

**Geneva CUSD 304**  
**Content-Area Curriculum Frameworks**  
**Grades 9-12**  
**Sculpture Class**

<p><b><i>Mission Statement</i></b></p>	<p>The arts are basic to a balanced and complete education for all students. The arts help students learn to deal with ambiguity, to look at problems from multiple perspectives, to engage in speculative inquiry and to understand the role of arts in civilization.</p> <p>It is the hope of the Geneva High School Art Department to provide all students opportunities for enriched lifelong growth and that all students who participate in the arts will:</p> <ul style="list-style-type: none"> <li>• be more aware of themselves, the natural and/or human-made environments, and the variety of cultures -- both past and present.</li> <li>• be independent thinkers enriched with sensitivity, responsibility and discriminating judgment</li> <li>• be self-motivated and self-disciplined in their intellectual and creative development</li> <li>• be confident in expressing themselves</li> <li>• cultivate his/her intrinsic desire to discover art as a life-long endeavor</li> <li>• possess creative problem solving as a basic life-skill, realizing that problems may be variable and complex and may demand flexible, fresh solutions.</li> </ul>
<p><b><i>Course Sequence</i></b>  <b>(Grades 6-12)</b></p>	<p>Credit: 1/2  Prerequisite: Art Foundations I  Grades: 10, 11, 12,</p>

## *Course Framework*

<b>Course Title</b> <b>Grade Level</b> <b>Semesters (1-2-3-4)</b> <b>Prerequisite</b>	<b>Sculpture</b> Grades: 10, 11, 12 Course 1-2, and 3,4 Prerequisite: Art Foundations I
<b>Course Description</b>	Sculpture concentrates on the student's observation and comprehension of three-dimensional issues. Studio experiences include figurative, realistic, abstract, assemblage, subtractive, and additive techniques while exploring a variety of sculptural media. The development of forms through positive and negative space is emphasized. Critiques and/or art history discussions focus on the development of forms, media and processes throughout time. The students will develop the ability to partake in intelligent and sensitive dialogue about art through responding to and reflecting on works of art produced by themselves as well as the masters.
<b>District-approved Materials and/or Resources</b>	Existing GHS internet access, computers, LCD projectors, smart boards.

## *Unit Frameworks*

<p><b>Unit of Study: major topics</b></p>	<p>Based upon a series of seven concepts, students enrolled in Sculpture class will explore the historical and cultural application of 3D art. This will be achieved by studying sculptures/sculptors, contemporary and historical and learning about medium and mindset.</p> <p>These seven concepts are conveyed through seven projects. Each of these projects will illustrate the basic mindset of what the concepts are striving to portray. These projects will change/evolve/rotate from year to year to keep the program fresh.</p>	<p>Resources that will support instruction</p> <p>Research, Powerpoint, computers, internet, LCD, Smart Board, Art history, visual culture, Purchased materials.</p>
<p><b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b></p>	<p>State Goals;</p> <p><b>-Artist Exploration Unit</b> (Oldenburg project) – (Calder project) –</p> <ul style="list-style-type: none"> <li>• 25.A. 1d Visual Arts: Identify the elements of line, shape, space, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation.</li> <li>• 26.B.3d Visual Arts: Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative.</li> <li>• 27. A. Analyze how the arts function in history, society and everyday life.</li> <li>• 27. A. 1a Identify the distinctive roles of artists and audiences.</li> <li>• 27. A.3b Compare and contrast how the arts function in ceremony, technology, politics, communication and entertainment.</li> <li>• 27. A.4b Analyze how the arts are used to inform and persuade through traditional and contemporary art forms.</li> <li>• 27.B.3 Know and describe how artists and their works shape culture and increase understanding of societies, past and present.</li> <li>• 1.C.5c Critically evaluate information from multiple sources.</li> <li>• 1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material.</li> <li>• 13.A.4b Assess the validity of scientific data by analyzing the results, sample set, sample size, similar previous experimentation, possible misrepresentation of data presented and potential sources of error.</li> </ul>	

- 13.B.5a Analyze challenges created by inter-national competition for increases in scientific knowledge and technological capabilities (e.g., patent issues, industrial espionage, technology obsolescence).

**-Paper Mache Unit**

(Biodegradable Boats project) –

- 25.B.3 Compare and contrast the elements and principles in two or more art works that share similar themes.
- 26.A.2e Visual Arts: Describe the relationships among media, tools/technology and processes.
- 26.A.3e Visual Arts: Describe how the choices of tools/technologies and processes are used to create specific effects in the arts.
- 27. A. Analyze how the arts function in history, society and everyday life.
- 27. A. 1a Identify the distinctive roles of artists and audiences.
- 27. A.2b Describe how the arts function in commercial applications (e.g., mass media and product design).
- 27.B.3 Know and describe how artists and their works shape culture and increase understanding of societies, past and present.
- B. Understand how the arts shape and reflect history, society and everyday life.
- 27.B. 1 Know how images, sounds and movement convey stories about people, places and times.
- 27.B.2 Identify and describe how the arts communicate the similarities and differences among various people, places and times.
- 13.A.4b Assess the validity of scientific data by analyzing the results, sample set, sample size, similar previous experimentation, possible misrepresentation
- 13.B.4a Compare and contrast scientific inquiry and technological design as pure and applied sciences.

**-Bricolage Unit**

(Found Object project) –

- 25.B.2 Understand how elements and principles combine within an art form to express ideas.
- 25.B.3 Compare and contrast the elements and principles in two or more art works that share similar themes.
- 26.A.4e Visual Arts: Analyze and evaluate how tools/technologies and processes combine to convey meaning.
- 26.B.4d Visual Arts: Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving.
- 27. A.4b Analyze how the arts are used to inform and persuade through traditional and contemporary art forms.
- 27.B.4b Understand how the arts change in response to changes in society.
- 13.A.4b Assess the validity of scientific data by analyzing the results, sample set, sample size, similar previous experimentation, possible misrepresentation
- 13.B.5a Analyze challenges created by inter-national competition for increases

in scientific knowledge and technological capabilities (e.g., patent issues, industrial espionage, technology obsolescence).

**-Ceramic Unit**

(‘Color in the lines’ project) –

- 25.A.2d Visual Arts: Identify and describe the elements of 2- and 3-dimensional space, figure ground, value and form; the principles of rhythm, size, proportion and composition; and the expressive qualities of symbol and story.
- 25.B.2 Understand how elements and principles combine within an art form to express ideas.
- 26.A.2e Visual Arts: Describe the relationships among media, tools/technology and processes.
- 26.A.3e Visual Arts: Describe how the choices of tools/technologies and processes are used to create specific effects in the arts.
- 27. A.4b Analyze how the arts are used to inform and persuade through traditional and contemporary art forms.
- 4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology.
- 13.A.4b Assess the validity of scientific data by analyzing the results, sample set, sample size, similar previous experimentation, possible misrepresentation
- 13.B.5a Analyze challenges created by inter-national competition for increases in scientific knowledge and technological capabilities (e.g., patent issues, industrial espionage, technology obsolescence).
- 13.B.4b Analyze a particular occupation to identify decisions that may be influenced by a knowledge of science.
- 13.B.4c Analyze ways that resource management and technology can be used to accommodate population trends.

**-Wood Unit**

(Scare Crow project) –

- 25.B.2 Understand how elements and principles combine within an art form to express ideas.
- 26.A.2e Visual Arts: Describe the relationships among media, tools/technology and processes.
- 26.A.3e Visual Arts: Describe how the choices of tools/technologies and processes are used to create specific effects in the arts.
- 26.A.4e Visual Arts: Analyze and evaluate how tools/technologies and processes combine to convey meaning.
- 26.B.1d Visual Arts: Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building and imagination.
- 26.B.4d Visual Arts: Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving.

- 27. A .2a Identify and describe the relationship between the arts and various environments (e.g., home, school, workplace, theatre, gallery).
- 27.B.2 Identify and describe how the arts communicate the similarities and differences among various people, places and times.
- 27.B.3 Know and describe how artists and their works shape culture and increase understanding of societies, past and present.
- 13.B.4a Compare and contrast scientific inquiry and technological design as pure and applied sciences.

**-Cause Awareness Unit**

(Theme project) –

- 25.A. 1d Visual Arts: Identify the elements of line, shape, space, color and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion and pictorial representation.
- 25.A.2d Visual Arts: Identify and describe the elements of 2- and 3-dimensional space, figure ground, value and form; the principles of rhythm, size, proportion and composition; and the expressive qualities of symbol and story.
- 26.A.4e Visual Arts: Analyze and evaluate how tools/technologies and processes combine to convey meaning.
- 26.A.2f Visual Arts: Understand the artistic processes of printmaking, weaving, photography and sculpture.
- 26.B.1d Visual Arts: Demonstrate knowledge and skills to create visual works of art using manipulation, eye-hand coordination, building and imagination.
- 27. A .2a Identify and describe the relationship between the arts and various environments (e.g., home, school, workplace, theatre, gallery).
- 27. A .5 Analyze how careers in the arts are expanding based on new technologies and societal changes.
- 27. A.3b Compare and contrast how the arts function in ceremony, technology, politics, communication and entertainment.
- 27. A.4b Analyze how the arts are used to inform and persuade through traditional and contemporary art forms.
- 1.A.5b Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.
- 1.C.5c Critically evaluate information from multiple sources.
- 1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material.
- 13.B.4c Analyze ways that resource management and technology can be used to accommodate population trends.
- 13.B.5a Analyze challenges created by international competition for increases in scientific knowledge and technological capabilities (e.g., patent issues, industrial espionage, technology obsolescence).
- 14.E.4 Analyze historical trends of United States foreign policy (e.g., emergence as a world leader - military, industrial, financial).
- 4.A.5 Analyze ways in which federalism protects individual rights and

promotes the common good and how at times has made it possible for states to protect and deny rights for certain groups.

- 13.B.4a Compare and contrast scientific inquiry and technological design as pure and applied sciences.

**Functional Art Unit**

(Movie prop Project) –

- 25.A.3d Visual Arts: Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.
- 25.A.3e Visual Arts: Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.
- 25.B.5 Understand how different art forms combine to create an interdisciplinary work (e.g., musical theatre, opera or cinematography).
- 26.A.3e Visual Arts: Describe how the choices of tools/technologies and processes are used to create specific effects in the arts.
- 26.A.4e Visual Arts: Analyze and evaluate how tools/technologies and processes combine to convey meaning.
- 26.B.3d Visual Arts: Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts (e.g., film, animation, video) that are realistic, abstract, functional and decorative.
- 26.B.4d Visual Arts: Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving.
- 27. A .2a Identify and describe the relationship between the arts and various environments (e.g., home, school, workplace, theatre, gallery).
- 27.B.4b Understand how the arts change in response to changes in society.
- 13.B.5a Analyze challenges created by inter-national competition for increases in scientific knowledge and technological capabilities (e.g., patent issues, industrial espionage, technology obsolescence).
- 13.B.4c Analyze ways that resource management and technology can be used to accommodate population trends.
- 1.A.5b Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.
- 1.C.5c Critically evaluate information from multiple sources.
- 1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material.
- 3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.
- 4.B.5d Use verbal and non-verbal strategies to maintain communication and to resolve individual, group and workplace conflict (e.g., mediation skills, formal and informal bargaining skills).
- 4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local

	<p>organizations) using appropriate visual aids and available technology.</p>
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<p><b>-Artist Exploration</b>          (Oldenburg project) – Students will team up to work on a ‘super-sized’ object from popular culture. It will be created from large paper rolls and newspaper stuffing.          or -Wire          (Calder project) – Each student will create a 3D sculpture using wire. They will explore three approaches that Calder took; Wire characters, Wire forms, Mobiles.</p> <p><b>-Paper Mache</b>          (Biodegradable Boats project) – Each Student will create two boats. One ship will be used in a class race that result in the destruction of every boat. The other will be kept for display (or it could also be destroyed). They will be made with 100% natural or biodegradable materials. This lesson will define ecology and temporary art. It will also create a photo / recording op for the TV studio and photography class.</p> <p><b>-Bricolage</b>          (Found Object project) – Each Student will construct a project with objects brought from home, found at school and</p> <p><b>-Ceramic</b>          (‘Color in the lines’ project) – Each Student will have an opportunity to use ceramics as part of their sculpture education. This will serve as a ceramics enticement for potential ceramic students as well as utilize the expertise of those students who already completed one.</p> <p><b>-Wood</b>          (Scare Crow project) – Each Student will piece together lengths of wood to create a human form using glue, screws and bolts. It should be expressive and interesting, striking a pose, rather than simply making an oversized gingerbread man.</p> <p><b>-Cause Awareness</b>          (Theme project) – Each Student will choose a cause. It could be personal or it could be a tribute existing or imagined. This project focuses on memorials, tributes or public awareness.</p> <p><b>-Functional Art</b>          (Movie prop Project) – Each Student will choose a movie, either made up or real, and construct a prop for or from it. This could be a town miniature, set design, clothes design, or special effect.</p>



<b>Assessments</b>	<b>Performance Tasks</b>	<b>Other Evidence</b>
	Stated above in objectives with topics of study.	There is a final exam that requires the student to respond to what they can express using terminology and concepts learned in the sculpture course.