

CURRICULUM

Sculpture 9-12

Thomas Jefferson High School

Curriculum Strand: Measurement

PA Academic Standards Student must be able to do	Objective Content or process student will be able to know and do	Instructional Methods	Materials/ Resources Textbooks, workbooks, software, hardware, etc	*Assessment Procedures *Additional adaptations, modification, accommodations, and enrichment/ acceleration will be provided per IEP	*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/ acceleration will be provided per IEP
9.1.12.A Know and use the elements and principles of each art form to create works in the arts and humanities 9.1.12B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts 9.1.12 C Integrate and apply advanced vocabulary to the arts forms 9.1.12 D Demonstrate specific styles in combination through production or performance of a unique work of art 9.1.12E Delineate a unifying theme through the production of a work of art that reflects skills in media processes and	-Students should know and understand: *the visual elements and principles that have special meaning in sculpture (line, contour, form, planes, color, light, texture) *The basic methods for creating sculpture (carving, subtractive, modeling, additive, assembling, construction, molds, casts) *the use of sculptural media, tools and processes (creating 3-d works using wire, clay, plaster, paper) *the differences and similarities between free	-Direct instruction -Group Work -Hands-on Work -Demonstrations -Cooperative Learning -Class Discussions -Note Taking -Re-teaching -Oral Questioning -Visual Aids and/or samples	*Materials -Kiln -Wire and metal and the tools to work with them -Clay, armatures and the tools to work with them -Plaster and the tools to work with it -Paper and paper making materials -Paints, washes and stains and other finishing material for sculptural surfaces -Wood if needed for exhibition	-Rubric *Growth and Progress *Originality/Creativity *Skill *Elements of Design *Principles of Design *Productiveness and Work Habits -Teacher Feedback -Teacher observation and consultation -Quizzes -Problem Solving -In-Class Work and Projects -Peer Evaluation -Critiques -Q/A -Self-Assessment and Evaluation	-Extended time -Tutoring -Adapted Lessons and Individualized Projects -Access to learning support -Review and re-teach -Peer interaction -Group Instruction -Extra-credit options -Flexibility to into the studio during free time and after school -Opportunity to re-do projects -Alternative assessment	-Flexibility to come into the studio during free-time and after school -Opportunities to re-do projects -Opportunities to do additional, independent and/or more in-depth projects and research -Peer instruction -Individual Consultation -Extra Credit Options -College Portfolios -Student exhibition -Application to

<p>techniques 9.1.12 F Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition 9.1.12 G Analyze the effect of rehearsal and practice sessions 9.1.12 H Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces 9.1.12J Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others. 9.1.12 K Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities 9.2.12A Explain the historical, cultural and social context of an individual work in the arts 9.2.12 C Relate works in the arts to varying styles and genre</p>	<p>standing and relief sculpture *some basic art history related to the projects they produce in class (variety of cultures, periods)</p>		<p>-Paper and pencils and other drafting/drawing materials for sketching and planning -Power equipment when needed *Resources -Worksheets and Handouts -Books -Slides and Photographs -Teacher and Teacher demonstrations -Computers</p>	<p>*Presence of Idea *Materials and Conventions *Invention *Image *Attitude -Appropriate use of materials, supplies and equipment -Proper use of sculpture vocabulary</p>	<p>-Oral questioning -Individual Consultation</p>	<p>future learning</p>
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<p>and to the periods in which they were created</p> <p>9.2.12 D Analyze a work of art from its historical and cultural perspective</p> <p>9.2.12 E Analyze how historical events and culture impact forms, techniques and purposes of works in the arts</p> <p>9.2.12 I Identify, explain and analyze philosophical beliefs as they relate to works in the arts</p> <p>9.3.12A Explain and apply the critical examination of processes of works in the arts and humanities</p> <p>9.3.12B Determine and apply criteria to a person's work and works of others in the arts</p> <p>9.3.12C Apply systems of classification for interpreting works in the arts and forming a critical response.</p> <p>9.3.12E Examine and evaluate various types of critical analysis of works in the arts and humanities</p> <p>9.12.3G Analyze works in the arts by referencing the judgments if advanced arts</p>						
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critics as well as one's own analysis and critique 9.4.12D Analyze and interpret a philosophical position identified in works in the arts and humanities						
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