

Seymour Public Schools Curriculum

Course: Three-Dimensional Design

Three-Dimensional Design is a half-year course offered to any sophomore, junior, or senior who has successfully completed Basic Drawing with an average of 70 or better.

In this course the student will be introduced to various methods and materials of sculpture as a means of expression. Students will continue to work with the elements and principles of two-dimensional design, and begin to incorporate the third dimension of depth in their art, using both additive and subtractive methods.

Objectives:

Students will:

1. become aware of the various applications of 3-dimensional design such as jewelry, pottery, architecture, etc., focusing on sculpture
2. demonstrate understanding of using the third dimension of depth in art and design
3. become familiar with additive and subtractive sculpture through construction and carving, and modeling as well
4. become familiar with several types of sculpture including but not limited to: relief sculpture, sculpture-in-the-round, assemblage, the mobile, the stabile, figurative sculpture, non-objective sculpture
5. demonstrate understanding of the physical limitations/possibilities of a variety of sculptural materials including but not limited to: clay, wire, cardboard, plaster, found objects, etc.
6. become familiar with terms and vocabulary associated with sculpture

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Unit:
Relief Sculpture

Grade: 10, 11, 12	Subject: Three-Dimensional Design Unit: Relief Sculpture
CSDE Standard	Content Standard 1-Media Content Standard 2-Elements & Principles Content Standard 3-Content
Enduring Understanding	Relief sculpture is a form of sculpture which projects from the background, and is viewed only from the front.
Essential Questions	What is relief sculpture?
Content Standard:	<ol style="list-style-type: none"> 1. Students will understand, select, and apply media, techniques and processes. 2. Students will understand and apply elements and organizational principles of art 3. Students will consider, select, and apply a range of subject matter, symbols and ideas.
Performance Expectations (Student outcomes)	<ul style="list-style-type: none"> • apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized • conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes • judge the effectiveness of different ways of using visual characteristics in conveying ideas • apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems • use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning

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Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<p>Clay postcard of a real or imaginary place or Assemblage made from found objects or Clay face tile</p>	<p>Pottery clay Clay tools Kiln Tempera paints/brushes Clear acrylic glaze Variety of found objects Hot glue guns Board or heavy cardboard</p>	<p>Finished product Assessment list Critique</p>

Seymour Public Schools Curriculum

Unit:

Non-Objective Sculpture-in-the-Round

Grade: 10, 11, 12	Subject: Three-Dimensional Design Unit: Non-Objective Sculpture-in-the-Round
CSDE Standard	Content Standard 1-Media Content Standard 2-Elements & Principles Content Standard 3-Content
Enduring Understanding	Non-objective sculpture is one means of connecting ideas to expression in three dimensions. Sculpture-in-the-round is viewed from all sides.
Essential Questions	What is non-objective sculpture-in-the-round and how can it be used to express ideas three-dimensionally?
Content Standard:	1. Students will understand, select, and apply media, techniques and processes. 2. Students will understand and apply elements and organizational principles of art 3. Students will consider, select, and apply a range of subject matter, symbols and ideas.
Performance Expectations (Student outcomes)	<ul style="list-style-type: none"> • apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized • conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes • judge the effectiveness of different ways of using visual characteristics in conveying ideas • apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems • use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning

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Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<p>Cut, combine, assemble, and paint cardboard shapes to represent a family portrait in-the-round or Assemblage in-the-round or Clay sculpture-in-the-round representing an Intangible word</p>	<p>Rough draft paper/pencil Cardboard Exacto knives Hot glue guns Variety of found objects Pottery clay Clay tools Tempera paints/brushes Student examples</p>	<p>Finished product Assessment list Critique</p>

Seymour Public Schools Curriculum

Unit: Modeling Sculptural Method

Grade: 10, 11, 12	Subject: Three-Dimensional Design Unit: Modeling Sculptural Method
CSDE Standard	Content Standard 1-Media Content Standard 2-Elements & Principles Content Standard 3-Content
Enduring Understanding	Modeling is a sculptural method that can be used to express an idea three-dimensionally.. Various media can be used for modeling a sculpture.
Essential Questions	What media can be used for modeling a sculpture as a means of expression? How can various media be used to model a sculpture?
Content Standard:	1. Students will understand, select, and apply media, techniques and processes. 2. Students will understand and apply elements and organizational principles of art 3. Students will consider, select, and apply a range of subject matter, symbols and ideas.
Performance Expectations (Student outcomes)	<ul style="list-style-type: none"> • apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized • conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes • judge the effectiveness of different ways of using visual characteristics in conveying ideas • apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems • use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning

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Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<p data-bbox="205 367 653 480">Abstract wire figure in action or Non-objective reed and tissue paper mobile</p>	<p data-bbox="695 367 1024 781">Various types of wire Pliers/wire cutters Hot glue guns Various forms Various prop materials Various materials for base Reed Wire Tissue paper White glue Teacher demonstration Student examples Magazine pictures Internet images</p>	<p data-bbox="1446 367 1661 451">Finished product Assessment list Critique</p>

Seymour Public Schools Curriculum

Unit:

Subtractive Sculptural Method/Carving

Grade: 10, 11, 12	Subject: Three-Dimensional Design Unit: Subtractive Sculptural Method/ Carving
CSDE Standard	Content Standard 1-Media Content Standard 2-Elements & Principles Content Standard 3-Content
Enduring Understanding	Carving can be used as a subtractive sculptural method to express an idea.
Essential Questions	What is a subtractive method of sculpture?
Content Standard:	<ol style="list-style-type: none"> 1. Students will understand, select, and apply media, techniques and processes. 2. Students will understand and apply elements and organizational principles of art 3. Students will consider, select, and apply a range of subject matter, symbols and ideas.
Performance Expectations (Student outcomes)	<ul style="list-style-type: none"> • apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized • conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes • judge the effectiveness of different ways of using visual characteristics in conveying ideas • apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems • use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning

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Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
Carving of a sculpture-in-the-round from a plaster block-subject of choice	Rough draft paper Pencil Milk carton Bowl Plaster of Paris Various carving tools	Finished product Assessment list Critique

Seymour Public Schools Curriculum

Course: Pottery & Sculpture

Pottery & Sculpture is a half-year course offered to any sophomore, junior, or senior who has successfully completed Basic Drawing with an average of 70 or better.

In this course the student will incorporate the third dimension (depth) in their art through the use of various techniques used with clay. Focusing on hand building, students will use clay to create different forms of pottery as well as sculpture. Students will also have the opportunity to experience wheel throwing.

Objectives:

Students will:

1. become familiar with traditional techniques of modeling, pinching, coiling, slab construction and wheel-throwing to form practical or decorative pottery and sculpture
2. become familiar with the properties/stages of clay and glazes
3. become familiar with materials and tools used in working with ceramics
4. become familiar with the terms and vocabulary associated with pottery and sculpture

Seymour Public Schools Curriculum

Unit:

Non-Objective Clay Sculpture

Grade: 10, 11, 12	Subject: Pottery & Sculpture Unit: Non-Objective Clay Sculpture
CSDE Standard	Content Standard 1-Media Content Standard 2-Elements & Principles Content Standard 3-Content
Enduring Understanding	Sculpture is one means of creative expression in three-dimensional form. Non-objective clay sculpture is one method of connecting ideas to expression in three-dimensions.
Essential Questions	What is non-objective sculpture and how can it be used for creative expression?
Content Standard:	<ol style="list-style-type: none"> 1. Students will understand, select, and apply media, techniques and processes. 2. Students will understand and apply elements and organizational principles of art. 3. Students will consider, select, and apply a range of subject matter, symbols and ideas. 4.
Performance Expectations (Student outcomes)	<ul style="list-style-type: none"> • apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized • conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes • judge the effectiveness of different ways of using visual characteristics in conveying ideas • apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems • use, record and develop ideas for content over time

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Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
Non-Objective Sculpture representing an intangible word	Pottery clay Various pottery tools Banding wheels Plastic bags Kiln Acrylic paints Brushes Student examples Teacher demonstrations	Finished product Assessment list Critique

Seymour Public Schools Curriculum

Unit: **Slab Technique**

Grade: 10, 11, 12	Subject: Pottery & Sculpture Unit: Slab Technique
CSDE Standard	Content Standard 1-Media Content Standard 2-Elements & Principles Content Standard 3-Content
Enduring Understanding	Pottery is one means of creative expression. The slab technique is one method of pottery.
Essential Questions	What is the slab technique and how can it be used to create pottery?
Content Standard:	<p style="margin-left: 40px;">5. Students will understand, select, and apply media, techniques and processes.</p> <p style="margin-left: 40px;">6. Students will understand and apply elements and organizational principles of art.</p> <p style="margin-left: 40px;">7. Students will consider, select, and apply a range of subject matter, symbols and ideas.</p>
Performance Expectations (Student outcomes)	<ul style="list-style-type: none"> • apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized • conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes • judge the effectiveness of different ways of using visual characteristics in conveying ideas • apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems • use, record and develop ideas for content over time

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Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<p style="text-align: center;">Slab Box Slab Bird House Slab House Sculpture Face Tile</p>	<p>Pottery clay Various pottery tools Rolling pins Formica modeling boards/plaster bats Plastic bags Kiln Various glazes Brushes Student examples Teacher demonstrations Hand-out</p>	<p style="text-align: center;">Finished product Assessment list Critique</p>

Seymour Public Schools Curriculum

Unit:
Coil Technique

Grade: 10, 11, 12	Subject: Pottery & Sculpture Unit: Coil Technique
CSDE Standard	Content Standard 1-Media Content Standard 2-Elements & Principles Content Standard 3-Content
Enduring Understanding	Pottery is one means of creative expression. The coil technique is one method of creating pottery.
Essential Questions	What is the coil technique and how can it be used to create pottery?
Content Standard:	<p>8. Students will understand, select, and apply media, techniques and processes.</p> <p>9. Students will understand and apply elements and organizational principles of art.</p> <p>10. Students will consider, select, and apply a range of subject matter, symbols and ideas.</p>
Performance Expectations (Student outcomes)	<ul style="list-style-type: none"> • apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized • conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes • judge the effectiveness of different ways of using visual characteristics in conveying ideas • apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems • use, record and develop ideas for content over time

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Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<p>Coil Vase Coil Planter Coil Mug Coil Pitcher Coil Candle Holder</p>	<p>Pottery clay Various pottery tools Banding Wheels Plastic bags Kiln Various glazes Brushes Student examples Teacher demonstrations Hand-out</p>	<p>Finished product Assessment list Critique</p>

Seymour Public Schools Curriculum

Unit:
Wheel-Throwing

Grade:	Subject:
10, 11, 12	Pottery & Sculpture Unit: Wheel-Throwing
CSDE Standard	Content Standard 1-Media Content Standard 2-Elements & Principles Content Standard 3-Content
Enduring Understanding	Pottery is one means of creative expression. The wheel-throwing technique is one method of pottery.
Essential Questions	What is the wheel-throwing technique and how can it be used to create pottery?
Content Standard:	<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p>11. Students will understand, select, and apply media, techniques and processes.</p> <p>12. Students will understand and apply elements and organizational principles of art.</p> <p>13. Students will consider, select, and apply a range of subject matter, symbols and ideas.</p> </div>
Performance Expectations (Student outcomes)	<ul style="list-style-type: none"> • apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized • conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes • judge the effectiveness of different ways of using visual characteristics in conveying ideas • apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems • use, record and develop ideas for content over time

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Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<p data-bbox="317 365 499 540">Wheel-thrown: Bowl Mug Vase Cylinder Plate</p>	<p data-bbox="699 365 999 751">Pottery clay Potter's wheels Various pottery tools Wire Pottery lifters Plaster bats Plastic bags Kiln Various glazes Brushes Student examples Teacher demonstrations Hand-out</p>	<p data-bbox="1451 365 1661 451">Finished product Assessment list Critique</p>

Seymour Public Schools Curriculum

Unit: Figurative Clay Sculpture

Grade: 10, 11, 12	Subject: Pottery & Sculpture Unit: Figurative Clay Sculpture
CSDE Standard	Content Standard 1-Media Content Standard 2-Elements & Principles Content Standard 3-Content
Enduring Understanding	Sculpture is one means of creative expression in three-dimensional form. Figurative clay sculpture is one method to connect ideas to expression in three dimensions.
Essential Questions	What is figurative sculpture and how can it be used for creative expression?
Content Standard:	14. Students will understand, select, and apply media, techniques and processes. 15. Students will understand and apply elements and organizational principles of art. 16. Students will consider, select, and apply a range of subject matter, symbols and ideas.
Performance Expectations (Student outcomes)	<ul style="list-style-type: none"> • apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized • conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes • judge the effectiveness of different ways of using visual characteristics in conveying ideas • apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems • use, record and develop ideas for content over time

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Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<p>Figurative sculpture representing the human form in an imaginative way that expresses a quality of adolescence Or Personalized snowman Or Clay animal</p>	<p>Pottery clay Various pottery tools Formica modeling boards/plaster bats Plastic bags Kiln Acrylic paints Brushes Student examples Teacher demonstrations</p>	<p>Finished product Assessment list Critique</p>