MASCONOMET REGIONAL SCHOOL DISTRICT
COURSE SYLLABUS

Course Name: **Sculpture** | **Department:** **Art**
Course Number: **7620** | **Grade Level(s):** **10-12**
Length of Course: **6PPC for One Semester** | **Credits:** **2.5**

Course Description:

This course will explore a variety of sculptural methods, materials and tools that will allow students to achieve an understanding of the conceptual and technical applications of working with three-dimensional space. Students will complete projects that involve additive and subtractive techniques as well as various methods of construction. Over the course of the semester, three-dimensional design solutions may be created with paper, cardboard, wood, wire, string, fabric, plaster, stone, clay, found objects or possibly some combination of these. Students will be studying both contemporary and historic examples of three-dimensional works of art. Sculpture students will be asked to observe carefully; think creatively and technically; and make decisions thoughtfully and reflectively.

Central Objectives:

The students will:

- understand and consider the "Masconomet Elements of Art and Principles of Design" (see Attachment 1) when creating their sculptures. The students will demonstrate this understanding visually as well as verbally.
- acquire and utilize sculpture-specific vocabulary.
- take into consideration the effect of light upon a three-dimensional form.
- explore a variety of sculptural methods (both contemporary and traditional), materials and tools.
- work with materials and tools in safe and appropriate manner.
- produce work with a high level of craftsmanship.
- develop a series of unique 3-D solutions to a variety of structured visual problems.
- provide constructive criticism to their peers regarding the work that has been created in class during formal critique sessions.
- continually reflect upon one's work in order to more effectively resolve it.
- develop the ability to become more informed about how sculpture has been and is created and its place in history and culture.

Major Activities:

Each student will create a body of 3-D work, which addresses the specific guidelines within the Massachusetts Visual Art Curriculum Frameworks and the "Masconomet Elements of Art and Principles of Design". Some projects will address singular objectives, while others will tackle combinations of objectives. Major units in the following areas will be explored:

Additive Sculpture:

The students will:

- develop possible solutions for the given problem by initially creating two-dimensional sketches.
- experiment with materials, tools and techniques prior to creation of final design.
- understand the benefits and limitations of the material and construction method utilized.
- learn use, care and clean up of all tools and materials associated with the particular medium utilized.

Vocabulary: *structure, volume, modeling, casting, armature, convexity, concavity, dominant, subdominant, subordinate, rectilinear, curvilinear, freestanding, realism, abstract, non-objective, negative space, positive space, axes, planar, surface treatment*

Subtractive Sculpture:

The students will:

- develop possible solutions for the given problem by initially creating two-dimensional sketches
- make maquette(s) as preparatory three-dimensional studies prior to starting final piece.
- experiment with materials, tools and techniques prior to creation of final design.
- understand the benefits and limitations of the material and construction method utilized.
- learn use, care and clean up of all tools and materials associated with the particular medium utilized.

Vocabulary: *macquette, structure, volume, carving, chisel, fettling knife, rasp, convexity, concavity, dominant, subdominant, subordinate, rectilinear, curvilinear, freestanding, realism, abstract, non-objective, negative space, positive space, axes, planar, surface treatment*

Relief Sculpture:

The students will:

- develop possible solutions for the given problem by initially creating two-dimensional sketches
- experiment with materials, tools and techniques prior to creation of final design.
- understand the benefits and limitations of the material and construction method utilized.
- learn use, care and clean up of all tools and materials associated with the particular medium utilized.

Vocabulary: *low relief, high relief, structure, volume, carving, chiseling, convexity, concavity, dominant, subdominant, subordinate, rectilinear, curvilinear, realism, abstract, non-objective, negative space, positive space, surface treatment*

Assemblage Sculpture:

The students will:

- develop possible solutions for the given problem by initially creating two-dimensional sketches.
- experiment with materials, tools and techniques prior to creation of final design.
- understand the benefits and limitations of the material and construction method utilized.
- learn use, care and clean up of all tools and materials associated with the particular medium utilized.

Vocabulary: *structure, volume, modeling, armature, convexity, concavity, dominant, subdominant, subordinate, rectilinear, curvilinear, freestanding, realism, abstract, non-objective, negative space, positive space, axes, planar, surface treatment*

Behavioral Expectations:

The students will:

- be on time to class.
- be expected to put forth their best effort.
- respect that the art room and the wheel rooms are shared, cooperative spaces. You will be expected to show an ability to use, control, and clean up all tools and materials properly and safely.
- assume responsibility to make up work missed due to absence.
- come to class prepared to work.
- receive a conduct grade that is reflective of their level of cooperation, behavior, attentiveness, alertness, interest and level of consistent participation in all classroom activities.

Student Evaluation:

Teachers will use the aforementioned criteria in combination with rubrics and/or performance checklists to arrive at a letter grade for each student—pluses and minuses will also be awarded. Grades in Ceramics are as follows:

A The student mastered all the course objectives with an outstanding level of proficiency.
B The student mastered all of the course objectives with a commendable level of proficiency.
C The student mastered a sufficient number of the course objectives with a reasonable level of proficiency.
D The student mastered the minimum number of course objectives.
F The student failed to accomplish the minimum required course objectives.

Text and Materials:

Relevant handouts and visual presentations will be provided as appropriate.

Methodology:

- **Investigations:** Students will be exposed to a variety of methods, materials and processes that will be used to uniquely solve visual problems.
- **Lectures and Demonstrations:** Lectures and demonstrations will be used to safely introduce new methods, materials and approaches. Introduction to specific ceramic artists and ceramics styles/techniques will also be presented in this format.
- **Discussions:** Individual and small group discussions (critiques) of work in progress will be held on a regular basis. Students will be expected to take part in these discussions and to use proper art vocabulary terms. Students will also be expected to reflect upon your work and make adjustments to it as needed.

- **Visual aides:** Charts, samples, books, photos, websites, CDs, slides etc., will be used to motivate students and to strengthen their understanding of art elements, techniques, concepts, etc.

Revised: March 2008

Elements of Art and Principles of Design
Masconomet Regional School District Art Department

Elements of Art:

Line: The path of a moving point ("a dot going for a walk").

Color: Color is the light reflected from a surface.
Color has three distinct qualities:

- Hue/Color—the identity of the color
- Value—lightness to darkness of a color
- Intensity—brightness to dullness of a color

Value/Tone: The lightness or darkness of a color.

Texture: The actual or implied surface of an object.

Shape: A two-dimensional area enclosed by an outline.

Form: A three-dimensional shape containing height, width, and depth.

Space: Organizes elements in a composition while also referring to the distance or area between, around, or within a shape or form.

Principles of Design:

Unity: This refers to the sense of wholeness, harmony and order in a work of art.

Variety: The differences among and between the elements in a composition.

Balance: The weighted relationship between elements in a composition.

Emphasis: Emphasis can be applied to one or more of the elements to create dominance.

Rhythm: The repeated use of an element to achieve visual movement in a composition.

Repetition: The use of an element or elements more than once in a composition.

Proportion: The size relationship of all parts, to each other and to the whole, in a composition.

Attachment 1