Glassboro Public Schools
Office of Curriculum and Instruction

Instructional Unit Map

Course Title: Studio Art I			
Teacher	Shane Davis	**Start Date**	~April
Unit Title	Sculpture	**Length of Unit**	9-12 Weeks
Essential Questions	1. What distinguishes sculpture from other art forms, and how does the element of form play a central role in sculpture? 2. How can the principles of design be applied to create visually engaging three-dimensional works? 3. How do different materials (e.g., cardboard, wire, found objects) influence the process and outcome of a sculpture? 4. How can sculpture be used to convey personal, cultural, or social messages? 5. In what ways does sculpture allow artists to push boundaries and challenge traditional notions of art?		
Summative Assessments	**Primary Summative Assessments:** Midpoint Review • Objective: Students will participate in an individual review with the instructor. They will present their sketchbooks as well as all relevant studies and completed works of art. • Evaluation: A rubric will be used to grade students based on the following: Creating, Presenting, Responding, and Connecting. Final Drawing Project • Objective: Students will create a final artwork incorporating the tools and techniques practiced during the Unit. Students will be expected to apply an understanding of the Elements of Art and Principles of Designs discussed. • Evaluation: A rubric will be used to grade students based on the following: Creating, Presenting, Responding, and Connecting. Portfolio Submission • Objective: Students will compile a portfolio of their work from the unit, including practice exercises, studies, and completed projects, showing effort, growth, and skill development. • Evaluation: A rubric will be used to grade students based on the following: Creating, Presenting, Responding, and Connecting.		

Formative Assessment	Daily Participation • Students will be evaluated daily on their effort, participation, and engagement with the material. Sketchbook Checks • Objective: Evaluate students' sketchbooks for ongoing engagement with drawing exercises, experimentation with materials, and application of techniques and concepts. • Evaluation: Score based on effort, creativity, and completion of assigned tasks. Written Artist Statements and Reflections • Objective: Students will write artist statements or complete reflections after completing selected artworks or projects. • Evaluation: Assess for depth of understanding, clarity of expression, and connection to the lesson objectives. Class Critiques • Objective: Students will participate in a peer critique, providing constructive feedback and reflecting on their own work. • Evaluation: Grade based on active participation, thoughtful commentary, and ability to articulate an understanding of artistic principles.
Core Instructional Materials	• Kleiner, Fred S., editor. *Gardner's Art Through the Ages*. 13th ed., Thomson Wadsworth, 2005. • Mittler, Gene A. *Art in Focus*. 4th ed., Glencoe/McGraw-Hill, 2000.
Core Supplemental Materials	• Sketchbooks • Drawing Paper, Tagboard, Watercolor Paper • Drawing Materials • Cardboard • Wire • Tape- masking, duct • Tissue Paper • Glue • Paper (for structural forms) • Plaster strips • Plaster powder • Air Dry Clay • Misc. found objects
Pre-requisite Skills	This is an introductory level class available to all 9-12 grade students. No pre-requisite skills or class are required to take this class. **Potential Student Hurdles**

Limited Prior Knowledge of Art Concepts
- Some students may not have been exposed to the elements of art or principles of design.
- Hurdle: Difficulty grasping foundational art vocabulary and applying these concepts.

Lack of Drawing Experience
- Students may have varying levels of experience and confidence with tools.
- Hurdle: Inexperienced students might feel intimidated or frustrated when compared to peers with more advanced skills.

Limited Fine Motor Skills
- Some students may struggle with hand control or precision.
- Hurdle: Difficulty executing techniques.

Fixed Mindsets About Talent vs. Skill
- Students may believe that artistic ability is an innate talent rather than a skill that can be developed with practice.
- Hurdle: Hesitation to engage fully in exercises or fear of failure.

Time Management and Focus
- Some students may struggle to pace themselves, rushing through projects or becoming overwhelmed by detailed assignments.
- Hurdle: Difficulty balancing quality with productivity and staying engaged throughout the process.

Accessibility and Learning Differences
- Students with learning differences or visual impairments may require modified instructions, tools, or additional support.
- Hurdle: Challenges to understanding instructions or performing tasks without accommodation.

Lack of Interest or Motivation
- Students taking this course as a requirement may not feel personally invested in the subject.
- Hurdle: Apathy toward assignments and reluctance to put in effort.

Strategies to Address Hurdles
- Provide explicit instruction on art concepts with visuals and examples.
- Incorporate differentiated tasks to accommodate various skill levels.
- Emphasize process over product to build confidence.
- Offer scaffolding and practice exercises to develop fine motor skills.
- Create a supportive classroom environment that celebrates effort and growth.
- Include engaging activities and connect lessons to students' interests to increase motivation.

Assessment and Instructional Scaffolds	English Language Learners	Special Education Students (Students with IEPs and 504s)
	Visual Aids and Demonstrations • Use step-by-step visuals, diagrams, and live demonstrations for all instructions. • Label visuals with vocabulary terms. Simplified Language and Sentence Frames	Chunked Instructions • Break tasks into smaller, manageable steps. • Provide a checklist for multi-step assignments Adapted Tools

	• Provide instructions in simple, concise language. • Offer sentence starters for critiques. Bilingual Resources • Supply bilingual glossaries for art terminology or use translation apps for key concepts. Peer Support and Group Work • Pair ELLs with supportive peers for collaboration and explanation. Assessments • Allow responses to written reflections or critiques in their native language if needed. • Assess based on demonstration of concepts rather than language proficiency.	• Offer adaptive tools such as pencil grips or thicker markers for fine motor challenges. Extended Time • Provide additional time for projects and assessments. Flexible Seating and Environment • Allow students to choose quieter spaces or sit near the teacher for extra support. Frequent Check-Ins • Monitor progress regularly to ensure understanding and provide immediate feedback. Modified Expectations • Adjust rubric criteria.
	Students at Risk of School Failure	**Gifted and Talented Students**
	Guided Practice • Begin projects with structured warm-up exercises or partially completed templates. Frequent Feedback • Provide consistent, formative feedback to build confidence and guide improvement. Access to Exemplars • Share examples of completed work at varying skill levels to model expectations. Simplified Objectives • Focus on simpler goals and outcomes for each assignment. Peer Support • Pair struggling learners with more confident peers during collaborative activities.	Open-Ended Challenges • Offer optional extension tasks that allow for creative exploration, such as experimenting with mixed media or advanced techniques. Independent Projects • Encourage advanced students to propose their own projects related to the unit. Leadership Opportunities • Assign roles in group critiques or ask advanced learners to mentor peers. Enrichment Activities • Provide additional resources, such as artist biographies, masterwork studies, or online tutorials for self-guided learning. Higher-Order Thinking Prompts • Challenge them to analyze how professional artists develop work and apply similar techniques.
Differentiated Instructional Methods	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Visual Resources • Provide examples of professional and student artwork that illustrate the elements of art and principles of design. • Use charts, diagrams, and infographics to break down drawing techniques step-by-step.	Visual Projects • Students create final artworks that demonstrate mastery of techniques. • Sketchbooks are used to showcase practice, experimentation, and idea development.

- Create a visual vocabulary wall with labeled examples of key concepts.

Guided Practice
- Offer structured exercises
- Use teacher-led demonstrations to model processes

Digital Tools
- Provide access to drawing tutorials, apps, or websites that offer step-by-step guides and interactive learning.
- Use slide decks or instructional videos for students to revisit concepts at their own pace.

Flexible Grouping
- Organize small-group rotations where students work with peers, receive direct instruction, or explore independently.
- Pair advanced learners with struggling learners for peer modeling.

Choice in Materials
- Allow students to choose from a variety of materials based on their comfort and interest.

Multi-Sensory Activities
- Use hands-on activities to engage tactile and kinesthetic learners.

Written Reflections
- Assign artist statements explaining their choices and process in their final project.
- Use journals for students to reflect on their growth, challenges, and successes.

Verbal Communication
- Facilitate peer critiques and discussions where students articulate their understanding of artistic concepts.
- Use student presentations where they analyze and explain their work or a selected artist's use of elements and principles.

Collaborative Work
- Group projects where students create a shared piece incorporating specific elements of art.
- Team critiques where students evaluate each other's work using constructive feedback.

Digital Products
- Students document and share their process digitally through photos or videos.
- Advanced students may create digital portfolios showcasing their unit work.

Choice Boards

- Provide multiple options for project types to allow students to select based on their strengths and interests.

Integration of Technology	**Instructional Tools and Resources:**
	Online Tutorials and Demonstrations • Resources: Platforms like YouTube or Art21 for drawing technique tutorials. • Purpose: Offer step-by-step guides and supplemental learning for struggling or advanced learners. Interactive Presentations • Tools: Google Slides, Canva, Kahoot, MagicSchool.

- Purpose: Present the information on the unit through presentations, videos, and interactive quizzes.

Virtual Museum Tours
- Resources: Websites like Google Arts & Culture or individual museum sites (e.g., The Met, MoMA).
- Purpose: Inspire students by analyzing how professional artists develop and create work.

Assessment and Feedback

Digital Portfolios
- Tools: Google Sites, Artsonia.
- Purpose: Students document and submit their sketches, practice exercises, and final projects digitally for teacher and peer feedback.

Collaborative Critiques
- Tools: Google Docs, Schoology.
- Purpose: Facilitate virtual critiques where students upload images of their work and provide feedback through comments or sticky notes.

Rubric and Feedback Management
- Tools: Schoology, Google Classroom
- Purpose: Use rubrics to assess work digitally and provide individualized feedback.

Documentation and Sharing

Time-Lapse Recordings
- Tools: Built-in tablet or smartphone time-lapse cameras.
- Purpose: Encourage students to record their drawing process, reflecting on how their work develops over time.

Classroom Blog
- Tools: Google Sites, Artsonia.
- Purpose: Share student work with peers, families, and the school community.

QR Code Integration
- Tools: QR code generators.
- Purpose: Students attach QR codes to their final pieces, linking to process videos or artist statements.

Career Readiness, Life Literacies, and Key Skills	Creativity and Innovation 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. • Core Idea: With a growth mindset, failure is an important part of success. 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.

	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
	Core Idea: Innovative ideas or innovation can lead to career opportunities.
	Critical Thinking and Problem-solving
	9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
	Core Idea: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
	Digital Citizenship
	9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
	Core Idea: Cultivating online reputations for employers and academia requires separating private and professional digital identities.
	Technology Literacy
	9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
	9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
	Core Idea: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
Interdisciplinary Connections	2023 NJSLS-ELA: Grades 9–10: Writing Domain W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Instructional Pacing Guide			
Activity Title	**NJSLS**	**Learning Objectives**	**Student Activities**
Cardboard Relief Relief Sculpture Layering Techniques Acrylic Painting Techniques	1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design. 1.5.12acc.Pr6a: Make, explain and justify connections	- Understand the concept of relief sculpture and how it differs from freestanding sculpture. - Explore historical and contemporary examples of relief sculpture.	Create Investigate historical relief sculptures (e.g., ancient Egyptian carvings, Renaissance bas-reliefs, contemporary mixed-media reliefs).

	between artists or artwork and social, cultural and political history. 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions and history may influence personal responses to art.	• Use cardboard to create layered, three-dimensional compositions. • Apply the principles of design to create visually engaging relief sculptures. • Experiment with acrylic paint to enhance texture and depth in their work.	• Sketch preliminary designs emphasizing form, layering, and texture. • Experiment with various cutting techniques and adhesives to enhance structure and depth. • Paint the final relief sculpture using acrylic techniques such as dry brushing and glazing to create visual contrast. Present • Write an artist statement explaining their choices in composition, texture, and form. Respond • Compare and contrast different artists' approaches to relief work. Connect • Discuss how contemporary artists use relief techniques to create social or personal narratives.
Plaster Sculpture Figure Drawing Armature Construction Plaster Strips	1.5.12prof.Cr2b: Explain how traditional and non-traditional materials may impact human health and the environment, and demonstrate safe handling of materials, tools and equipment. 1.5.12prof.Pr5a: Analyze and evaluate the reasons and ways an exhibition is presented. 1.5.12prof.Re7a: Hypothesize ways in which art influences	• Develop an understanding of gesture drawing and human figure proportions, focusing on balance, weight, and movement. • Design a three-dimensional sculpture of a human figure in a dynamic pose. • Construct an armature using cardboard, tape, and sculpture wire. • Apply plaster strips to their armatures to build form and surface texture.	Create • Complete gesture drawing exercises focusing on movement, proportion, and anatomical accuracy. • Sketch multiple conceptual designs for their plaster figure sculpture. • Construct an armature using wire, cardboard, and tape to establish structure and pose. • Apply plaster strips to the armature, sculpting the form of the figure. Present

	perception and understanding of human experiences. 1.5.12prof.Cn10a: Document the process of developing ideas from early stages to fully elaborated ideas.	• Paint and refine their sculptures to enhance depth, contrast, and visual interest.	• Display sculptures in a gallery setting, arranged to emphasize movement and space. Respond • Analyze famous figurative sculptures from different time periods (e.g., Michelangelo's David, Giacometti's Walking Man, Degas' dancers). Connect • Explore how plaster and armature-based sculptures have been used in public monuments and installations.
Air Dry Clay Planning Sketches Maquettes Clay Building Techniques	1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. 1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence. 1.5.12acc.Cn11a: Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.	• Explore the properties and techniques of working with air dry clay. • Independently select a theme, subject matter, and focus for their final project. • Create preliminary sketches or maquettes to plan their sculpture. • Apply techniques learned throughout the course to construct, refine, and finish their final sculpture. • Reflect on their artistic growth and process throughout the course.	Create • Research and gather references to develop a concept for their final sculpture. • Produce preliminary sketches and/or maquettes to test forms, proportions, and structural elements. • Sculpt with air dry clay, using hand-building, carving, and detailing techniques. Present • Curate their work for a final class exhibition or critique, preparing sculptures for presentation. • Write an artist statement reflecting on their chosen theme, artistic decisions, and process. Respond • Reflect on how their technical and conceptual skills have evolved over the course.

			Connect
			• Discuss how their own artistic voice has developed and how sculpture can be used to express personal or social messages.