

Department of Equity, Curriculum and Instruction

# Sculpture

Visual Art

Grades 6 - 8 / Level

Elective Overview

Revised: August 2019

Approved by the Montclair Board of Education: August 2019



## Montclair Public School Elective Overview

### Instructional Plan

**Course:** Sculpture

**Marking Period or Trimester:** Semester 1 and 2

**Pacing:** 20 weeks

**Description:** The course will cover the concepts of form, shape, and three-dimensional space. Projects will include relief and full in-the-round pieces using various media. Students will explore the areas of carving, casting, assemblage construction and modeling. A variety of media will be used to complete both subtractive and additive sculpture projects.

### NJSLS

**Anchor Standard:** 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

**Strand 1:** 1.2.8.A.1: Technological changes have and will continue to substantially influence the development and nature of the arts

**Strand 2:** 1.2.8.A.2: Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.

**Strand 3:** 1.2.8.A.3: The arts reflect cultural mores and personal aesthetics throughout the ages.

Framing the Learning			
Timeframe	Big Ideas	Essential Questions	Enduring Understandings
Minimum of 5 projects over the course of the semester.	All students will understand the role, development and influence of the arts throughout history and across cultures	<ul style="list-style-type: none"> <li>• How many types of sculpture are there?</li> <li>• How do different cultures show their values and beliefs through sculpture?</li> <li>• How has sculpture evolved over the years?</li> <li>• Are there patterns that can be seen through the evolution of sculpture?</li> <li>• Are all “sculptures” considered art?</li> <li>• What makes art art?</li> </ul>	<ul style="list-style-type: none"> <li>• Culture affects self-expression, whether we realize it or not.</li> <li>• Every artist has a style; every artistic period has a style.</li> </ul>

Evidence of Learning
<ol style="list-style-type: none"> <li>1. Journal - Students will complete journal work that shows the journey they have traveled throughout their painting course. Journal work will include multiple things: definitions, do now questions from the teacher requiring answers, self-reflection, and self-grading.</li> <li>2. Rubrics – All projects will have a rubric evaluation that the teacher will grade them with.</li> <li>3. Self-Evaluation – Oftentimes the self-evaluation will be completed in their journal, but sometimes students may complete a written self-assessment.</li> <li>4. Quizzes &amp; Tests – Quizzes and/or tests may be completed throughout the semester to determine whether students are on track for the course’s stated goals and objectives.</li> </ol>

Activities
<p>Students will complete multiple ceramics projects throughout the course of the semester. Projects may include, but are not limited to:</p> <ol style="list-style-type: none"> <li>1. Students will learn the different types of sculpture, such as additive, subtractive, relief, assemblage, etc. Compare and contrast charts, as well as Venn diagram charts will be outlined to discuss similarities and differences between the different types of sculpture. The first project will be a three-dimensional creation of their name utilizing additive sculpting.</li> <li>2. Soap carving demonstrating the subtractive method will be taught next. Students will learn how much more difficult it is to create a subtractive work of art than an additive work of art.</li> </ol>

3. Although 3D printing is an example of additive sculpture, it can also exhibit relief sculpture. Students will employ 3D printing software and techniques to create a relief work of art. Examples of Ancient European reliefs will be shown as inspiration. Students will create a specific sized hexagonal shape that they add imagery in relief to that describes themselves and their interests. Once complete, all the hexagons will be fitted together to form an interconnected installation that shows how we are all connected.
4. Modern sculptors will be studied such as Claes Oldenburg, George Segal, Alexander Calder, Marcel Duchamp, and Henry Moore. Master sculptors will also be studied, such as Donatello, Bernini, Michelangelo and Rodin. The evolution of sculpture through history will be explored. Students will then create a work of art inspired by Claes Oldenburg, such as a giant piece of pizza, a huge playing card, an enormous paperclip, etc.
5. Examples of modern sculpting techniques such as pencil lead sculpting and toothpick whittling will be studied. Students will choose a modern method of sculpting to create their final sculpture. A class discussion will take place debating what makes art art.

**DIFFERENTIATION**

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading and tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Prioritize and chunk lengthy assignments</li> <li>● Utilize assistive technology, when appropriate</li> <li>● Provide ongoing, effective, specific feedback</li> <li>● Model/Utilize graphic organizers</li> <li>● Provide leveled reading materials</li> <li>● Utilize visual aids and props (flashcards, pictures, symbols) when possible</li> <li>● Utilize a multi-sensory approach to new topics</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● Refer to NJDOE Resources: <a href="https://www.state.nj.us/education/bilingual/resources/">https://www.state.nj.us/education/bilingual/resources/</a></li> <li>● NJDOE ELL Support Descriptions: <a href="https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports</li> <li>● NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>

