

## BIG IDEAS

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

Active participation in sculpture is an essential element of culture and personal identity, and reveals insights into the human experience.

Refining artistic expression requires perseverance, resilience, and **risk taking**.

Purposeful artistic choices enhance the depth and impact of the message in a body of work.

Ideas and beliefs within a work of art have the power to effect change.

## 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, and inquiry</li> <li>• Demonstrate creative thinking and innovation by using ideas inspired by <b>exploration</b></li> <li>• Intentionally select and combine materials, processes, and <b>technologies</b> to convey an idea, and justify those choices</li> <li>• Engage in appropriate risk taking to express thoughts and emotions</li> <li>• Experiment with a wide range of materials, processes, and technologies to create works of art in innovative ways</li> <li>• Apply skills that engage the body and mind</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>• Identify and initiate inquiry and effective <b>critique</b> strategies</li> <li>• Describe, analyze, interpret, and evaluate, using appropriate terminology, how artists use materials, technologies, processes, and <b>environments</b> in sculpture</li> <li>• Apply <b>thinking skills</b> in the exploration, design, creation, and refinement of artistic creations</li> <li>• Apply 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 sculpture <b>materials, technologies, and processes</b></li> <li>• a variety of materials, strategies, techniques, and technologies that support creative processes</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 social and other 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> </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 sculpture in a variety of ways and contexts</li> <li>• Anticipate the audience and make design choices with an understanding and respect for their impact on that audience</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 as they connect to personal values</li> </ul> <p><b>Connecting and expanding</b></p> <ul style="list-style-type: none"> <li>• Create artistic works to reflect <b>personal voice</b>, story, and values in connection with a specific place, time, and context</li> <li>• Explore Aboriginal perspectives and knowledge, other <b>ways of knowing</b>, and local cultural knowledge to gain understanding through sculpture</li> <li>• Create personally meaningful sculptures that demonstrate an understanding of, and appreciation for, personal, social, cultural, environmental, and historical contexts</li> <li>• Expand skills, processes, inquiries, and works of art in connection with family, community, and the world</li> <li>• Explore and engage in the reciprocal relationship between sculpture, society, and culture</li> <li>• Explore the practice habits of the professional artist and related careers</li> <li>• Adapt learned arts skills or processes for use in new contexts</li> <li>• Make connections through sculpture among individuals in a learning community on a local, regional, and global scale</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>• the influence of social, cultural, historical, political, and personal context on artistic works</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> <li>• British Columbia First Peoples' relationships with the land and natural resources as revealed through sculpture</li> </ul>

Big Ideas – Elaborations

- **form:** three-dimensional (3D) artwork
- **risk taking:** making an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities

Curricular Competencies – Elaborations

- **exploration:** learning that uses experimentation to engage and challenge students' thinking by creating opportunities for them to explore and express their natural curiosity to provide a means for high-level reasoning, innovation, and problem solving in a variety of ways
- **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
- **critique:** age-appropriate feedback strategies (e.g., one-on-one dialogue, safe and inclusive group discussions, reflective writing, gallery walks)
- **environments:** place-based influence on the creation of artistic work; art related to or created for a specific place
- **thinking skills:** includes critical, creative, reflective
- **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.
- **personal voice:** a style of expression that conveys an individual's personality, perspective, or worldview; artists can express either their own personal voice or that of another individual
- **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, modelling processes (e.g., throwing, casting, hand-sanding, filing, engraving 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