

Cornwall-Lebanon School District Curriculum Overview

Sculpture (of the Human Figure) High School

 length of time in weeks	Concepts & Competencies	Common Assessments	Academic Standards (PA Core if applicable)
<p>Unit 1</p> <div style="border: 1px solid red; border-radius: 15px; padding: 10px; background-color: white; width: fit-content; margin: 10px auto;"> <p style="text-align: center; color: red; font-weight: bold;">1-2</p> <p style="text-align: center;">(While students are learning to sculpt the human bust)</p> </div>	<p style="text-align: center;"><u>Unit #1: Understanding Ancient Figure Sculpture</u></p> <p>Students will read and discuss the first art history packet, <i>History of Sculpture-Part 1- The Ancient World</i></p> <p>Students will be introduced to the course requirements and upcoming projects.</p>	<ul style="list-style-type: none"> ➤ Written activity based on reading ➤ Essay on the development of figure sculpture throughout the ancient world. 	<p>9.1. A, B, C, D, E, F, H, and J (Production, Performance, and Exhibition of the Visual Arts)</p> <p>9.2. A, B, C, D,E, F, J, K, and L (Historical and Cultural Context)</p>
<p>Unit 2</p> <div style="border: 1px solid red; border-radius: 15px; padding: 10px; background-color: white; width: fit-content; margin: 10px auto;"> <p style="text-align: center; color: red; font-weight: bold;">4-6</p> </div>	<ul style="list-style-type: none"> • <u>Unit #2: The Human Figure: Facial Proportion & Facial Features</u> <p style="text-align: center;">Technical under-structure of the human face, neck, and shoulders</p> <p>Students will study and draw the human skull from a front and profile view.</p> <p>Students will draw a third image showing the facial features superimposed over the skull so that they understand the relationship between the bone under-structure and the placement of the facial features.</p> <p>Students will study, sketch, and create clay representations of the human eyes, nose, lips, and ear for practice and preparation for the clay bust project coming next.</p> <p style="text-align: center;">Clay Bust</p> <p>Students will create a clay bust incorporating the knowledge they have previously learned concerning the skull understructure and placement of facial features.</p> <p>Additionally, students will study and add specific facial muscles, tendons, and bone structures that are visible</p>	<ul style="list-style-type: none"> ➤ Rubric for the three skull study drawings ➤ Rubric for the clay representation of each human facial feature. ➤ Rubric for the technical understructure of their bust ➤ Rubric for the finished bust ➤ Written Reflection of student work and performance ➤ Rubric for the technical structure of their bust and their ability to correctly place and render specific muscle, tendon, and bone under-structures ➤ Rubric for the final construction of their bust 	<p>9.1. A, B, C, D, E, F, H, and J (Production, Performance, and Exhibition of the Visual Arts)</p> <p>9.2. A, B, C, D,E, F, J, K, and L (Historical and Cultural Context)</p> <p>9.3. A, B, C, and D (Critical Response)</p> <p>9.4. B, C, D (Aesthetic Response)</p>

	<p>through the skin of the human face, neck, and shoulder area. Students will be given a theme or choice of subject matter for their final bust.</p>	<ul style="list-style-type: none"> ➤ Written Reflection of student work and performance 	
<p>Unit 3</p> <p>1-3</p>	<p><u>Unit #3: The Human Figure: Body Proportion & Basic Human Musculature</u></p> <p>Technical under-structure of the human body Students will study and draw the basic human skeletal and musculature structure from a front, profile, and rear view.</p> <p>Full or Partial Figure Sculpture Students will build either a partial or full figure sculpture either in-the-round or in high relief, depending on class size and time remaining in the class.</p>	<ul style="list-style-type: none"> ➤ Rubric for the three figure study drawings ➤ Rubric for the finished figure sculpture ➤ Written Reflection of student work and performance 	<p>9.1. A, B, C, D, E, F, H, and J (Production, Performance, and Exhibition of the Visual Arts)</p> <p>9.2. A, B, C, D,E, F, J, K, and L (Historical and Cultural Context)</p> <p>9.3. A, B, C, and D (Critical Response)</p> <p>9.4. B, C, D (Aesthetic Response)</p>
<p>Unit 4</p> <p>1-2 (While students are learning to sculpt the human figure)</p>	<p><u>Unit #4: Understanding Figure Sculpture of the Middle Ages, Renaissance, and Modern Era</u></p> <p>Unit #1: Understanding Ancient Figure Sculpture Students will read and discuss the second art history packet, <i>History of Sculpture-Part 2- Figure Sculpture of the Middle Ages, Renaissance, and Modern Era</i>. Students will be introduced to their final project.</p>	<ul style="list-style-type: none"> ➤ Written Activity Based on Reading ➤ Essay on the development of figure sculpture throughout the middle ages, renaissance, and modern era. 	<p>9.1. A, B, C, D, E, F, H, and J (Production, Performance, and Exhibition of the Visual Arts)</p> <p>9.2. A, B, C, D,E, F, J, K, and L (Historical and Cultural Context)</p> <p>9.3. A, B, C, and D (Critical Response)</p> <p>9.4. B, C, D (Aesthetic Response)</p>