

Intro to Sculpture

Required Student Supplies:

- 1: Spiral-bound Sketchbook (or hard cover)
- 2: 10 #2 pencils
- 3: Vinyl or other non-pink eraser
- 4: USB drive/flash drive

Umbrella Standards: *These standards must be met for every unit in all art courses*

Concept: Idea Development, Problem Solving, and Communicating

C.12.2: Understand the procedures of developing quality design

C.12.6: Experiment visually with sketches for complex solution involving concepts and symbols

C.12.9: Use ongoing reflective strategies to assess & better understand one's work & that of others

D.12.6: Apply problem solving strategies that promote fluency, flexibility, elaboration, and originality

Craftsmanship: Skills, Processes, and Techniques

C.12.7: Apply advanced craft and skills to consistently produce quality art

C.12.8: Use the natural characteristics of materials and their possibilities and limitations to create art

Composition: Knowing, Using, and Judging the Elements of Art and Principles of Design

C.12.1: Use the elements and principles of design in a sophisticated way

J.12.7: Understand and apply art criticism and aesthetic knowledge in art and design

Unit 1: Natural Forms in Foam

Students will create a high relief sculpture that mimics natural forms (plant, animal, mineral or a combination of these three aspects of nature). Each piece should use elements of informal perspective (overlap, atmospheric perspective, height in the picture plane) and/or formal perspective (one point, two point or three point) to create the illusion of depth and space in their relief sculpture.

Principles and Elements of Art: form, space, shape

Sketchbook Assignment: Thumbnails and other planning sketches

Materials: Carving foam, carving materials (exacto knives, clay tools, pencils, etc), acrylic or spray paint

Art History References: Relief sculpture (Greek and contemporary) (Bas Relief vs. High Relief)

Techniques: High Relief, subtractive carving, informal perspective, formal perspective

Unit Standards:

1: Students will be able carve a high relief sculpture that demonstrates a proficient understanding of subtractive carving techniques and craftsmanship

2: Students will be able to technically mimic a form of nature in a foam carving

3: Students will be able to show an illusion of depth in a relief carving using elements of formal and/or informal perspective

4: Students will be able to choose finish their sculpture using a paint color and technique that compliments their sculpture

Unit 2: Three Creative Vessels in Clay

Students will create three vessels that are meant to be displayed together but demonstrate variety. Students must use slab construction, hand-building, additive sculpture and subtractive sculpture techniques. There should be a unifying element on each vessel, but each piece should also be distinct and varied. Vessels should be highly creative and "out of the box".

Principles and Elements of Art: Form, Space, Pattern/Rhythm, variety, unity

Sketchbook Assignment: Thumbnails and other planning sketches

Materials: Clay, clay tools, glaze, glazing tools

Art History References: Students will do an image search on clay vessels to expand their exposure and understanding of the possibilities available with clay vessels.

Techniques: slab, hand-building, texture, subtractive and additive construction, glazing (dipping, layering, sponging, glass, painting), sculpture in the round

Unit Standards:

1: Students will be able to use a slab and hand-building techniques to create a well constructed vessel

2: Students will be able to correctly use two or more different glazing techniques to compliment their clay vessels.

3: Students will be able to use correct construction techniques (slip and score, wedging, clay thickness, lack of air pockets, etc) to create a solidly constructed vessel

4: Students will use a combination of additive and subtractive sculpture to add detail and interest to their clay vessels

5: Students will be able to create a structure that is a vessel but is more sculptural/ornamental than it is functional.

Unit 3: Paired Pop Art Visual Pun Paper Mache

Students will create a large-scale paper mache visual pun sculpture. Students will use an armature over which they will use paper mache and found objects to create a finished sculpture. The sculpture should creatively blend the two parts of the figure of speech (comb the desert) or compound word (eggplant) as well as mimic the details of the each word in the metaphor if the metaphor theme is chosen.

Principles and Elements of Art: Form, Shape

Sketchbook Assignment: Three pop-art ideas, three visual pun ideas

Materials: newspaper, paper mache paste, found objects, paint, masking tape, glue, buckets, painting tools

Art History References: Pop Art Sculpture, visual puns

Techniques: armature, paper-mache, found-object, additive sculpture, painting techniques

Unit Standards:

1: Students will be able to use the process of armature, paper mache and additive sculpture to create a solidly built and stable sculpture.

2: Students will be able to use paint to compliment their sculpture

3: Students will be able to create a large-scale sculpture (3+ feet)

4: (Pop Art) Students will be able to accurately mimic an object in both overall form and in small details (including texture using paper mache sculpture.

4: (Visual Pun) Students will be able to creatively blend two different parts of a metaphor into one sculpture while accurately mimicing each of the parts.

Unit 4: Pierced and Overlaid Copper Pendant

Students will learn the basics of metal work (sawing, forming, soldering and finishing) while creating a overlaid pendant. The pendant design should use aspects of pattern, have a clear emphasis and use piercing and overlay as a technique.

Principles and Elements of Art: Line, shape, pattern, rythm, emphasis

Sketchbook Assignment: 10 design ideas within a circle

Materials: Copper, Coping saws, sawing blocks, saw blades, safety glasses, dremel tool, sanding sticks and sandpaper (600,400,200), files, rouge buffing compound, solder, flux, pickle, copper tongs, soldering tweezers/pokers, vinegar, salt, amonia, sulphur patina

Techniques: Piercing, Sawing, Forming, Soldering, Sanding, Buffing, Patina techniques, Safety

Unit Standards:

1: Students will be able to safely negotiate each step in the metal working process consistently using ALL safety standards taught (failure to follow safety instructions could result in project failure and/or loss of oppurtunity to finish the project using metals)

2: Students will be able to correctly and successfully use sawing, forming and soldering techniques

3: Students will able to finish (either mirror finish, patina or combination) their pieces to a high degree of craftsmanship (clean edges, lack of saw, file or sanding marks)

4: Student will able to create an interesting design utilizing pattern and emphasis

5: Students will be able to create a wearable pendant

Unit 5: Creative Found Object Art

Students will use a collection of their own found objects to create a found object sculpture. They will have the choice of either creating a sculpture in the round or creating a monochromatic relief in the style of Liouse Nevelson. The main goal of this unit is to use items creatively to make a highly interesting and innovative sculpture.

Principles and Elements of Art: Form, Shape, Pattern, Emphasis

Sketchbook Assignment: Collect a HUGE variety of “found objects” both large and small

Materials: Found objects, hot glue, white glue, tape, screws, nails, hammers, screw drivers, wire, spray paint

Art History References: Liouse Nevelson and other found object artists

Unit Standards:

1: Students will be able to successfully combine a variety of found objects to create an interesting and creative sculpture

2: Students will be able to create a structurally sound sculpture

3: (Liouse Nevelson) Students will be able to create a sense of pattern and emphasis

3: (Sculpture in the Round) Students will be able to create a sculpture that is interesting and dynamic when viewed from any angle

4: Students will be able to mount their sculpture on one of the following surfaces the ceiling, the wall or on a table/floor