

MSD Curriculum Map

Course: Sculpture

Grade Level: 9-12

Time Frame	Content/Topic	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
12 sessions	UNIT 1: PAPER SCULPTURE Accordion Book	Design and produce a bound volume for use as a sketchbook/journal	1.2D2	Directions followed in order to accurately assemble components Book shows quality craftsmanship and attention to detail, application of elements and principles in execution of design.
	Paper Relief	<p>Demonstrate knowledge and appreciation of ‘Sculptural Fundamentals.’</p> <p>Create a relief sculpture in which interest is produced by manipulating materials to create patterns of light and shadow.</p> <p>Use measuring and cutting tools to produce a well crafted product. (Alternative-cast handmade paper)</p>	11.2D1, 1.3D2	Finished product indicates understanding of the elements of sculptural design and the principles of order
	Installation	<p>Work individually and cooperatively to produce a work of art.</p> <p>Use principles of repetition, rhythm, variety and unity to organize elements in an installation.</p>	1.4D1, 1.5A2, 1.5B1, 1.5B2	Participation in arrangement of individual pieces into a single work of art – an installation.
	Art History	Recognize and discuss the work of artists who have produced relief sculptures Louise Nevelson, Peter Callesen, Chris Natrop, Ron Chespak and Lucas Samaras.	1.4D1, 1.5A2, 1.5B1, 1.5B2	Completed response sheet/quiz/reflection in journal/sketchbook

	Critique	Articulate strengths and weaknesses of own work and that of peers according to stated objectives.	1.4B1, 1.4B2	Participation in class critique Rubric evaluation
12 Sessions	UNIT 2: FIGURATIVE SCULPTURE Additive: Caricature	Use exaggeration and distortion to communicate humorous or satirical content in a sculptural figure or caricature. Build an armature for a sculpture using newspaper, tape and aluminum foil. Produce a freestanding sculpture using plaster gauze or papier mache.	1.1A1, 1.1B1, 1.2D1-2	Content communicated to peers/Rubric evaluation.
	Art History	Discuss the use of humor and satire in the work of Red Grooms. Demonstrate knowledge and understanding of the following genres and modern artists: Narrative Art, Pop Art, Sculpto-Pictorama, Robert Arneson, Andy Warhol, Roy Lichtenstein and George Segal.	1.1A1, 1.1A2, 1.2D1-2, 1.3D1-2	Complete response sheet/reflections in sketchbook journal.
20 sessions	Reductive: Stone Sculpture Stylized Figure	Know the specific properties of igneous, metamorphic and sedimentary rock and the potential and constraints of each with respect to stone carving. Produce a maquette which is a stylized version of a figurative subject Use appropriate hand tools and materials safely and efficiently to experience traditional methods of stone carving. Produce a stone sculpture that communicates content, is harmonious and unified, offers interest in all directions, and is well crafted .	1.1A1-2, 1.1B1, 1.2D1-2, 1.3D1-2	Quiz Reference and stylized preliminary drawings submitted in sketchbook. Maquette produced reflecting drawn plan Goggles and/or facemask used. Chisel, rasp, files used correctly. Rubric evaluation

	Art History	Recognize and discuss sculpture produced through history to modern times: Venus of Willendorf, Egyptian statuary, Brancusi, Rodin, Henry Moore, Isamu Noguchi, Barbara Hepworth	1.4A1-2, 1.4B2, 1.5B2	Quiz/Journal sketchbook reflections
	Critique	Demonstrate visual literacy by interpreting the content of a group of sculptures.	1.4A1-2, 1.4B2,1,5 B2	Participation in class critique with rationale offered for opinions expressed.
15 sessions	UNIT 3: ASSEMBLAGE Light Sculpture	Recognize aesthetic relationships among seemingly disparate items. Organize found, manufactured and manipulated materials to design and produce a sculptural form in which light is the important element. Demonstrate knowledge of electronics to safely and correctly assemble electrical elements in order to produce a working light source. <i>Or</i> Demonstrate knowledge of elements and principles of art in the assembly of found and altered materials to create a unified dimensional balanced composition.	1.1A13, 1.1B1, 1.2D2	Rubric assessment: elements and principles, innovative use of materials.
	Art History	Focus on the work of light artists Ingo Maurer, Tord Boontje, Dan Flavin as well as modern and contemporary assemblage artists who incorporate found materials into their work (Georges Braque, Jean Dubuffet, Marcel Duchamp, Joseph Cornell, John Chamberlain and Betty Saar.	1.1A2, 1.3D1	Quiz,test, final exam
10 sessions	Unit 4: Public Art: Sculpture/Installation	Recognize the relationship between architecture and sculpture. What similarities and differences are apparent? Demonstrate understanding of the relationship between <i>public</i> and <i>private</i> in large scale sculpture, architecture and installation art. Demonstrate ability to affect or alter human behavior by collaborating in the designing and creation of a work of public art for school or	1.1A1, 1.1B1, 1.2D2, 1.3D1	Rubric evaluation based on stated objectives Peer group evaluation based on each individual's contribution to task

		community that is interactive and/or informative. <i>or</i> By designing and creating a work of environmental art for a specific site that is ephemeral and/or is powered by wind or water and/or reclaims and restores an environment in an artistic way and/or interprets processes of nature and educates the public about related environmental problems.		
	Art History	Be aware of the artists/sculptors who work in the public arena and attempt to interpret their work: Richard Serra, James Turrell, Maya Lin, Martin Puryear, George Segal, Carsten Holler and Andy Goldsworthy.	1.1A2 1.2D1, 1.3D1, 1.4A2-3, 1.5B1	Quiz/Test/Final Exam
1 session	Unit 5: Careers	Demonstrate understanding of college programs, admissions requirements and careers paths for which 3 dimensional design and technique are the foundation: Product design, jewelry design, cosmetic dentistry, architecture and landscape design.	9.1A2	Attention to presentations. Information recorded in sketchbook journal