

Duke Ellington School  
Of the Arts  
Visual Arts Department  
Course Syllabus –Sculpture II  
Instructor –Ms Jacqueline Maggi

**Course Description:**

The sculpture II course is designed for the student who is highly motivated and whose sculpture I projects demonstrates mastery of basic sculpting skills, and has developed a critical awareness stemming from the formal and informal aspects of creating 3-D art. The student must be prepared for the demands of advanced assignments reflecting application and research

The projects will be open new directions and give the opportunity to develop a more personal style.

The Sculpture II component consists of quality and concentration. In the process of production, students will engage in critical thinking and creative problem solving. Students will be involved in discovering creative 3--D problems that are challenging. They will use informed and critical decision making in an ongoing process of solving problems though the production of art that demonstrates mastery of materials, techniques and concepts.

**COURSE GOALS:**

- Demonstrate a variety of technical sculpting applications and increased exposure to a variety of sculptural medias and processes.
- Produce 3-D projects that reflect good composition, structure, scale and balance strategies.
- Identify historical and contemporary styles in sculpture and 3-D design. Develop sculptures that reflect personal expressions.
- Develop 3-D work that reflect student’s knowledge of elements and principles of Design.
- Show the ability to make intelligent critical judgment about 3-D form.

**COURSE CONTENT STANDARDS:**

**Artistic Perception** / Perceive and understand the components of visual language:

The elements and principles of design

- Create artwork that demonstrates facility with elements and principles of design to establish a personal style.
- Based on a museum visit, research two periods of sculpture and discuss their similarities and differences, using the language of the visual arts in written paper and oral presentation. .

- Analyze the works of a well-known artist. Discuss the art media selected and the effect of that selection on the artist style. Select work in another medium and compare the effect.
- Explain the role and influence of new technologies on contemporary works.

**Production and Creative Expressions / Apply** artistic processes and skills in a variety of media to communicate meaning and intent in original works of art.

- Plan and create 3-D work that reflect complex ideas , such as reliefs, portraits, hanging, table, floor , outdoor or also wearable art..
- Explore a variety of media and mastery of materials, techniques and tools.
- Assemble and display works of art as a part of a public exhibition.

**Historical and Cultural Context:** Investigate and understand history and cultural dimensions of 3-D art and to construct meaning in the diverse ways in which the human experience is expressed across time and place.

- Recognize major historic and contemporary masterpieces associated with global regions, taking into consideration styles, periods, symbols, iconography, subject matter, materials, and techniques. African, Asian, Caribbean, Europe, Mexican, Latino, Middle Eastern, Native American and Pacific Asian.
- Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the works of art examined. Visit a local museum to see original examples.
- Categorize and distinguish 3-D artistic styles of the late 19<sup>th</sup> , 20<sup>th</sup> and 21<sup>st</sup> centuries in terms of purpose, interpretive approach and historical context.

**Aesthetics, Valuing, and Perspectives of Art:** Respond to, describe, analyze, and make judgment about works in the visual arts.

- Choose a sculpture in a Washington , DC museum, gallery or public space to study and respond with a written commentary.
- Analyze the work of self and classmates stating facts about the elements and principles of 3-D design and effectiveness of communicated meaning in a class critique.

**Connections, Relationships, and Applications:** Connect and apply what is learned in the visual arts to other forms, subject areas, visual culture, and communications and careers.

- Speculate on how advances in technology might change the definition and functions of the visual arts.
- Determine size and proportion of illustrated objects by measuring dimensions, area and volume.
- Design a computer generated image that demonstrates the function of visual arts technology (motion, space, and perception).
- Develop career tools such as a professional quality portfolio , a resume, cover letters and competition entries.

**COURSE REQUIREMENTS:** Regular attendance, promptness to class, participation and improvement in skill development through class projects, research, class field trips, and departmental enrichment opportunities.

**ASSESSMENT / CRITERIA:**

- Research
- Objectives is met
- Preliminary Preparation
- Craftsmanship
- Creativity / Originality
- Sketchbook
- Aesthetics
- Critique

**STUDENT SUPPLY LIST:**

- **sketchbook and pencil**
- **smock, apron or L t-shirt**
- **students will be expected to supply a few basic items or specific materials for their own use in some particular assignment.**

**STUDIO CONDUCT;**

- use studio time wisely
- do not abuse art materials
- return all borrowed tools and materials
- clean your area before leaving studio
- respect fellow students and work
- When we use tools in the shop you must follow **ALL SAFETY RULES.**

