

**Clay Sculpture (Grades: 9-12)**

**Prerequisite:** None

**Credit:** 1 semester, ½ credit

**Course Overview:**

**Focus Areas:** *Create and respond to visual art in the medium of clay. Apply art concepts, structures, and processes. Explore the role of sculpture in society, diverse cultures, and historical periods. Analyze the characteristics and merits of personal artwork and the work of others.*

Clay Sculpture is an introductory course that covers the basic fundamentals of handbuilding with clay. Students will explore coil, pinch, and slab methods and have an introduction to throwing on the wheel. Students will study clay work and firing techniques of native cultures and experiment with some of those techniques. They will gain experience in the technical ability to create functional and non-functional sculptures with clay and incorporate expressive qualities into their work.

**Visual Arts Standards and Benchmarks**

The content of the visual arts curriculum is based upon Montana Content Standards and Benchmarks for Arts 1-6. Only those benchmarks with essential learnings, assessments and/or mapping listed below them apply to this course.

**Standard 1:** Students will create, perform/exhibit, and respond in the Arts.

**Benchmarks**

**1.1** Students will conceive and create works of art.

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
1.1.1	complete an assigned sequence of projects that require the practice and display of knowledge of basic handbuilding techniques.	O, P	I, D

**1.2** Students will demonstrate imagination and technical skill in a minimum of one art form using traditional and nontraditional resources.

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
1.2.1	learn and practice 3 handbuilding techniques (e.g., coil, pinch, slab).	O, P	I, D

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1.2.2	observe and experiment with throwing pots on the potter's wheel.	O, P	I
1.2.3	explore the use of imagination in sculptures through idea-provoking assignments.		I, D

**1.3** Students will select or adapt the elements of a presentational style.

*Students will:*

<b>Essential Learnings</b>		<b>Assessment</b>	<b>Map</b>
1.3.1	discuss styles, methods, and ideas of native potters and contemporary clay sculptors.	V, W	I

**1.4** Students will apply artistic discipline (e.g., concentration and focus) to complete a collaborative work.

*Students will:*

<b>Essential Learnings</b>		<b>Assessment</b>	<b>Map</b>
1.4.1	work together in recreating native underground firing techniques.	V, O, P	I

**1.5** Students will articulate meaning by describing and analyzing artistic choices in their own work and works of others.

*Students will:*

<b>Essential Learnings</b>		<b>Assessment</b>	<b>Map</b>
1.5.1	create assignments that speak specifically to creating mood, feeling, and meaning to the viewer.	V, O, P	I, D for all.
1.5.2	discuss the difference between functional and non-functional sculptures and use both in their own work.	O, P	

**Standard 2:** Students apply and describe the concepts, structures, and processes in the Arts.

**Benchmarks**

**Composition**

**2.1** Students will apply the elements of line, shape, form, color, space, value, and texture to compose works of art and the principals of design-pattern, balance, contrast, rhythm, movement, emphasis, unity.

*Students will:*

<b>Essential Learnings</b>		<b>Assessment</b>	<b>Map</b>
2.1.1	look at a variety of clay works and discuss and observe the ways they speak to the elements (line, shape, form, color, texture) of design and the principles (balance, contrast, rhythm, proportion).	V, O	I, D for all.
2.1.2	complete a series of sculptures whose objectives speak to one or more of the elements or principles of design.	O, P	

Techniques

- 2.2** Students will apply techniques to create works (e.g., design, sculpture, and indigenous/traditional arts).

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
2.2.1	demonstrate an understanding of basic handbuilding methods through a series of assigned projects specific to each method.	O, P	I, D
2.2.2	understand basic firing and glazing techniques.	V, O, P	I
2.2.3	participate in an introduction to and some practice in wheel thrown pottery.	O, P	I

Medium

- 2.3** Students will select a course of action using three-dimensional processes (e.g., sculpture, indigenous/traditional arts).

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
2.3.1	use stoneware clay and a variety of wooden and metal clay tools to create 3-dimensional works.	O, P	I, D

Function

- 2.4** Students will demonstrate and compare examples of cultural, political, communication, expressive, commercial, and environmental visual arts.

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
2.4.1	recognize the use of media, subject matter, and purpose in the works of native cultures and contemporary artists.	V, O for all	I
2.4.2	recognize the use of the environment as a source of materials and function in using clay as a medium.		I, D
2.4.3	study the work of historical and contemporary artists to discover purpose in art.		I
2.4.4	create finished pieces that speak to a given theme (e.g., political, expressive).		I

Style

- 2.5** Students will demonstrate examples of historical, contemporary, and traditional visual arts, including American Indian art

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
2.5.1	recognize the uses and purpose of clay in native cultures.	V	I

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2.5.2	respond to assigned projects that require the use of native concepts.	O, P	I, D
2.5.3	plan and conduct a primitive firing in response to Indian studies.	V, O, P	I
2.5.4	respond to assigned projects that require the use of symbols connected to specific cultures (e.g., African, Native American, Egyptian).	O, P	I

**Presentation**

**2.6** Students will exhibit craftsmanship, completion, and develop a body of work.

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
2.6.1	complete approximately 20 pieces of finished sculpture that demonstrate craftsmanship in handbuilding with clay, using coil, pinch, and slab methods.	O, P for all.	D for all.
2.6.2	fulfill objectives in each completed project that demonstrate skill and craftsmanship.		
2.6.3	understand vocabulary related to technical processes and tools.		

**Standard 3:** Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

**Benchmarks**

**3.1** Students will use art materials, techniques, technologies, and processes to create specific products and responses to ideas.

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
3.1.1	use symbols, subject matter, and ideas to communicate meaning in their work.	O, P for all.	I, D for all.
3.1.2	select building methods that best represent chosen ideas.		

**3.2** Students will communicate intended meaning through the interpretation of a subject.

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
3.2.1	use subject matter as a vehicle to express a specific meaning in a finished product.	O, P	I, D

**3.3** Students will use improvisation/experimentation to predict potential solutions to problems and pose new problems.

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
3.3.1	work with themes (e.g., conflict, love, war, apathy) to create finished products that speak to, question, or attempt to solve a problem.	V, O, P	I, D

**3.4** Students will use technical skills. Visual Arts—explore and practice skills to enhance communication with consistency.

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
3.4.1	use elements and principles in design to influence meaning in finished products.	O, P for all.	I, D for all.
3.4.2	develop skill using a variety of mediums and use mediums that best demonstrate meaning in the work.		

**3.5** Students will understand and use symbol systems. Visual Arts—understand and apply appropriate symbol language to maximize expression in a specific media.

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
3.5.1	discover the use of symbols to express meaning in the works of classical and contemporary artists.	V	I, D

**Standard 4:** Students analyze characteristics and merits of their work and the work of others.

**Benchmarks**

**4.1** Students will evaluate an art work by comparing and contrasting it to similar or exemplary works of art.

**4.2** Students will compare and contrast how meaning is communicated in two or more of the students’ own works and/or works of others.

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
4.2.1	use artist studies to study meaning in the work of historic cultures and contemporary sculptors and compare that meaning to their own work.	V, O, P	I

**4.3** Students will refine specific criteria for making informed critical evaluation of the quality and effectiveness of a work of art.

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
4.3.1	use artist studies to evaluate aesthetic qualities in sculptural objects.	V	I
4.3.2	discuss functional qualities of projects assigned for the purpose of function.	V, O, P	I, D

**4.4** Students will analyze various interpretations as a means for understanding/evaluating works of art.

**Standard 5:** Students understand the role of the Arts in society, diverse cultures, and historical periods.

**Benchmarks**

**5.1** Students will identify and describe the role of the artist in cultures and societies.

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
5.1.1	recognize art as a universal language that communicates beliefs, values, and feelings to all races and peoples.	V	I

**5.2** Students will identify, describe and analyze specific works of art as belonging to particular cultures, times and places in the context in which they were created.

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
5.2.1	connect art with specific periods in history.	V	I for all.
5.2.2	create finished projects specific to cultural groups.	V, O, P	
5.2.3	use techniques and symbols from cultural groups in assigned work.	O, P	

**5.3** Students will identify intentions of those creating art works, explore the implications of various purposes and justify analysis.

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
5.3.1	discuss purpose and meaning in the uses of clay in native cultures.	V	I

**5.4** Students will analyze contemporary and historic meanings and emotions in specific art works through cultural and aesthetic inquiry

*Students will:*

	<b>Essential Learnings</b>	<b>Assessment</b>	<b>Map</b>
5.4.1	analyze a variety of art and define its meaning and place in history.	V	I

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5.4.2	create finished products that will give the viewer ideas about their place in time and culture.	O, P	I, D
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**5.5** Students will demonstrate appropriate audience behavior for the context and style of art presented.

**5.6** Students will investigate a variety of artworks from resources in the community and analyze and communicate cultural and historical context.

**Standard 6:** Students make connections among the Arts, other subject areas, life, and work.

**Benchmarks**

**6.1** Students will explain how elements, processes (e.g., imagination, craftsmanship) and organizational principles are used in similar and distinctive ways.

*Students will:*

<b>Essential Learnings</b>		<b>Assessment</b>	<b>Map</b>
6.1.1	examine the ways in which compositional elements and principles transfer from one medium to another and from 2-dimensional to 3-dimensional.	V, O	I

**6.2** Students will connect and analyze interrelated elements of the Arts and other subject areas.

*Students will:*

<b>Essential Learnings</b>		<b>Assessment</b>	<b>Map</b>
6.2.1	study major periods in art history and discuss political, cultural and social aspects of the same period.	V, O	I

**6.3** Students will experience the elements of art careers in a professional setting.

*Students will:*

<b>Essential Learnings</b>		<b>Assessment</b>	<b>Map</b>
6.3.1	research art careers using current and relevant resources.	V, O for all.	I for all.
6.3.2	examine current art education programs and careers through live or online connections with viable art institutes.		

**6.4** Students will analyze how works of art reflect the environment in which they are created.

*Students will:*

<b>Essential Learnings</b>		<b>Assessment</b>	<b>Map</b>
6.4.1	examine the ways mediums and subject matter are affected by geographic location.	V, O for all.	I for all.
6.4.2	examine the ways political climate affects the function and meaning of art.		