



**MIDLAND PARK PUBLIC SCHOOLS**  
*Midland Park, New Jersey*  
**CURRICULUM**

# **Sculpture**

## **Grades 9 - 12**

**Prepared by:**  
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*Approved by the Midland Park Board of Education on*  
*May 3, 2016*

## Sculpture

### *Course Description:*

In sculpture students are expected to develop talent in and enjoyment of the creative arts. Sculpture is a one semester specialized studio course that will provide interested students with insights and experiences in three dimensional design and organization of ideas; manipulating tools and media with skill; practicing creative problem solving skills; and the ability to exercise critical judgments.

### *Suggested Course Sequence:*

Unit 1: Working in 3-D: 5 weeks

Unit 2: Exploring Materials: 5 weeks

Unit 3: Form and Space: 6 weeks

Unit 4: Creating a Digital Portfolio: 2 weeks

Unit Overview	
<b>Content Area: Sculpture</b>	
<b>Unit Title: Working in 3-D</b>	
<b>Grade Level: 9-12</b>	
<p><b>Unit Summary:</b> Students will be introduced to the topic of working in three dimensions. Students will begin to understand how to visualize three dimensional forms and distinguish between additive and subtractive sculpture. A variety of materials will be presented and proper safety precautions will be demonstrated when working with sculpture tools. Three dimensional problem solving will be at the forefront of this unit.</p> <p><b>Interdisciplinary Connections:</b> CCSS.ELA-LITERACY.W.11-12.2, CCSS.ELA-LITERACY.W.11-12.3, CCSS.ELA-LITERACY.W.11-12.6, CCSS.ELA-LITERACY.W.11-12.8, CCSS.ELA-LITERACY.W.11-12.10, CCSS.ELA-LITERACY.SL.11-12.1, CCSS.ELA-LITERACY.SL.11-12.4, CCSS.ELA-LITERACY.SL.11-12.5</p> <p><b>21<sup>st</sup> Century Themes and Skills:</b> Creativity and Innovation, Critical Thinking and Problem Solving</p>	
Learning Targets	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interest, achievements and career aspirations by using a variety of digital tools and resources.
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>How do we begin to visualize three dimensional objects?</li> <li>What are the two types of sculpture?</li> <li>What types of materials are used when working with three dimensional forms?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Students will understand how to visualize three dimensional forms.</li> <li>Students will be able to use proper safety precautions when working with sculpture tools.</li> </ul>
<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>Compare and contrast the similarities and differences between two dimensional and three dimensional art.</li> <li>Explain the differences between additive and subtractive sculpture.</li> <li>Construct a sculpture using only foam cups to create an interesting three dimensional form.</li> <li>Develop a plan to create a repetitive form.</li> <li>Demonstrate their ability to transform a simple object into a unique form using only one material.</li> </ul>	
Evidence of Learning	
<b>Formative Assessments:</b> Discussion, Q&A, Observations, Projects, Critique	
<b>Summative/Benchmark Assessment(s):</b> Performance Tasks	

**Resources/Materials** (copy hyperlinks for digital resources): Visual examples, books, videos, posters, computer resources.

**Modifications:**

- Special Education Students – Rephrase questions, directions and explanations.
- English Language Learners – Assign a buddy, same language or English speaking.
- At-Risk Students – Provide extended time to complete tasks.
- Gifted and Talented Students – Provide extension activities.

**Lesson Plans**

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Working in three dimensions	Students will compare and contrast the similarities and differences between two dimensional and three dimensional art.	1 day
Additive vs. Subtractive Sculpture	Students will be able to explain the differences between additive and subtractive sculpture.	1 day
Foam Cup	Students will construct a sculpture using only foam cups to create an interesting three dimensional form.	2 days
Using an Armature	Students will understand why an armature is used to provide structure and support for sculptures and create sculptures utilizing this technique.	12 days
Repetition	Students will develop a plan to take 100 toothpicks and create a repetitive form.	5 days
Transformation	Students will demonstrate their ability to transform a simple object into a unique form using only one material.	3 days

**Teacher Notes:**

**Additional Resources**

Click links below to access additional resources used to design this unit:

Unit Overview	
<b>Content Area: Sculpture</b>	
<b>Unit Title: Exploring Materials</b>	
<b>Grade Level: 9-12</b>	
<p><b>Unit Summary:</b> Students will explore more materials and understand that different materials have different limitations. They will demonstrate their ability to differentiate between functional and sculptural art and have opportunities to create both forms. Balance will be a common theme throughout this unit.</p> <p><b>Interdisciplinary Connections:</b>            CCSS.ELA-LITERACY.W.11-12.2, CCSS.ELA-LITERACY.W.11-12.3, CCSS.ELA-LITERACY.W.11-12.6, CCSS.ELA-LITERACY.W.11-12.8, CCSS.ELA-LITERACY.W.11-12.10, CCSS.ELA-LITERACY.SL.11-12.1, CCSS.ELA-LITERACY.SL.11-12.1, CCSS.ELA-LITERACY.SL.11-12.4, CCSS.ELA-LITERACY.SL.11-12.5</p> <p><b>21<sup>st</sup> Century Themes and Skills:</b> Creativity and Innovation, Critical Thinking and Problem Solving</p>	
Learning Targets	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interest, achievements and career aspirations by using a variety of digital tools and resources.
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>Why do some materials have certain limitations?</li> <li>Why is balance important to three dimensional art?</li> <li>What is the difference between functional and sculptural art?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Understanding materials is essential to the ability to use them properly.</li> <li>Balance is an essential component of three dimensional art.</li> </ul>
<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>Discuss different three dimensional materials and understand their limitations.</li> <li>Choose appropriate materials to construct a model of a figure</li> <li>Demonstrate their ability to differentiate between functional and sculptural art.</li> <li>Design a balanced mobile using organic forms.</li> </ul>	
Evidence of Learning	
<b>Formative Assessments:</b> Discussion, Q&A, Observations, Projects, Critique	
<b>Summative/Benchmark Assessment(s):</b> Performance Tasks	
<b>Resources/Materials (copy hyperlinks for digital resources):</b> Visual examples, books, videos, posters, computer	

resources.

**Modifications:**

- Special Education Students – Rephrase questions, directions and explanations.
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- At-Risk Students – Provide extended time to complete tasks.
- Gifted and Talented Students – Provide extension activities.

**Lesson Plans**

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Understanding Materials	Students will discuss different three dimensional materials and understand their limitations.	1 day
Figure Modeling	Students will choose appropriate materials to construct a model of a figure	5 days
Functional Sculpture	Students will demonstrate their ability to differentiate between functional and sculptural art.	15 days
Kinetic Art	Students will design a balanced mobile using organic forms.	5 days

**Teacher Notes:**

**Additional Resources**

Click links below to access additional resources used to design this unit:

Unit Overview	
<b>Content Area: Sculpture</b>	
<b>Unit Title: Form and Space</b>	
<b>Grade Level: 9-12</b>	
<p><b>Unit Summary:</b> Students will further explore form and space while discovering new techniques for creating three dimensional art. Casting and carving will be studied and students will be able to differentiate between the processes. Finally, found objects will be used to create a balanced assemblage.</p> <p><b>Interdisciplinary Connections:</b>            CCSS.ELA-LITERACY.W.11-12.2, CCSS.ELA-LITERACY.W.11-12.3, CCSS.ELA-LITERACY.W.11-12.6, CCSS.ELA-LITERACY.W.11-12.8, CCSS.ELA-LITERACY.W.11-12.10, CCSS.ELA-LITERACY.SL.11-12.1, CCSS.ELA-LITERACY.SL.11-12.1, CCSS.ELA-LITERACY.SL.11-12.4, CCSS.ELA-LITERACY.SL.11-12.5</p> <p><b>21<sup>st</sup> Century</b>  <b>Themes and Skills:</b> Creativity and Innovation, Critical Thinking and Problem Solving</p>	
Learning Targets	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
1.4.12.A.4	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interest, achievements, and career aspirations by using a variety of digital tools and resources.
<div> <div> <b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>What is the difference between positive and negative space?</li> <li>How is a three dimensional form cast?</li> <li>What types of every day objects can be used in three dimensional art?</li> </ul> </div> <div> <b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Students will be able to visualize a three dimensional form when using the subtractive method of sculpture.</li> <li>Students will be able to properly use negative space in their sculptures.</li> </ul> </div> </div>	
<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>Identify and describe the difference between positive and negative space.</li> <li>Create a plaster cast.</li> <li>Apply the subtractive method of sculpture to create a three dimensional form made out of plaster.</li> <li>Construct balanced forms using everyday found objects.</li> </ul>	
Evidence of Learning	
<b>Formative Assessments:</b> Discussion, Q&A, Observations, Projects, Critique	

**Summative/Benchmark Assessment(s): Performance Tasks**

**Resources/Materials** (copy hyperlinks for digital resources): Visual examples, books, videos, posters, computer resources.

**Modifications:**

- Special Education Students – Rephrase questions, directions and explanations.
- English Language Learners – Assign a buddy, same language or English speaking.
- At-Risk Students – Provide extended time to complete tasks.
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**Lesson Plans**

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Positive/Negative Space	Students will identify and describe the difference between positive and negative space.	1 day
Casting	Students will create a plaster cast.	8 days
Carving	Students will apply the subtractive method of sculpture to create a three dimensional form made out of plaster.	10 days
Assemblage	Students will construct balanced forms using everyday found objects.	10 days

**Teacher Notes:**
**Additional Resources**

Click links below to access additional resources used to design this unit:

Unit Overview	
<b>Content Area: Sculpture</b>	
<b>Unit Title: Creating a Digital Portfolio</b>	
<b>Grade Level: 9-12</b>	
<p><b>Unit Summary:</b> Students will take photographs of three-dimensional forms and create an online digital portfolio of their work. Specifically they will have experience photographing their work from different angles. This will further demonstrate the necessity of working well with form, balance, and movement. Students will be curators of their galleries and choose their best work to be displayed. By the end of the course students will develop a portfolio indicative of mastery in armature, repetition, figure modeling, functional sculpture, kinetic art, casting, carving, and assemblage.</p> <p><b>Interdisciplinary Connections:</b>  CCSS.ELA-LITERACY.W.11-12.2, CCSS.ELA-LITERACY.W.11-12.3, CCSS.EDLA-LITERACY.W.11-12.6, CCSS.ELA-LITERACY.W.11-12.8, CCSS.ELA-LITERACY.W.11-12.10, CCSS.ELA-LITERACY.SL.11-12.1, CCSS.ELA-LITERACY.SL.11-12.1, CCSS.ELA-LITERACY.SL.11-12.4, CCSS.ELA-LITERACY.SL.11-12.5</p> <p><b>21<sup>st</sup> Century</b>  <b>Themes and Skills:</b> Creativity and Innovation, Critical Thinking and Problem Solving</p>	
Learning Targets	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interest, achievements, and career aspirations by using a variety of digital tools and resources.
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>How can I create a portfolio of three dimensional work?</li> <li>How is three dimensional work photographed?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>A digital portfolio is an effective way to display three dimensional work.</li> </ul>
<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>Demonstrate their ability to photograph their three dimensional work from a variety of angles.</li> <li>Develop a digital three dimensional portfolio.</li> </ul>	
Evidence of Learning	
<b>Formative Assessments:</b> Discussion, Q&A, Observations, Projects, Critique	
<b>Summative/Benchmark Assessment(s):</b> Performance Tasks	
<b>Resources/Materials</b> (copy hyperlinks for digital resources): Visual examples, books, videos, posters, computer resources.	

<b>Modifications:</b> <ul style="list-style-type: none"> <li>• Special Education Students – Rephrase questions, directions and explanations.</li> <li>• English Language Learners – Assign a buddy, same language or English speaking.</li> <li>• At-Risk Students – Provide extended time to complete tasks.</li> <li>• Gifted and Talented Students – Provide extension activities.</li> </ul>		
Lesson Plans		
Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Photographing three dimensional work	Students will demonstrate their ability to photograph their three dimensional work from a variety of angles.	5 days
Developing a three dimensional portfolio	Students will develop a digital three dimensional portfolio.	5 days
<b>Teacher Notes:</b>		
<b>Additional Resources</b> Click links below to access additional resources used to design this unit:		