

## BIG IDEAS

Sculpture communicates ideas, emotions, and perspectives through **form**.

Traditions, perspectives, worldviews, and stories can be shared through sculpture.

Growth as an artist requires time, patience, and reflection.

The creation of sculpture relies on the interplay of the mind and body.

Sculpture offers unique ways of exploring one's identity and sense of belonging.

## Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p><b>Exploring and creating</b></p> <ul style="list-style-type: none"> <li>• Create artistic works collaboratively and as an individual using imagination, observation, inquiry, and ideas</li> <li>• Experiment with artistic possibilities with a wide range of materials, processes, and <b>technologies</b></li> <li>• Express meaning, intent, emotions, and feelings through sculpture</li> <li>• Combine materials, processes, and technologies in a variety of ways</li> <li>• Apply skills that engage the body and mind</li> <li>• Develop skills and techniques in a range of styles and movements and a variety of technologies and processes</li> <li>• Investigate and identify ways that sculpture allows artists to reflect on, or <b>respond</b> to, social and environmental issues</li> <li>• Demonstrate active and disciplined engagement in creating works of art and resolving creative challenges</li> </ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"> <li>• Evaluate and critique design choices in 3D works</li> <li>• Describe, using discipline-specific language, how artists use materials, technologies, processes, and <b>environments</b> in sculpture</li> <li>• Apply critical, creative, and reflective thinking skills in the exploration, design, creation, and refinement of sculpture</li> <li>• Recognize knowledge and skills from other areas of learning in the planning, creating, interpreting, and analyzing of artistic creations</li> <li>• Develop personal answers to <b>aesthetic questions</b></li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• visual arts elements, principles of design, and image development strategies, including but not limited to: <ul style="list-style-type: none"> <li>– elements: colour, form, line, shape, space, texture, tone, value</li> <li>– principles of design: balance, contrast, emphasis, harmony, movement, pattern, repetition, rhythm, unity</li> <li>– image development strategies: abstraction, compression, distortion, elaboration, exaggeration, figurative, fragmentation, free association, juxtaposition, magnification, metamorphosis, minification, multiplication, point of view, simplification, stylization, thumbnail sketch</li> </ul> </li> <li>• a range of <b>sculpture materials, technologies, and processes</b></li> <li>• symbols and metaphors to represent ideas and perspectives in sculpture</li> <li>• the role of the artist and audience in a variety of contexts</li> <li>• the influence of <b>visual culture</b> in media</li> <li>• the impact of time and place on the emergence of artistic movements</li> <li>• contributions of innovative visual artists from a variety of movements, contexts, time periods, and cultures</li> <li>• the influence of social, cultural, historical, political, and personal context on artistic works</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"> <li>• Share, <b>document</b>, and appreciate sculptures in a variety of ways and contexts</li> <li>• Create works of art with an audience in mind</li> <li>• Communicate ideas and express emotions through sculpture</li> <li>• Demonstrate respect for self, others, and <b>place</b> through the use of materials</li> <li>• Use sculpture to communicate and respond to social and environmental issues occurring locally, regionally, and globally</li> </ul> <p><b>Connecting and expanding</b></p> <ul style="list-style-type: none"> <li>• Create personally meaningful artistic works that demonstrate an understanding of, and appreciation for, personal, social, cultural, environmental, and historical contexts</li> <li>• Explore Aboriginal perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding through sculpture</li> <li>• Explore and engage in the reciprocal relationship between sculpture, cultures, and society</li> <li>• Adapt learned artistic skills or processes for use in new contexts</li> <li>• Recognize cross-cultural similarities and differences in sculpture</li> <li>• Demonstrate increasingly sophisticated application of the elements and principles of design, image development strategies, processes, and technologies</li> <li>• Demonstrate safe use, care, and maintenance of tools, equipment, materials, and work space</li> </ul>	<ul style="list-style-type: none"> <li>• protocols and expectations when communicating with Aboriginal communities and organizations</li> <li>• a range of local, national, global, and <b>intercultural</b> artists and movements</li> <li>• traditional and contemporary Aboriginal worldviews, stories, and history as expressed through sculpture</li> <li>• cross-cultural perspectives as communicated through sculpture</li> <li>• personal and social responsibility associated with creating, perceiving, and responding through sculpture</li> <li>• the ethics of <b>cultural appropriation</b> and plagiarism</li> <li>• the role of the visual artist in presenting social justice issues to an audience</li> <li>• the physical and chemical changes of clay bodies, glazes, and other sculpture materials where applicable</li> </ul>

Big Ideas – Elaborations

- **form:** three-dimensional (3D) artwork

Curricular Competencies – Elaborations

- **technologies:** in visual arts, any visual image-making technology, such as paintbrush, scissors, pencil, stamp; includes the improvisational use of miscellaneous items
- **respond:** involves activities ranging from reflection to action
- **environments:** place-based influences on the creation of artistic work; art related to or created for a specific place
- **aesthetic questions:** questions relating to the nature, expression, and perception of artistic works
- **document:** involves activities that help students reflect on and demonstrate their learning (e.g., writing an essay or article, journaling, taking pictures, storyboarding, making video clips or audio-recordings, constructing new works, compiling a portfolio)
- **place:** any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples' perspectives of the world.
- **ways of knowing:** various beliefs about the nature of people's knowledge (e.g., Aboriginal, gender-related, subject/discipline-specific, cultural, embodied, intuitive)

Content – Elaborations

- **materials:** of sculpture: ceramics materials (e.g., clay bodies, glazes, stains), wood, plastic, wire, paper pulp; single medium and mixed media
- **technologies:** of sculpture: manipulating tools (e.g., pottery wheels, forms, chisels, drills, adze), equipment for surface treatment and decoration (e.g., glue guns, knives, modelling tools), equipment used in ceramic processes (e.g., kilns, slab rollers, pug mills)
- **processes:** of sculpture: additive processes (e.g., clay hand-building, assemblage, stitching), subtractive processes (e.g., carving, sanding, filing, engraving), modelling processes (e.g. throwing, casting, hand-modelling), surface treatment processes (e.g., glazing, staining, embossing, fretwork)
- **visual culture:** aspects of culture that rely on visual representation
- **intercultural:** pertaining to work that engages in the context of two or more cultures
- **cultural appropriation:** use of a cultural motif, theme, "voice," image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn