

**Brunswick School Department**  
**Grades: 6-8**  
**Unit 1: Sculpture, Construction, and Ceramics**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>Artists use a variety of concepts, media, skills, and processes to create 3-dimensional works of art.</li> <li>Sculpture, construction, and ceramics can be created for a variety of purposes.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What skills, techniques, and processes are necessary in order to create works of sculpture, construction, and ceramics?</li> <li>How is 3-dimensional art different than 2-dimensional art or how is it the same?</li> <li>How does function play a role in the creation of a work of art?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>In 3-dimensional art, the Elements and Principles of Art and Design are used to create a work of art.</li> <li>Artists use a variety of media, tools, and techniques to create and express through sculpture, construction, and ceramics.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Terms: 2-D, 3-D, form, shape, movement, pottery, function, hand-building, slab-building, slab roller, score, slip, smooth, leather hard, wedging, bone dry, coil, pinch-pot, kiln, mold, template, armature, balance, texture, fire, glaze, underglaze, hollow, attach, found-object, construction.</li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>Demonstrate proper use of tools, materials, and processes.</li> <li>Create sculpture, construction, and ceramics using 3-D techniques, media, and processes.</li> <li>Produce 3-D works of art that show an exploration of the Elements and Principles of Art and Design.</li> <li>Distinguish between functional and non-functional forms.</li> </ul>
<b>Related Maine Learning Results</b>  <b>and</b>  <b>Common Core Standards</b>	<p>Visual and Performing Arts</p> <p>A. Disciplinary Literacy</p> <p>A2.Elements of Art and Principles of Design. Students compare features of composition both within an art work and among art works.</p> <ol style="list-style-type: none"> <li>Compare Elements of Art: color, form, line, shape, space, texture, and value.</li> <li>Compare Principles of Design including balance, contrast, emphasis, movement, pattern, rhythm, and unity.</li> </ol>

	<p>A3.Media, Tools, Techniques, and Processes. Students explain the effects of media and their associated tools, techniques, and processes using elements, principles, and expressive qualities in art forms and genres.</p> <p>B. Creation, Performance, and Expression</p> <p>B1.Media Skills. Students choose suitable media, tools, techniques, and processes to create original art works.</p> <p>B2.Composition Skills. Students use Elements of Art and Principles of Design to create original art works that demonstrate different styles in paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.</p> <p>B3.Making Meaning. Students create art works that communicate an individual point of view.</p> <ol style="list-style-type: none"> <li>Demonstrate skills in the use of media, tools, techniques, and processes.</li> <li>Demonstrate knowledge of visual art concepts.</li> <li>Communicate a variety of ideas, feelings, and meanings.</li> </ol> <p>CCS: Disciplinary Literacy</p>
<b>Sample Lessons and Activities</b>	<ul style="list-style-type: none"> <li>Oaxacan animal sculptures using armatures and plaster and showing movement.</li> <li>Functional slab-built pottery using molds and/or templates.</li> <li>Clay sculptures of imaginary creatures.</li> <li>Clay landscape relief sculptures.</li> <li>Sculptures made from recycled and/or found-objects.</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>Rubric</li> <li>Portfolio</li> <li>Worksheet</li> <li>Critique</li> <li>Peer edit</li> <li>Reflection/self-evaluation/artist statement</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>Art Department resource library</li> <li>Art reproductions print file</li> <li>Internet sources</li> <li>Student/teacher exemplars</li> </ul>

