

Carroll ISD Sculpture III : 11th-12th Grade

2021-2022 Year-At-A-Glance

	Term 1	Term 2
TEKS	TEKS 117.302C 1ABCD, 2ABCDEF, 3ABCD, 4ABCD Standards for this Level III Course: Observation and Perception; Creative Expression; Historical and Cultural Connections; and Critical Evaluation and Response.	
FOCUS	Observation and Perception Review the Elements of Art and Principles of Design For 3-Dimensional Art	Observation and Perception Creative Expression Historical and Cultural Connections
Topics	<ul style="list-style-type: none"> ● Elements of Art Review <ul style="list-style-type: none"> ○ Line - Contour, Cross Contour, Weight, Variety ○ Shape - Geometric, Organic, Amorphous/Freeform ○ Value - Value Scale, light & dark ○ Form - Geometric, Organic, Amorphous/Freeform ○ Texture - Actual & implied ○ Color - Color Schemes, tints & shades ○ Space - Creating Depth ● Principles of Design Review <ul style="list-style-type: none"> ○ Balance - Asymmetrical, Symmetrical ○ Proportion - Objects & Human Figures ○ Movement - Visual Movement ○ Emphasis - how to create it ○ Pattern - uses in sculpture & space ○ Repetition/Rhythm - purpose and use ○ Unity/Harmony - creating Unity/Harmony ○ Variety - use in sculpture ● Creative Expression Review <ul style="list-style-type: none"> ○ Drawing, 3D Skills & Originality 	<ul style="list-style-type: none"> ● Creative Expression Review <ul style="list-style-type: none"> ○ Human Figure/Form <ul style="list-style-type: none"> ■ History/Context of Portraits ■ Body Proportions, Features ○ Perspective <ul style="list-style-type: none"> ■ Dimension/Depth and Illusions ○ Photography as Documentation/Applications ○ Composition <ul style="list-style-type: none"> ■ Color vs Black & White renderings ■ Color Media exploration ● Critical Response/Judgement <ul style="list-style-type: none"> ○ Critiques, Peer and Self ○ Responding to artworks ○ Historical and Cultural Connections ○ Art History Notes ○ Artists/Cultural Items in Context

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Copyright/Fair use ● Critical Response/Judgement Review <ul style="list-style-type: none"> ○ Critique - self & other students' work ○ Artwork Responses <ul style="list-style-type: none"> ■ Looking at work and responding ● Historical and Cultural Connections <ul style="list-style-type: none"> ○ Art History Exploration <ul style="list-style-type: none"> ■ Student developed bank of artists ○ Art History Notes ○ Artists/Cultural Items in Context 	
<p>Additional Resources</p>	<p>Instructor generated presentation material, websites, videos, project examples, articles and demonstrations. Student generated Art History Information.</p> <ul style="list-style-type: none"> ● Consistent Rubric for assessment <ul style="list-style-type: none"> ○ Composition 3D designs are interesting from multiple viewpoints, 2D designs touches at least 3 edges of the page, all designs demonstrate cropping, overlapping, overall unity, and intentional use of elements and principles ○ Craftsmanship Work is neat, Multiple Values (intensity, contrast), smooth or consistent shading and/or texture, attention to detail, high quality images were submitted on Canvas ○ Creativity Personal expression, experimentation, originality, & media choices, variety of color, good color choices, student worked through issues, challenges and set-backs ○ Completion artwork meets stated requirements of this assignment (see "Requirements" slide in project presentation), exploration of subject, media and techniques 	<p>Instructor generated presentation material, websites, videos, project examples, articles and demonstrations. Student generated Art History Information.</p> <ul style="list-style-type: none"> ● Consistent Rubric for assessment <ul style="list-style-type: none"> ○ Composition 3D designs are interesting from multiple viewpoints, 2D designs touches at least 3 edges of the page, all designs demonstrate cropping, overlapping, overall unity, and intentional use of elements and principles ○ Craftsmanship Work is neat, Multiple Values (intensity, contrast), smooth or consistent shading and/or texture, attention to detail, high quality images were submitted on Canvas ○ Creativity Personal expression, experimentation, originality, & media choices, variety of color, good color choices, student worked through issues, challenges and set-backs ○ Completion artwork meets stated requirements of this assignment (see "Requirements" slide in project presentation), exploration of subject, media and techniques

	<ul style="list-style-type: none"> ○ Complexity student created a design that is challenging, high amount of detail 	<ul style="list-style-type: none"> ○ Complexity student created a design that is challenging, high amount of detail
Project Ideas	<ul style="list-style-type: none"> ● Solid Modeling - Bird/Hand <ul style="list-style-type: none"> ○ Clay - Air Dry or Pottery Clay ● Cast Sculptures <ul style="list-style-type: none"> ○ Molding & Casting Reliefs ○ Reusable Molds 	<ul style="list-style-type: none"> ● Wood Carving Assemblages ● Expressing Personality through Sculpture ● Glass Art

	Term 3	Term 4
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FOCUS	Observation and Perception Creative Expression Historical and Cultural Connections	Observation and Perception Creative Expression Historical and Cultural Connections
Topics	<ul style="list-style-type: none"> ● Creative Expression <ul style="list-style-type: none"> ○ 3D Design Review <ul style="list-style-type: none"> ■ History/Context of sculpture ■ Form Proportion/Scale ■ Balance/Structure ■ Ceramics/Kinetic/Casting ○ Color Theory Application <ul style="list-style-type: none"> ■ Meanings (emotional/social) Application ○ Media Exploration/Designing with wood <ul style="list-style-type: none"> ■ Wood Carving ○ Composition <ul style="list-style-type: none"> ■ Middle Ground, Background, Foreground ■ Rule of Thirds ■ Triangular ■ Design Citizenship <ul style="list-style-type: none"> ● Copyright/Fair use ● Critical Response/Judgement <ul style="list-style-type: none"> ○ Critique, Peer, Self ○ Artwork Responses ○ Historical and Cultural Connections ○ Art History Notes ○ Artists/Cultural Items in Context 	<ul style="list-style-type: none"> ● Creative Expression <ul style="list-style-type: none"> ○ Exploring new Media: <ul style="list-style-type: none"> ■ Art of Dale Chihuly ■ Glass Art ○ Digital Media/Design <ul style="list-style-type: none"> ■ 3D Printing ● Critical Response/Judgement <ul style="list-style-type: none"> ○ Critique, Peer, Self ○ Artwork Responses ○ Historical and Cultural Connections ○ Art History Notes ○ Artists/Cultural Items in Context
Additional Resources	Instructor generated presentation material, websites, videos, project examples, articles and demonstrations. Student generated Art History Information. <ul style="list-style-type: none"> ● Consistent Rubric for assessment 	Instructor generated presentation material, websites, videos, project examples, articles and demonstrations. Student generated Art History Information. <ul style="list-style-type: none"> ● Consistent Rubric for assessment

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<p>Project Ideas</p>	<ul style="list-style-type: none"> ● Interactive Sculptural Art ● Hollow Modeling - Head <ul style="list-style-type: none"> ○ Armature 	<ul style="list-style-type: none"> ● 3D Printing - original designs ● Tile Installation or Gallery Installation <ul style="list-style-type: none"> ○ Sculpturally Inviting