




**Sculpture II (Master)**


Teacher: Kari Halker Saathoff





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Sculpture II





COURSE DESCRIPTION An Advance sculpture course that concentrates on the development or sculptural ideas through exploration of various materials and techniques. Several 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
<p><b>5.A.1.1 5. Visual Arts ALL</b></p> <p><b>CEQ:</b> What is advanced Sculpture?</p> <ul style="list-style-type: none"> <li>How does it affect our world?</li> </ul>	<p> <b>Present</b></p> <p><b>5.9.3.5.1 5. Visual Arts HS 3. Present 5</b></p> <p><b>5.9.3.6.1 5. Visual Arts HS 3. Present 6.</b></p> <p><b>5.9.3.6.2 5. Visual Arts HS 3. Present 6</b></p>	<p> <b>CREATE</b></p> <p><b>5.9.2.2.1 5. Visual Arts HS 2. Create 2.</b></p> <p><b>5.9.2.2.2 5. Visual Arts HS 2. Create 2</b></p> <p><b>5.9.2.3.1 5. Visual Arts HS 2. Create 3.</b></p> <p><b>5.9.2.3.2 5. Visual Arts HS 2. Create 3</b></p> <p><b>5.9.2.4.1 5. Visual Arts HS 2. Create 4.</b></p>	<p> <b>Respond</b></p> <p><b>5.9.4.7.1 5. Visual Arts HS</b></p> <p><b>5.9.4.8.1 5. Visual Arts HS 4.</b></p> <p><b>5.9.4.8.2 5. Visual Arts HS 4</b></p>	<p>Text: Davis - Sculpture</p> <p>Minnesota Originals videos (MNO)</p> <p>Scholastic Arts Magazine Minneapolis Institute of Art</p> <p>Walker Art Museum</p> <p>The Minnesota Historical Society</p> <p>Supplemental material - powerpoints, youtube, visuals, and work samples.</p>



<p><b>UEQ:</b> What are the sculpting mediums we used in Level I?</p> <p><b>UEQ: A.Review</b> </p> <p>A1. Modeling. A2. Molding A3. Casting A4. Carving</p> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>● What is light construction?</li> <li>● What is heavy construction?</li> <li>● What is assemblage</li> </ul>	<p><b>A.Review</b></p> <p>A1 - A4. Review, discuss, compare and contrast sculpting techniques A4. Understand and create a carving clay relief- subtractive sculpture methods and use of chisels and other carving tools.</p>	<p><b>A.Review</b></p> <p>LT1. I can distinguish the difference between various art forms. LT2.I will understand how media use affects the intent of art. LT3. I will understand how culture and history impacts the creation of art.</p>	<p><b>A.Review</b></p> <p>CSA = Quiz CSA = Carving Clay relief- subtractive sculpture methods and use of chisels and other carving tools.</p> <p>CSA = Class Critique.</p>	<p><b>A.Review</b></p> <p>A1. Modeling. A2. Molding A3. Casting A4. Carving</p>
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<p><b>B. Construction and Assemblage</b> </p> <p>B1. Light construction B2. Heavy construction B3. Assemblage B4. Artist Louise Nevelson and Joseph Cornell</p> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>• What is installation sculpture?</li> <li>• What does collaborative sculpture?</li> </ul>	<p><b>B. Construction and Assemblage</b></p> <p>B1- B2. Compare and contrast light versus heavy construction. B3. Understanding and demonstrate assemblage. B4. Compare and contrast artist Louise Nevelson and Joseph Cornell.</p> <p> <b>Present</b></p> <p><b>5.9.3.5.1 5. Visual Arts HS 3. Present 5</b></p> <p><b>5.9.3.6.1 5. Visual Arts HS 3. Present 6.</b></p> <p><b>5.9.3.6.2 5. Visual Arts HS 3. Present 6</b></p>	<p><b>B. Construction and Assemblage</b></p> <p>LT1.I will be able to describe the facts of an artwork. LT2.I will be able to analyze how the elements create the principles. LT3.I will be able to interpret the intent of the artist. LT4. I will be able to evaluate the success of an artwork.</p> <p> <b>CREATE</b></p> <p><b>5.9.2.2.1 5. Visual Arts HS 2. Create 2.</b></p> <p><b>5.9.2.2.2 5. Visual Arts HS 2. Create 2</b></p> <p><b>5.9.2.3.1 5. Visual Arts HS 2. Create 3.</b></p> <p><b>5.9.2.3.2 5. Visual Arts HS 2. Create 3</b></p> <p><b>5.9.2.4.1 5. Visual Arts HS 2. Create 4.</b></p>	<p><b>B. Construction and Assemblage</b></p> <p>CSA = Quiz CSA = Construction and assemblage Nevelson and a Cornell inspired assemblage . CSA =Assessment and class critique</p> <p> <b>Respond</b></p> <p><b>5.9.4.7.1 5. Visual Arts HS</b></p> <p><b>5.9.4.8.1 5. Visual Arts HS 4.</b></p> <p><b>5.9.4.8.2 5. Visual Arts HS 4</b></p>	<p><b>B. Construction and Assemblage- Chapter 6</b></p> <p>B1. light construction p.136 B2. Heavy construction p.124 B3. Assemblage p.142 B4. Artist Louise Nevelson and Joseph Cornell (power point and scholastic art magazine)</p>
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<p><b>C. Installation and Collaboration</b> </p> <p>C1. Installation Art C2. Sculpture Collaboration</p> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>• How do professional artists develop a Portfolio?</li> <li>• How does a portfolio look depending on the viewer?</li> </ul>	<p><b>C. Installation and Collaboration</b></p> <p>C1. Understand and discuss Installation Art C2. Create a Collaboration sculpture.</p> <p> <b>Present</b></p> <p><b>5.9.3.5.1 5. Visual Arts HS 3. Present 5</b> <b>5.9.3.6.1 5. Visual Arts HS 3. Present 6.</b> <b>5.9.3.6.2 5. Visual Arts HS 3. Present 6</b></p>	<p><b>C. Installation and Collaboration</b></p> <p>LT1. I can identify the elements of art and design. LT2.I can identify the principles of art and design. LT3. I understand that the elements and principles are interrelated.</p> <p> <b>CREATE</b></p> <p><b>5.9.2.2.1 5. Visual Arts HS 2. Create 2.</b> <b>5.9.2.2.2 5. Visual Arts HS 2. Create 2</b> <b>5.9.2.3.1 5. Visual Arts HS 2. Create 3.</b> <b>5.9.2.3.2 5. Visual Arts HS 2. Create 3</b> <b>5.9.2.4.1 5. Visual Arts HS 2. Create 4.</b></p>	<p><b>C. Installation and Collaboration</b></p> <p>CSA = Install collaborative sculpture. Class critique.</p> <p> <b>Respond</b></p> <p><b>5.9.4.7.1 5. Visual Arts HS</b> <b>5.9.4.8.1 5. Visual Arts HS 4.</b> <b>5.9.4.8.2 5. Visual Arts HS 4</b></p>	<p><b>C. Installation and Collaboration- Chapter 7</b></p> <p>C1. Installation Art p.150 C2. Sculpture Collaboration p. 159</p>
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<p><b>D. Portfolio</b> </p> <p>D1. Professional Portfolio-Preparing a slide portfolio (digital)  D2. Unity in a series of sculpture  D3. The portfolio  D4. Revised statement for portfolio</p> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>• What is an Exhibition?</li> <li>• How do you prepare for an exhibition?</li> </ul>	<p><b>D. Portfolio</b></p> <p>D1. Understand how a "portfolio" flows and looks through the eyes of a professional.  D2. Create a group of work that looks like it was created by the same person. Theme, style, medium is focused upon.  D3. Create a physical and digital portfolio that can be seen by professionals and understood.  D4. Create an Artist Statement that could be read in conjunction with the portfolio.</p> <p> <b>Present</b></p> <p><b>5.9.3.5.1 5. Visual Arts HS 3. Present 5</b>  <b>5.9.3.6.1 5. Visual Arts HS 3. Present 6.</b>  <b>5.9.3.6.2 5. Visual Arts HS 3. Present 6.</b></p>	<p><b>D. Portfolio</b></p> <p>LT1. I understand how a "portfolio" flows and looks through the eyes of a professional.  LT2. I can create a group of work that looks like it was created by the same person. Theme, style, medium is focused upon.  LT3. I can create a physical and digital portfolio that can be seen by professionals and understood.  LT4. I can create an Artist Statement that could be read in conjunction with the portfolio.</p> <p> <b>Present</b></p> <p><b>5.9.3.5.1 5. Visual Arts HS 3. Present 5</b>  <b>5.9.3.6.1 5. Visual Arts HS 3. Present 6.</b>  <b>5.9.3.6.2 5. Visual Arts HS 3. Present 6</b></p>	<p><b>D. Portfolio</b></p> <p>CSA = Power point presentation of the portfolio.  CFA = Class discussion.</p> <p> <b>Respond</b></p> <p><b>5.9.4.7.1 5. Visual Arts HS</b>  <b>5.9.4.8.1 5. Visual Arts HS 4.</b>  <b>5.9.4.8.2 5. Visual Arts HS 4</b></p>	<p><b>D. Portfolio- Chapter 8</b></p> <p>D1- D4. Preparing a slide portfolio p.170  <a href="http://www.mollygordon.com/resources/marketingresources/artstament/">http://www.mollygordon.com/resources/marketingresources/artstament/</a></p>
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<p><b>E. Exhibition</b> </p> <p>E1. Preparing for Exhibition</p> <p><b>UEQ:</b></p> <ul style="list-style-type: none"><li>• What kind of Education is needed to become a sculptor?</li><li>• How do you become a sculptor?</li></ul>	<p><b>E. Exhibition</b></p> <p>E1. Develop, discuss and create an exhibition</p>	<p><b>E. Exhibition</b></p> <p>LT.I can identify a variety of careers in art.</p>	<p><b>E. Exhibition</b></p> <p>CSA = Exhibition.Self assessment.</p>	<p><b>E. Exhibition - Chapter 8</b></p> <p>E1. Preparing for Exhibition p.178</p>
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<p><b>F. Education.</b> </p> <p>F1.Education Preparation F2. Careers</p> <p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li>• Did you develop a "voice" in  Sculpture I and has it stayed the same in Sculpture II or has it changed? How has it changed?</li> </ul> <p><b>UEQ:</b></p> <p>How does an artist create original artistic ideas?</p>	<p><b>F. Education.</b> F1-F2. Research, discuss and compare education and careers options</p>	<p><b>F. Education.</b> LT. I can research, discuss and compare education and careers options</p>	<p><b>F. Education.</b> CSA = Power point presentation</p>	<p><b>F. Education.- Chapter 8</b> F1.Education Preparation p.182 F2. Careers p186</p> <p>Discover Art History - Text Book</p> <p>Gardners Art History - Text Book</p> <p>Lectures</p> <p>P.P. Presentations.</p>
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H.Expectations and Review.	H.Expectations and Review.	H. Expectations and Review.	H. Expectations and Review.	H. Expectations and Review.
<p><b>UEQ:</b> What are the historical influences on ceramic?</p> <p> <b>Connect</b> 5.9.5.10.1 5. Visual Arts HS 5. Connect 10.</p>	<p>H1. Create artwork that expresses an idea and demonstrates learning.</p> <p>H2. Create a collection of artwork.</p> <p>H3. Read, reflect, revise, and analyze artwork based on feedback.</p> <p>H4. Find and generate original artistic ideas.</p> <p>H5. Understand and appreciate art and art history.</p> <p> <b>Present</b> 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</p> <p><b>Connect</b>  5.9.5.10.1 5. Visual Arts HS 5. Connect 10.</p>	<p>LT1. I can create artwork that expresses an idea and demonstrates learning.</p> <p>LT2. I can create a collection of artwork.</p> <p>LT3. I can read, reflect, revise, and analyze artwork based on feedback.</p> <p>LT4. I can find and generate original artistic ideas.</p> <p>LT5. I can understand and appreciate art and art history.</p> <p> <b>Respond</b> 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><b>Connect</b>  5.9.5.10.1 5. Visual Arts HS 5. Connect 10.</p>	<p><b>CFA</b> = Following the expectations of the assignment</p> <p><b>CFA</b> = Production of artwork</p> <p><b>CSA</b> = Written and Verbal Critique.</p> <p><b>CSA</b> = Rubric for sketches for the assignment.</p> <p><b>CSA</b> = Research paper and presentation of an artist.</p> <p> <b>Present</b> 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</p> <p><b>Connect</b>  5.9.5.10.1 5. Visual Arts HS 5. Connect 10</p>	<p>Discover Art History - Text Book</p> <p>Gardners Art History - Text Book</p> <p>Lectures</p> <p>P.P. Presentations.</p>



<p><b>I. Historical</b>                  II.Continue to 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><b>I. Historical</b></p> <p> <b>Connect</b>                  5.9.5.10.1 5. Visual Arts HS 5. Connect 10.</p> <p> <b>Present</b>                  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</p> <p>II.Appraise the impact of art, an artist, or a group of artists on the beliefs, values and behaviors of a society</p>	<p><b>I. Historical</b></p> <p> <b>Connect</b>                  5.9.5.10.1 5. Visual Arts HS 5. Connect 10.</p> <p> <b>Create</b>                  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>LT. I can continue to 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><b>I. Historical</b></p> <p> <b>Connect</b>                  5.9.5.10.1 5. Visual Arts HS 5. Connect 10.</p> <p> <b>Respond</b>                  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.                  CSA = Create and expand upon ideas of an artwork that is inspired by Minnesota American Indian tribes and communities.</p>	<p><b>I. Historical</b></p> <p> <b>Connect</b>                  5.9.5.10.1 5. Visual Arts HS 5. Connect 10.</p> <p>Discover Art History - Text Book</p> <p>Gardners Art History - Text Book</p> <p>Lectures</p> <p>P.P. Presentations.</p>
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