.L** Identify, explain and analyze common themes, forms and techniques from works in the arts.

**Critical Response to works in the Arts**

**9.3.12.A** Explain and apply the critical examination process of works in the arts and humanities.

**9.3.12.B** Determine and apply criteria to a person's work and works of others in the arts.

**9.3.12.C** Apply systems of classification for interpreting works in the arts and forming a critical response.

**Aesthetic Response to Works in the Arts**

**9.4.12.B** Describe and analyze the effects that works in the arts have on groups, individuals and the culture

**9.4.12.C** Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.

**9.4.12.D** Analyze and interpret a philosophical position identified in works in the arts and humanities.

**COURSE DESCRIPTION:**

Crafts/Sculpture is a 3-D design elective for students in grade 10 through 12. Students will explore both the subtractive and additive processes of creation of sculptural forms using a variety of materials and media. Through the manipulation of tools and materials, students will broaden their skills, explore techniques, and increase their awareness of three dimensional forms.

**Outline of Content Sequence and Recommended Time:**

**Week 1-** Explore the additive process using cardboard/paper. Research and discuss techniques and uses of media throughout history.

**Week 2 -** Discuss the subtractive process. Through research define the ways technology has advanced the possibilities of creating in the subtractive process. Define ways the artist approach this technique has changed. Explore the limitations of the subtractive process through creation of an original work.

**Week 3** - Analyze ways artists have represented the human figure and explore how technologies may have impacted media use. Combining both additive and subtractive processes, create an original work of art that suggests the human form in an original work of art.

**Week 4** – Using choice of media create an original work of art using subtractive “carving” process that demonstrates understanding the principles of design in a relief sculpture.

**Week 5** - Using only additive materials create an original work of art that demonstrates principles of design in a sculpture in the round.

**Week 6** – Using a combination of both additive and subtractive materials create a unique work of art that demonstrates a unifying theme.

**Week 7** – Further explore both additive and subtractive materials by making modifications to an original work that further magnifies the artist’s intent.

**Week 8**– Explore ways artists have exploited kinesthesia in their art. Create a mobile using choice of materials.

**Week 9** - Further discuss kinesthesia in art as it relates to relief sculpture. Using choice of materials create a work of art that exhibits an understanding of its given space and creates varying dynamics when viewed from different angles. Analyze the impact placement and audience has on a work in the arts.

During the course of this class each of these three major sculptural areas will be explored with the student creating at least two examples of each using some of the media and processes listed below:

**Kinetic art**

**Sculpture in the round**

**Sculpture in relief**

**Exploring media and processes**

**Additive**

Paper/ cardboard  
Sculpty  
Wire  
Chicken Wire/ mesh  
Foil/wire  
Paper Mache’  
Paris Craft  
Recyclables  
Soft sculpture

**Subtractive**

cardboard  
Soap Stone  
Plaster of Paris  
recyclables

**Specific Educational Objectives to be taught:**

9.1.12 A To explore the properties of paper while creating an interesting 3-  
B, E dimensional form that exhibits well reasoned use of the elements  
and principles of design.

9.1.12 A, B, E, H To integrate problem solving skills in the construction of a 3-dimensional structure that uses alternative methods for stability

9.1.12 B  
9.2.12. C,  
D,E,F,K  
9.3.12 A  
9.4.12 C To analyze the ways artists have represented the human figure through both additive and subtractive means and explore how the technologies may have impacted the styles.

9.1.12 E To critically respond to a student created wire mesh sculpture that expresses a unifying theme and, through changes to the form and or the  
9.2.12.K use of additional media, such as Paris craft or mache, the artist's intent is  
9.3.12 A,B,C magnified.

9.1.12.C,D,E,H To create a unique work of art by combining the concepts of contours,  
9.2.12.H, L planes and connective techniques with the history and processes used in wire/foil sculpture.

9.2.12 F, G, I, Explore traditional methods of subtractive sculpture and analyze the  
9.4.12.D philosophical beliefs that relate to works in this form.

9.1.12.A,B,E,J To create a work of art that exhibits an aesthetic understanding of a  
9.2.12.I, given space and interacting form.  
9.3.12 A  
9.4.12.B

9.4.12. B, C To analyze the impact of a sculptural form upon a given audience.  
9.2.12.E, F

#### Summative Assessments:

9.1.12 A, B, E Students will explore the properties of paper while creating an interesting 3-dimensional form that exhibits well reasoned use of the elements and principles of design.

9.1.12 A, B, E, H Students will integrate problem solving skills in the construction of a three - dimensional structure that uses alternative methods for stability.

9.1.12 B Students will analyze the ways artists have represented the human figure  
9.2.12. C,D,E,F,K through both additive and subtractive means and explore how the  
9.3.12 A technologies may have impacted the styles.  
9.4.12 C

9.1.12 E Students will critically respond to a student created wire mesh sculpture  
9.2.12.K that expresses a unifying theme, and; through changes to the form and  
9.3.12 A,B,C or the use of additional media, such as Paris craft or mache, the artist's  
intent is magnified.

9.1.12.C,D,E,H Students will create a unique work of art by combining the concepts of  
9.2.12.H, L contours, planes and connective techniques with the history and  
processes used in wire/foil sculpture.

9.2.12 F, G, I, Students will explore traditional methods of subtractive sculpture and  
9.4.12.D analyze the philosophical beliefs that relate to works in this form.

9.1.12.A,B,E,J Students will create a work of art that exhibits an aesthetic  
9.2.12.I understanding of a given space and interacting form.  
9.3.12 A  
9.4.12.B

9.4.12. B, C Students will analyze the impact of a sculptural form upon a given  
9.2.12.E, F audience.

