










Sculpture I (Master)



Teacher: Kari HalkerSaathoff






Sculpture I 2020-2021





COURSE DESCRIPTION A beginning sculpture course that concentrates on the development of sculptural ideas through exploration of various materials and techniques. Several introductory lectures and demonstrations will take place with the bulk of the time dedicated to the completion of sculpture projects. Attention will be devoted to the historical and aesthetic contexts, with the emphasis on the development of a personal visual vocabulary and the cultivation of individual creative expression.
















Content	Skills (CFA)	Learning Targets	Assessment (CSA)	Resources & Technology
 5.A.1.1 5. Visual Arts ALL CEQ: <ul style="list-style-type: none"> What is Sculpture? 	 CREATE 5.9.2.2.1 5. Visual Arts HS 2. Create 2. 5.9.2.2.2 5. Visual Arts HS 2. Create 2 5.9.2.3.1 5. Visual Arts HS 2. Create 3. 5.9.2.3.2 5. Visual Arts HS 2. Create 3 5.9.2.4.1 5. Visual Arts HS 2. Create 4.  CREATE 5.8.2.2.1 5. Visual Arts 8 2. Create 2. 5.8.2.2.2 5. Visual Arts 8 2. Create 2 5.9.2.3.1 5. Visual Arts HS 2. Create 3. 5.8.2.3.2 5. Visual Arts 8 2. Create 3. 5.8.2.4.1 5. Visual Arts 8 2. Create 4	 Present 5.9.3.5.1 5. Visual Arts HS 3. Present 5 5.9.3.6.1 5. Visual Arts HS 3. Present 6. 5.9.3.6.2 5. Visual Arts HS 3. Present 6  Present 5.8.3.5.1 5. Visual Arts 8 3. Present 5. 5.8.3.6.1 5. Visual Arts 8 3. Present 6. 5.9.3.6.2 5. Visual Arts HS 3. Present 6	 Respond 5.9.4.7.1 5. Visual Arts HS 5.9.4.8.1 5. Visual Arts HS 4. 5.9.4.8.2 5. Visual Arts HS 4.  Respond 5.8.4.7.1 5. Visual Arts 8 4. Respond 7. 5.8.4.8.1 5. Visual Arts 8 4. Respond 8. 5.8.4.8.2 5. Visual Arts 8 4. Respond 8	

<p>UEQ:</p> <p>Why safety is so important?</p> <p>A. Safety A. Introduction to expectations, projects, and safety.</p>	<p>A. Safety A1. •Routine and classroom procedures. A2 •Safety using tools and power tools.</p>	<p>A1. I can distinguish the difference between various art forms. A2.I will understand how media use effects the intent of art. A3. I will understand how culture and history impacts the creation of art.</p>	<p>A. Safety A. Quiz on safety procedures CA</p>	<p>A. Safety A. Lecture</p> <p>www.artcyclopedia.com www.artsmia.org</p> <p>Davis Studio Series B Beginning sculpture by Arthur Williams</p> <p>www.artlex.com</p> <p>DVD Craft in America</p>
<p>UEQ:</p> <p>5.A.1.1 5. Visual Arts ALL 1. Foundations 1.</p> <ul style="list-style-type: none"> • What are the elements of design? <p>B. Elements of Design in Sculpture </p> <p>B1. Shape B2. Form B3. Value B4. Unity B5. Color B6. Line</p>	<p>B. Elements of Design in Sculpture B1-B6. Discuss, identify and compare the elements of design.</p>	<p>B1.I will be able to describe the facts of an artwork. B2.I will be able to analyze how the elements create the principles. B3.I will be able to interpret the intent of the artist. B4. I will be able to evaluate the success of an artwork.</p>	<p>B. Elements of Design in Sculpture B1-B6. Creation/constructi on of a non- objective sculpture using the elements of design.  CA.Verbal critique Chapter 1</p>	<p>B. Elements of Design in Sculpture.12 B1. Shape p.105 B2. Form p.105 B3. Value p.61 B4. Unity p.82 B5. Color p. 123 B6. Line p.35</p>

<p>UEQ:</p> <p>5.A.1.1 5. Visual Arts ALL 1. Foundations 1.</p> <ul style="list-style-type: none"> • What are the Principles of Design? <p>C. Principles of Design in Sculpture </p> <p>C1. Contrast/Proportion/Scale C2. Texture C3. Emphasis C4. Pattern C5. Movement C6. Rhythm</p>	<p>C. Principles of Design in Sculpture C1-C6 Discuss, identify and compare the principles of design.</p>	<p>C. Principles of Design in Sculpture</p> <p>C1. I can identify the elements of art and design. C2.I can identify the principles of art and design. C3. I understand that the elements and principles are interrelated.</p>	<p>C. Principles of Design in Sculpture C1-C6. Creation/construction of a non- objective sculpture using the principles of design.  CA.Verbal class critique Chapter 1</p>	<p>C. Principles of Design in Sculpture p.14 C1. Contrast/Proportion/Scale p.187 C2. Texture p.113 C3. Emphasis p. C4. Pattern p. 158 C5. Movement p. 37 C6. Rhythm p.142</p>
<p>UEQ:</p> <p>5.A.1.1 5. Visual Arts ALL 1. Foundations 1.</p> <ul style="list-style-type: none"> • Who were The Olmec: Ancient Sculptors? • What are the Sculpture Fundamentals? • What are the Sculpture fundamentals? 	<p>D.Origins of Sculptures and types D1. Discuss and identify ancient Olmec sculptures.</p> <p>D2.Discuss and compare sculpture fundamentals Wire Construction- importance of line in sculptural design, imaginary or implied volume, additive or fabrication methods.</p>	<p>D.Origins of Sculptures and types</p> <p>D1. I can discuss and compare sculpture fundamentals Wire Construction- importance of line in sculptural design, imaginary or implied volume, additive or fabrication methods.</p> <p>D2. I can discuss and</p>	<p>D.Origins of Sculptures and types D1. 10 point quiz on the Olmec. D2 - D3.Creation/construction of a wire sculpture, assessment, and class critique.CA. Verbal class critique D2-D4. Quiz</p>	<p>D.Origins of Sculptures and types. Chapter one D1. Who were The Olmec: Ancient Sculptors? p6 D2. Sculpture fundamentals.p11 D3.Sculpture Concepts .p18 D4.Wire sculpture & Fabrication, Artist Alexander Calder p.10</p>

<ul style="list-style-type: none"> • What is wire sculpture? • What is Fabrication? <p>D.Origins of Sculptures and types </p> <p>D1. The Olmec: Ancient Sculptors D2. Sculpture fundamentals. D3.Sculpture Concepts. D4.Wire sculpture & Fabrication, Artist Alexander Calder</p>	<p>D3. Identify George Morisons art. <u>Connect</u></p> <p> 5.9.5.10.1 5. Visual Arts HS 5. Connect 10.</p> <p>D4 Introduced and compared examples of David Smith, Calder and other historic artists.</p>	<p>compare sculpture concepts.</p> <p>D3. I can understand why George Morrison works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities</p> <p>D4.I can compare examples of David Smith, Calder and other historic artists.</p>		<p>https://mmaa.org/portfolio-item/george-morrison/</p>
<p>UEQ:</p> <p>5.A.1.1 5. Visual Arts ALL 1. Foundations 1.</p> <ul style="list-style-type: none"> • What is modeling? <p>E. Modeling </p> <p>E1. Oil based clays E2. Water based clays E3.Modeling artist: Rodin</p>	<p>E. Modeling E1-E2 Discuss and identify types of clay. E3.Examine, discuss analyze and identify Modeling artist: Rodin & Henry Moore.</p>	<p>E. Modeling E1-E2 I can identify different types of clay.</p> <p>I can discuss, analyze and identify modeling artist</p> <p> <u>Respond</u></p> <p>5.8.4.7.1 5. Visual Arts 8 4. Respond 7. 5.8.4.8.1 5. Visual Arts 8 4. Respond 8. 5.8.4.8.2 5. Visual Arts 8 4. Respond 8</p>	<p>E. Modeling E1-E2. Creation and construction of an abstraction of a natural object. Assignment on p.22 assessment on p.23 Class critique.CA. Verbal Critique class E1-E3. Quiz Chapter 2</p> <p> <u>Present</u></p> <p>5.8.3.5.1 5. Visual Arts 8 3. Present 5.</p>	<p>E. Modeling. Chapter two. E1. Oil based clays p.32 E2. Water based clays p.33 E3.Modeling artist: Rodin (video) & Henry Moore.p.31</p>

<p>& Henry Moore.</p> <p> CREATE</p> <p>5.8.2.2.1 5. Visual Arts 8 2. Create 2. 5.8.2.2.2 5. Visual Arts 8 2. Create 2 5.9.2.3.1 5. Visual Arts HS 2. Create 3. 5.8.2.3.2 5. Visual Arts 8 2. Create 3. 5.8.2.4.1 5. Visual Arts 8 2. Create 4</p>			<p>5.8.3.6.1 5. Visual Arts 8 3. Present 6. 5.9.3.6.2 5. Visual Arts HS 3. Present 6</p>	
<p>UEQ:</p> <p>5.A.1.1 5. Visual Arts ALL 1. Foundations 1.</p> <ul style="list-style-type: none"> What is Molding? <p>F. Molding  F1. Molds F2. Mold Design F3 Life Molding F4. Molding artist: George Segal</p>	<p>F. Molding F1 -F3 Discuss, analyze identify types of Molds F4. Examine, discuss analyze and identify Molding artist: George Segal</p> <p> CREATE</p> <p>5.8.2.2.1 5. Visual Arts 8 2. Create 2. 5.8.2.2.2 5. Visual Arts 8 2. Create 2 5.9.2.3.1 5. Visual Arts HS 2. Create 3. 5.8.2.3.2 5. Visual Arts 8 2. Create 3. 5.8.2.4.1 5. Visual Arts 8 2. Create 4</p>	<p>F. Molding</p> <p>F1. I can identify one artwork from pre-history. F2. I can identify three artworks from the "ancient" world (Egypt/Greek/Northern Europe) F3. I can identify two Roman artworks. F4. I can identify three artworks from the middle ages, including one architecture. F5. I can identify two works from the Renaissance. F6. I will identify one Baroque work. F7. I will identify one Romantic work and One Impressionist work. F8. I will identify three works from the 20th century. F9. I will identify three post-modern artworks.</p>	<p>F. Molding F1 - F3. Creation and construction/molding of an expressive self portrait bust. Assignment on p.50, assessment p.51, CA Verbal class Critique F1-F4. Quiz Chapter 3  Present</p> <p>5.8.3.5.1 5. Visual Arts 8 3. Present 5. 5.8.3.6.1 5. Visual Arts 8 3. Present 6. 5.9.3.6.2 5. Visual Arts HS 3. Present 6</p>	<p>F. Molding. Chapter three. F1. Molds p.56 F2. Mold Design p.61 F3 Life Molding p.68-77 F4. Molding artist: George Segal p.71</p>
<p>UEQ:</p> <p>5.A.1.1 5. Visual Arts ALL 1. Foundations 1.</p>	<p>G. Casting G1-G2. Compare and contrast plaster verse cement casting G3. Introduce, examine, discuss analyze and</p>	<p>G1-4. I will be able to distinguish the difference between Asian, Eastern, African, and Pre-Columbian American Art.</p> <p>G5. I will be able to identify one work of Ojibwe art from history.</p>	<p>G. Casting G1-G2. Demonstrate casting using their own hands. Rodin's Hands</p>	<p>G. Casting. Chapter 4. G1. Plaster casting p.85 G. Cement casting p.94 G3. Casting artist: Donatello & Degas p.92</p>

<ul style="list-style-type: none"> What is Casting? <p>G. Casting </p> <p>G1.Plaster casting G. Cement casting G3. Casting artist: Donatello & Degas</p>	<p>identify Casting artist: Donatello & Degas</p> <p> CREATE</p> <p>5.8.2.2.1 5. Visual Arts 8 2. Create 2. 5.8.2.2.2 5. Visual Arts 8 2. Create 2 5.9.2.3.1 5. Visual Arts HS 2. Create 3. 5.8.2.3.2 5. Visual Arts 8 2. Create 3. 5.8.2.4.1 5. Visual Arts 8 2. Create 4</p>	<p> Respond</p> <p>5.8.4.7.1 5. Visual Arts 8 4. Respond 7. 5.8.4.8.1 5. Visual Arts 8 4. Respond 8. 5.8.4.8.2 5. Visual Arts 8 4. Respond 8</p> <p> Connect</p> <p>5.8.5.10.1 5. Visual Arts 8 5. Connect 10</p>	<p>Assignment p.76,assessment, p.77,CA,</p> <p>verbal class critique G1-G3. Quiz</p> <p> Present</p> <p>5.8.3.5.1 5. Visual Arts 8 3. Present 5. 5.8.3.6.1 5. Visual Arts 8 3. Present 6. 5.9.3.6.2 5. Visual Arts HS 3. Present 6</p>	
<p>UEQ:</p> <ul style="list-style-type: none"> What are the historical implications on ceramic and the contributions of Minnesota American Indian tribes and communities? <p> Connect</p> <p>5.8.5.10.1 5. Visual Arts 8 5. Connect 10. 5.9.5.10.1 5. Visual Arts HS 5. Connect 10.</p> <p>H. Historical H1.George Morrison, Frank Bigbear, and Maggie Thompson</p>	<p>H. Historical</p> <p> Connect</p> <p>5.8.5.10.1 5. Visual Arts 8 5. Connect 10. 5.9.5.10.1 5. Visual Arts HS 5. Connect 10.</p> <p>H1. Show and introduce students to a video on George Morrison, Frank Bigbear, and Maggie Thompson and compare/contrast the differences.</p> <p>H2. Discuss and compare how cultures influence artwork, more specifically ceramic.(Greek Vases)</p>	<p>H. Historical</p> <p> Connect</p> <p>5.8.5.10.1 5. Visual Arts 8 5. Connect 10. 5.9.5.10.1 5. Visual Arts HS 5. Connect 10.</p> <p> CREATE : Create, generate, originality, and revision.</p> <p>5.9.2.2.1 5. Visual Arts HS 2. Create 2. 5.9.2.2.2 5. Visual Arts HS 2. Create 2 5.9.2.3.1 5. Visual Arts HS 2. Create 3. 5.9.2.3.2 5. Visual Arts HS 2. Create 3 5.9.2.4.1 5. Visual Arts HS 2. Create 4.</p> <p> CREATE 5.8.2.2.1 5. Visual Arts 8 2. Create 2.5.8.2.2.2 5. Visual Arts 8 2. Create 25.9.2.3.1 5. Visual Arts HS 2. Create 3.5.8.2.3.2 5. Visual Arts 8 2. Create 3.</p>	<p>H. Historical</p> <p> Connect</p> <p>5.8.5.10.1 5. Visual Arts 8 5. Connect 10. 5.9.5.10.1 5. Visual Arts HS 5. Connect 10.</p> <p> Respond:Respond, Analyze, and Respond</p> <p>5.9.4.7.1 5. Visual Arts HS 5.9.4.8.1 5. Visual Arts HS 4. 5.9.4.8.2 5. Visual Arts HS 4.</p> <p> Respond</p> <p>5.8.4.7.1 5. Visual Arts 8 4. Respond 7. 5.8.4.8.1 5. Visual Arts 8 4. Respond 8. 5.8.4.8.2 5. Visual Arts 8 4. Respond 8</p> <p>H1.  A compare/contrast</p>	<p>H. Historical</p> <p> Connect</p> <p>5.8.5.10.1 5. Visual Arts 8 5. Connect 10. 5.9.5.10.1 5. Visual Arts HS 5. Connect 10.</p> <p>H1. Video on George Morrison, Frank Bigbear, and Maggie Thompson H2. Scholastic magazine reading and questions</p> <p>H3.https://intersectingart.umn.edu/?lessons</p> <p>https://intersectingart.umn.edu/</p>

<p>H2. How culture and art are reflective.</p> <p>H3. Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.</p>	<p>H3. Appraise the impact of art, an artist, or a group of artists on the beliefs, values and behaviors of a society.</p>	<p>H1. I can identify George Morrison, Frank Bigbear, and Maggie Thompson and compare/contrast the differences.</p> <p>H2. I can discuss how cultures influence artwork.</p> <p>H3. I can identify and discuss the artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities</p>	<p>paper on George Morrison, Frank Bigbear, and Maggie Thompson CA/CSA</p> <p>H2. Write a paper on the use of clay in a chosen culture. Container with Lid-Distinct Cultural Style of Decoration (Greek, Egyptian, Indian, Native Am.). CA/CSA</p> <p>H3. Create a piece of work that is inspired by Minnesota American Indian tribes and communities. CA/CSA</p>	<p>https://www.tpt.org/mn-original/profile/maggie-thompson/</p> <p>Artist Frank Bigbear</p> <p>https://www.tpt.org/mn-original/profile/frank-big-bear/</p>
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