

# Reading Public Schools

*Instilling a joy of learning and inspiring the innovative leaders of tomorrow*



## Fine and Performing Arts Curriculum Guide

## Course: Sculpture

### Course Description

Sculpture is an introductory art course that introduces students to three-dimensional design issues, as well as to the vocabulary used to describe and define three-dimensional form. Materials used may include, but are not limited to: paper, clay, wood, wire, and mixed media. With each project introduced, students will learn about historical and contemporary artists using the same sculptural methods and materials explored in class. Each project will include an introduction to an artist or genre, a material, and a method, as well as a problem solving component. Projects are open-ended by design, in order to help students develop unique ideas that have personal meaning.

### Standards for Artistic Practice

These practices describe the processes and skills students learn as practitioners throughout the elementary, middle, and high school years in order to achieve artistic literacy.

- ⇒ *Creating art with artistic intent.*
- ⇒ *Presenting, performing, or producing artistic works to evoke, express, or communicate.*
- ⇒ *Responding to art through intellect and emotion.*
- ⇒ *Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge.*

*Source: MA Arts Curriculum Framework 2019, page 20*

### Content Standards for a Foundation Visual Arts Course

#### Creating:

1. Create artistic ideas that reflect characteristics of different artistic movements from different cultures.
2. Develop multiple plans for producing a piece of artwork prior to selecting one.
3. Refine concepts and content by focusing on a particular principle of design, such as emphasis, balance, contrast, or pattern.

#### Presenting:

4. Justify choices for curating and presenting artwork for a specific exhibit or event.
5. Develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
6. Describe how decisions about how an artwork is presented are connected to what the student wants to express, evoke, or communicate,

#### Responding:

7. Analyze the style of an artist, and how it manifests itself in a given artwork.
8. Identify specific elements in a work that connect it to a specific genre or style.
9. Compare and contrast different rubrics or criteria for evaluating artwork.

#### Connecting:

10. Describe what has influenced changes in one's own artistic style and preferences in visual art.
11. Identify the connections between historical and cultural contexts and define stylistic elements of artistic movements (e.g. how the impact of World War II influenced the western art world and shifted focus from Europe to New York City).

*Source: MA Arts Curriculum Framework 2019, page 64*

Units	Essential Questions	Key Activities May Include...
<p><b>1. Assembling the Perfect Sphere</b></p>	<ul style="list-style-type: none"> <li>• How many ways can we come up with to construct a perfect sphere?</li> <li>• How is play an important part of problem-solving?</li> <li>• How are everyday materials transformed/used by contemporary and historical artists?</li> <li>• What is art?</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a perfect sphere as students learn how to manipulate and assemble simple materials by tying, twisting, poking, and other means</li> </ul>
<p><b>2. Transforming a Flat Pattern into a Three-Dimensional Form</b></p>	<ul style="list-style-type: none"> <li>• What is form?</li> <li>• Where do we see patterns in nature?</li> <li>• How do man-made objects mimic patterns in nature?</li> <li>• What is radial relief? How is it used in art ?</li> <li>• What is a module? How is repetition used in art? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• Designing a simple three-dimensional form and constructing it neatly out of paper</li> <li>• Creating six or more three-dimensional modules and arranging them in a radial pattern or spiral</li> </ul>
<p><b>3. Additive and Subtractive Sculpture</b></p>	<ul style="list-style-type: none"> <li>• What is the additive and subtractive method?</li> <li>• How is this method reflected in historical and contemporary works of art?</li> <li>• What role do both elements take as principles of design?</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to clay</li> <li>• Transferring a simple drawing to a clay tile and eventually larger clay vessel through additive and subtractive carving techniques</li> </ul>
<p><b>4. Wire/Mixed Media</b></p>	<ul style="list-style-type: none"> <li>• How can wire be used as a drawing medium?</li> <li>• How can wire be used to capture volume?</li> <li>• How can students translate a drawing into form, using wire moving in two directions?</li> </ul>	<ul style="list-style-type: none"> <li>• Using wire to capture volume or space</li> <li>• Turning a drawing into a three-dimensional form</li> </ul>
<p><b>5. Modular Sculpture</b></p>	<ul style="list-style-type: none"> <li>• What artists use modular sculpture in their own work? What elements and principles of design are reflected in modular sculpture? What makes sculpture successful?</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a module, either geometric in nature or curvilinear</li> <li>• Creating a wooden sculpture based on the module</li> </ul>

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## Fine and Performing Arts Curriculum Guide Overview

### Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They outline and highlight the set of standards that students will learn within certain disciplines at each grade level. Curriculum guides are intended for teachers, parents, and the wide school community to provide an overview of the course of study for the year.

### Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers and administrators. Curriculum maps keep a focus on the end-of-year standards and chart a course for teaching and learning over the year. They are typically organized by month and/or marking period and may include: genres/topics or units of study, methods of assessment, and major content resources. Maps are fluid documents that are revised and revisited regularly to ensure students' needs are being met.

### Content Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here:

<http://www.doe.mass.edu/frameworks/>

### Standards for Artistic Practice

The standards for artistic practice describe the processes and skills students learn as practitioners throughout the elementary, middle, and high school years in order to achieve artistic literacy. Based on the processes presented in the 2014 *National Core Arts Standards*, these practices are grouped into four clusters that focus on creating, presenting/performing, responding, and connecting across the five arts disciplines (dance, media arts, music, theater, and visual arts)."  
- *MA Arts Curriculum Framework 2019*, p.20

### Essential Questions

Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into learning and act as an umbrella to anchor the unit/lesson.

### Key Activities

Key activities are examples of the instructional contexts and structures for learning that students and teachers *might* be engaged in during arts instruction. Those listed represent a sampling and the list is in no way exhaustive. The list is not intended to mandate or require certain types of instruction at any given time, merely to suggest best practices.