

**Subject:** Sculpture and 3-D Design I

**Teacher:** Mrs. Imerson

**Text:** *none*

**Required Materials:** \$20.00 fee (per semester) to cover materials taken home as finished projects (due the first week of each semester), section in binder labeled sculpture with both lined paper and typing paper for drawing (see below for details) and writing utensil daily. A sketchbook is not required but recommended.

**Communication:** Leland High School: 535-6290  
Voice Mail Code #: 535-6290 x313  
Teacher's E-mail: [debbie\\_imerson@sjusd.org](mailto:debbie_imerson@sjusd.org)  
Sculpture website: <http://leland.sjusd.org/~dimerson>

**1. Course Content and Standards** – This course is designed to develop skills in: artistic perception, creative expression, and aesthetic valuing through the language and skills unique to sculpture and 3-D Design. Students develop those skills, which enable them to demonstrate their understanding and appreciation of artistic works in a historical and cultural context. The course is designed to help students develop communication skills by connecting and applying what is learned in sculpture to learning in other art forms, subject areas and careers. Some highlights of the course will include:

- Hand built clay construction methods-pinch, coil, and slab, combined and sculpture
- How to use glazes and different methods of decoration and understand the firing process
- Students will work with many materials such as: paper, wire, wax, plastic, balsa foam, plaster and other mediums.
- Students may work with the potter's wheel and mold techniques.
- Students will learn to identify and appreciate many artists and their work from many cultures and historical time periods.

A highlight of this course will be the emphasis on National, State and District Visual Arts Standards and also the Life-Long Learning Standards.

**2. Rules and Expectations Class/School** - Students are expected to know and adhere to all School and District policies and behavior standards outlined in the Student and Parent Information Handbook of San Jose Unified and the Leland Student & Parent Handbook. In addition you will be asked to sign the "Sculpture Class Rules".

1. Be in your assigned seat when the tardy bell rings. Remain in your seat until attendance is taken and instructions are given. Wait at your seat until bell at end of period.
2. Use class time for educational purposes as directed.
3. Have respect for tools, supplies, and classroom.
4. Have respect for other students and their artwork.
5. At the end of the period put your tools, supplies and project away and clean your work area. Wait at your table to be dismissed.
6. Please no food, drinks, gum, cell phones, or computer games, in class. Thank you.

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student signature

**3. Testing: Types/Frequency/Policy** – Tests and quizzes will vary in style and be 20% of your total grade. They will follow after major units of study. Final exams at the end of the semester and year and will a special project using computer generated resources and a "hands on project".

**4. Homework: Frequency/Policy** – Home work will be 5 % of your total grade, and will vary in content, and include idea development, sketches, brainstorming, collecting of resources from magazines, Xeroxes from books and websites, with sources clearly noted on the work. Class materials should be kept in a three-ring binder or folder. Keep all handouts. Questions on your work must be documented with copies of your work.

**5. Research/Special Projects** – A special project will be required at the end of the first semester and end of the year, which includes a presentation display board and include computer research taught in class. You are expected to obtain a folder for loose-leaf paper, which will serve as your notebook for this class. (See me if this is a financial hardship.) I will check your notebook several times during the semester. Notebooks checks may be unannounced, so if you do not have your notebook on the day I check, you will receive no credit. This will be graded on the criteria of neatness and completeness.

**6. Absence/Make-up Work** – Assignments are handed in at the beginning of the period on the day that they are due. Late work will not be accepted. Assignments will be orally announced and written on the board at the front of class. It is your responsibility to contact me about make-up work when you return from an absence. Work not completed within 2 weeks receives no credit. You can find daily work posted on the website under :What we do each day”

**7. Tardy Policy** – You are to be seated at your assigned desk, ready to work when the bell rings. The district AIM policy will be diligently followed. Please refer to your student handbook for clarifications.

**8. Participation** – A student will be graded on the amount and quality of her or his class participation. I will note which students contribute to class discussion. Thoughtful contribution three or four days a week will earn you full point credit. Points will be deducted for inappropriate or untimely remarks. Performance is 20% of your total grade, and is based on your effort to be involved in class discussions, your attempts to finish in-class assignments, your participation in daily activities, your attitude, cleaning messes made at your work area and proper use of tools and equipment in the classroom.

**9. Written Work Format Policy -**

- a. All written homework must use the required heading format given below. One point will be deducted for each incorrect heading.
- b. Carelessness in the use of grammar, spelling, punctuation or penmanship will result in point loss. Illegible assignments and assignments not done on white binder (not spiral) paper are unacceptable and also will result in point loss.

<i>Class Heading</i>	First, last name Assignment Date Due
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This course requires a section in your binder. Consider this your text for the course. It will be graded every 6 weeks. Your binder should be organized in the following manner.

- a. Grade record-The first page is to be a grade record where you will list all grades you receive. This way you will know exactly how you stand throughout the course.
- b. Xerox copy section-The second part of your notebook is where you will keep all the handouts you receive from me, in the order you receive them.
- c. Class Notes-The third section is where you will keep notes you will take during all class presentations, demonstrations and films. They should elaborate on the information covered in the handouts.

- d. Picture File-In the fourth section you will keep a collection of photos, magazine clippings, etc. that relate to your class work. Project sketches and homework design projects belong in this section.
- e. Calendar Journal of daily productivity.

Make dividers or tabs so each section is clearly marked and can be easily found.

**10. Assessment/Grading System** – Your final grade for the semester, as well as the 6 week and 12 week progress reports, will be determined by a weekly self-evaluation and evaluation by the teacher using critique forms. Grades are formulated using the following criteria: 20% tests, 35% major projects, 5% homework, 20% class work, and 20% participation. Grades. All student work will be evaluated according to point value. Points will be totaled and determined by the standard school grading scale. You can calculate your own grade average at any time by dividing your total number of points by the number possible. Each student is to keep her or his own point record and all papers in case of a grade conflict. Individual grades will not be discussed if the student does not have an updated grade sheet in hand. Students should only ask me to discuss their grade when they have an updated grade sheet in hand.

**11. Intervention Plan (How your student will be helped if he or she is struggling)**-This course is an opportunity for students to express themselves in a visual art form. A major feature of this course is the “learning while doing” , in other words it is a “hands on” activity based course. Effort and attitude are essential for success. Memorization is not highlighted although a certain amount of learning of vocabulary and concepts will happen. Students will be aiding their own learning through self-evaluation and peer-evaluation which will encourage a student who is struggling. Assessing students strengths and helping to deliver instruction in different learning styles is certainly part of my plan for student success. Progress reports will help parents to be informed throughout the year. Students will be encouraged to keep organized so they know what they need to do and when. Time management is also highlighted. A variety of support staff and counselors can also be engaged to help. EL learners as all students in my class will benefit from scaffolded lessons that help make lessons more logical.

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**12. Notice to Parent/Guardian Signature-**

I have read and understood all of the above policies and procedures.

Student Name: \_\_\_\_\_

Parent Name: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Leland High School  
Lifelong Learning Standards (ESLRs)**

Students will be **informed thinkers** who:

- identify, define and solve problems
- set criteria and analyze alternatives in making decisions
- use a variety of critical and creative strategies in solving problems and making decisions
- explain their thought processes in arriving at outcomes
- apply problem-solving and decision-making skills to real life situations

Students will be **collaborative workers** who:

- contribute to the achievement of group or team goals
- perform a variety of roles within groups or teams
- acknowledge and respect contributions of others
- reflect on group or team and personal performance

Students will be **effective communicators** who:

- listen objectively with understanding
- speak with clarity of meaning to any audience for a variety of purposes
- read a variety of materials with understanding
- use a variety of strategies to communicate information

Students will be **self-directed learners** who:

assess and reflect on their attitudes, skills and behaviors

- set priorities, plan and take action to accomplish goals
- manage time and resources efficiently
- apply what they learn to other situations
- explore and prepare for academic, extracurricular and career opportunities

Students will be **responsible members of society** who:

- recognize diverse ethnic, linguistic, cultural and economic backgrounds
- recognize the rules and processes that govern societies
- demonstrate and exercise the skills required to be a contributing member of a society
- apply practices that preserve the safety and health of one's self, others and the environment

Students will be **information processors** who:

- identify, access, gather and evaluate relevant data
- convert data into usable information related to need
- build knowledge by using a variety of information resources and tools including technology

## Sculpture Class Rules

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3. Have respect for tools, supplies, and classroom.
4. Have respect for other students and their artwork.
5. At the end of the period put your tools, supplies and project away and clean your work area. Wait at your table to be dismissed.
6. Please no food, drinks, gum, cell phones, or computer games, in class. Thank you.

I understand the class rules and will abide by them.

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Student signature

Behavior Policy-when student does not follow rules:

1. I will ask student to refrain for the undesirable behavior (i.e. loud disruptive talking, eating in classroom, etc.).
2. If undesirable behavior continues I will call the student's parents and inform them of the problem. I will ask the parent to talk to the student.
3. If the behavior continues a referral to the office will occur.

## Visual and Performing Arts: Visual Arts Content Standards.

### 1.0 ARTISTIC PERCEPTION

#### Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

#### Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.

1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination.

#### Analyze Art Elements and Principles of Design

1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.

1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

#### Impact of Media Choice

1.5 Analyze the material used by a given artist and describe how its use influences the meaning of the work.

1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

### 2.0 CREATIVE EXPRESSION

#### Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

#### Skills, Processes, Materials, and Tools

2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

2.2 Prepare a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills.

2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).

2.4 Review and refine observational drawing skills.

#### Communication and Expression Through Original Works of Art

2.5 Create an expressive composition, focusing on dominance and subordination.

2.6 Create a two- or three-dimensional work of art that addresses a social issue.

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

## Role and Development of the Visual Arts

- 3.1 Identify similarities and differences in the purposes of art created in selected cultures.
- 3.2 Identify and describe the role and influence of new technologies on contemporary works of art.

## Diversity of the Visual Arts

- 3.3 Identify and describe trends in the visual arts and discuss how the issues of time, place, and cultural influence are reflected in selected works of art.
- 3.4 Discuss the purposes of art in selected contemporary cultures.

## 4.0 AESTHETIC VALUING

### Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

#### Derive Meaning

- 4.1 Articulate how personal beliefs, cultural traditions, and current social, economic, and political contexts influence the interpretation of the meaning or message in a work of art.
- 4.2 Compare the ways in which the meaning of a specific work of art has been affected over time because of changes in interpretation and context.

#### Make Informed Judgments

- 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.
- 4.4 Articulate the process and rationale for refining and reworking one of their own works of art.
- 4.5 Employ the conventions of art criticism in writing and speaking about works of art.

## 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

### Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

#### Connections and Applications

- 5.1 Design an advertising campaign for a theatre or dance production held at a school, creating images that represent characters and major events in the production.
- 5.2 Create a work of art that communicates a cross-cultural or universal theme taken from literature or history.

#### Visual Literacy

- 5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.

#### Careers and Career-Related Skills

- 5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthetician).