Course Title: Sculpture I
District Course Number: 71550

Department: Fine Arts
NM STARS Number: 11637121

Prerequisites: Successful completion of Art I

Length of Course: One Year
Credit/PRI Area: .50 per sem./Fine Arts
Grade Level(s): 10-12

Important Notes:
A fee of $25 per semester will be charged for materials, tools, and maintenance of equipment. The use of special materials for specific projects may require an additional fee.

COURSE DESCRIPTION:
Sculpture I is a beginning course which introduces various sculpture techniques which include modeling, carving, construction and assemblage, and installation. The student develops an understanding of the principles of three-dimensional design, including proportions of the human figure. The student reviews examples of artwork from sculptors. Literacy is integrated throughout the course. Skills and knowledge acquired in this course can be applied to the United States Department of Education Audio-Video Technology & Communications Career Cluster and respective pathways and the New Mexico Arts and Entertainment career cluster.

References in parentheses following each performance standard refer to and are aligned with the National Arts, Audio/Video Technology, and Communications Cluster Standards (NA), National Visual Arts Content Standards (N – VA), New Mexico Fine Arts (Visual Arts) Standards (NM), New Mexico Career Readiness Standards (CR), the National Educational Technology Standards for Students (NETS), and the Albuquerque Public Schools (APS) Language Arts Standards (APS – LA).
STRATEGIES:
The “Illustrations” column in the Program of Studies provides exemplars of the performance standards, strategies, and best practices suggested by Fine Arts teachers in the Albuquerque Public Schools (APS).

ASSESSMENTS:
Assessments may include: authentic and performance-based assessment, cooperative learning, teacher observations, checklists, tests and exams, formal and informal writing, small group and full class discussions, oral and multimedia presentations, projects, demonstrations, and portfolios. Assessments are based on appropriate rubrics.

SUGGESTED INSTRUCTIONAL MATERIALS:
Beginning Sculpture by Arthur Williams; Davis Publications, 2005
The Elements of Pop-Up by David A. Carter and James Diaz; Little Simon 1999
Modeling and Sculpture: The Human by Edouard Lanteri; Dover Publications 1985
Sculpture in Plastics by Nicholas Roukes; Watson-Guptill Publications 1968
Starting with Sculpture by Robert Dawson; Watson-Guptil Publications 1968
Sculpture: Techniques in Clay, Wax, Slate by Frank Eliscu; Chilton Book Company 1959
Contemporary Art with Wood by Dona Z. Meilach; Crown Publishers 1968
The Creation of Sculpture by Jules Struppeck; Holt, Rinehart, and Winston 1952
500 Animals in Clay by Suzanne J.E. Tourtillott; Lark Books 2006
Helen Cordero and the Storytellers of Cochiti Pueblo by Nancy Shroyer Howard; Davis Publications 1995
Claywork: Form and Idea in Ceramic Design by Leon Nigrosh; Davis Publications 1995
Prints of 3-D Art
Prints of Recycled Art

SUGGESTED WEB SITES:
http://www.princeton.com – The Incredible Art Department
http://www.sculpture.org – The International Sculpture Center

Approved by HSCA: June 17, 2008
**STRAND I: ESSENTIAL SKILLS**  
**CONTENT STANDARD:** The student learns and develops the essential skills and technical demands unique to visual arts.

**BENCHMARKS:**  
A. The student explores and understands the elements of art and principles of design and what makes them effective in solving specific art problems.  
B. The student shows skill, confidence and sensitivity in applying knowledge of art media and techniques to the production of artwork.  
C. The student recognizes that there are multiple points of view about organizational principles of design and elements of art.  
D. The student demonstrates knowledge of appropriate health and safety issues as they pertain to the use of art material and equipment.

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</table>
| 1.         | Integrates, with an increasing level of competence, the elements of art and principles of design to create works of art (NM-VA 1.A.1). | 1 – 2. The student keeps a sketchbook of ideas, plans, and assignments. This helps the student improve on his/her creations, enhances the planning process, and ensures that projects are more successful. He/She also maintains a journal where he/she keeps notes on new vocabulary and the glazes and tools used in individual projects.  
  - maintenance of sketchbook  
  - organization  
  - vocabulary development |
| 2.         | Evaluates elements of art, principles of design, and other artistic concepts as to their effect in various works of art (NM-VA 1.A.2). |  |
| 3.         | Demonstrates an increasing level of competence in using processes, media and techniques to create experimental and display-quality works of art (NM-VA 1.B.1). | 3 – 6. The student discusses the elements and principles of design as they relate to three-dimensional form. Sculpture is a way of giving visible 3-D form to an idea and a way to express feelings about it. A common procedure for the student to learn the relationship, techniques, and processes of a given sculpture medium is to read text selections, observe a teacher demonstration, and then practice the technique. After experimentation with the new technique the student reflects on what he/she would change. He/She develops a display-quality sculpture in that medium. Work is evaluated through a group critique process, along with personal reflection. Each student develops a portfolio of 3-D work including digital reproduction.  
  - individual participation in discussions  
  - reading analysis  
  - listening and observation skills  
  - application of knowledge  
  - personal reflections  
  - clarity in expression  
  - understanding of key concepts |
<p>| 4.         | Evaluates the use of techniques and effectiveness of media in various works of art (NM-VA 1.B.2). |  |
| 5.         | Produces a body of work that represents both diversity and effectiveness of selected mediums, techniques and artistic concepts for communicating (NM-VA 1.C.1). |  |
| 6.         | Compares, supports and summarizes the use of specific artistic concepts in 2 or more works of art (NM-VA 1.C.2). |  |</p>
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<td>7.</td>
<td>Integrate all acquired information about safety in the art studio into a set of appropriate procedures (NM-VA 1.D.1).</td>
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<td>8.</td>
<td>Evaluate potential hazards of art materials and tools (NM-VA 1.D.2).</td>
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<td>7 - 8.</td>
<td>Before the student can use special equipment, tools, and/or materials, he/she observes a demonstration on the proper use of the equipment, material, and/or tool and reads instructions/labels as to what it can or cannot do (e.g., horsepower, weight, toxicity). Each time the student uses such equipment, tools, and/or materials, he/she follows manufacturer’s directions and health warnings.</td>
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<td></td>
<td>✓ safety practices</td>
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<td>✓ appropriate selection of equipment, tools, and/or materials</td>
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**STRAND II: EXPRESSION OF IDEAS**

**CONTENT STANDARD:** The student uses visual arts to express ideas.

**BENCHMARKS:**
A. The student combines art concepts to communicate simple and complex ideas.
B. The student describes how specific works of art can communicate an idea or elicit a variety of responses through the use of selected media, techniques, and processes.

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<tr>
<td>1.</td>
<td>Synthesizes ideas and points of view into personal works of art (NM-VA 2.A.1).</td>
<td>1 – 4. The student researches a 2-D artist from ancient civilization to the present. He/She takes the 2-D artist’s style and translates it into a 3-D form combining the artist’s style with the student’s personal viewpoint (e.g., Picasso/Guernica theme, antiwar viewpoint.) Work is evaluated through a group critique process, along with personal reflection to be placed in the student’s portfolio. ✓ individual participation in discussions ✓ note-taking ✓ understanding of key concepts ✓ effective writing elements</td>
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<td>2.</td>
<td>Arranges a personal portfolio to enhance expressive viewpoints and processes (NM-VA 2.A.2).</td>
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<td>3.</td>
<td>Compares and contrasts a variety of art works in a historical and cultural context, and assimilate this into personal expression (NM-VA 2.B.1).</td>
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<td>4.</td>
<td>Reviews and assesses the use of design principles and elements in art (NM-VA 2.B.2).</td>
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**STRAND III: CONNECTIONS AND PARALLELS**

**CONTENT STANDARD:** The student integrates understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.

**BENCHMARKS:**

A. The student creates artwork that demonstrates an understanding of the relationship between selected subjects, symbols, imagery and design concepts from specific historic and cultural contexts.

B. The student examines how specific works are created and how they relate to historical and cultural contexts, science, and the humanities.

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<tr>
<td>1.</td>
<td>Explores complex artistic expressions that combine multiple art disciplines such as visual art and sound, movement, or theatrical production (NM-VA 3.A.1).</td>
<td>1 – 4. The student creates a costume, mask or prop using sculptural techniques for a selected drama production that is taking place at the school site (e.g., “The King and I”). The project must include:</td>
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<td>2. Incorporates concepts or elements from other arts disciplines in a visual art project (NM-VA 3.A.2).</td>
<td>• small paper models</td>
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<td>3. Includes in portfolio examples that demonstrate an understanding of art based on cross-discipline learning (NM-VA 3.B.1).</td>
<td>• sketches</td>
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<td>4. Explores challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation (NM-VA 3.B.2).</td>
<td>• historical and cultural art forms</td>
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<td>• a journal documenting the planning process and technical problems and solutions to be placed in the student’s portfolio</td>
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<td>• a photographic record of the process to be placed in the student’s portfolio</td>
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<td>The student participates in either a formal or informal critique/response. The critique can be oral or written and takes place as a peer review.</td>
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<td>✓ evidence of cultural and historical influences in final product</td>
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<td>✓ proper selection of materials for projects</td>
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<td>✓ participation in discussions</td>
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<td></td>
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<td>✓ justification of materials and idea development</td>
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<td></td>
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<td>✓ application of design elements in projects</td>
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<td>✓ response to criticism</td>
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### STRAND IV: DYNAMICS OF THE CREATIVE PROCESS

**CONTENT STANDARD:** The student demonstrates an understanding of the dynamics of the creative process.

**BENCHMARKS:**

A. The student analyzes the qualities and characteristics of various art, media, techniques, and processes that influence the creative process.

B. The student expresses the introspective process used in creating personal artwork.

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</table>
| 1. Synthesizes idea-gathering processes, art elements and design principles with subject, themes and content to express personal experiences and create meanings in art (NM-VA 4.A.1). | 1 – 6. The students work in groups of four to complete an Installation and Collaboration project after researching the artist, Andrew Goldsworthy. The project must include found objects from nature (e.g., rocks, branches, leaves). The elements and principles of design are incorporated in the creation of new designs from the found objects. The students analyze and reflect in his/her journal on the various sculptural creations and discuss as a group the purposes for creating art. He/She takes photos for his/her portfolio and the found objects are to be returned to their natural environment. | ✓ expansion of an idea  
✓ effective presentation  
✓ all required components  
✓ creativity  
✓ reasonable facsimile of the artist’s works  
✓ thorough research  
✓ pertinent information  
✓ individual participation in discussion |
| 2. Analyzes and assesses personal reactions to art in different media (NM-VA 4.A.2). | | |
| 3. Predicts how the combination of media and subject/themes can convey meanings (NM-VA 4.A.3). | | |
| 4. Uses the language of art criticism to explore and identify purposes for creating art (NM-VA 4.B.1). | | |
| 5. Explains the visual and other sensory qualities in art and nature and their relationship to the social environment (NM-VA 4.B.2). | | |
| 6. Investigates, analyzes, and reflects on various writings, viewpoints and opinions about art (NM-VA 4.B.3). | | |
**STRAND V: ANALYSIS OF ARTISTIC WORKS**

**CONTENT STANDARD:** The student observes, discusses, analyzes, and makes critical judgments about artistic works.

**BENCHMARKS:**

A. The student demonstrates knowledge of analytical processes to create critical aesthetic statements concerning selected works of art.

B. The student applies concepts of analysis and criticism in producing artwork.

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<tr>
<td>1. Analyzes works of art from diverse world cultures and discuss the ideas, issues and events of the culture that these works convey (NM-VA 5.A.1).</td>
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<td>2. Examine and analyzes works of art and artifacts from diverse world cultures and place them in a cultural and historical context, using appropriate vocabulary (NM-VA 5.A.2).</td>
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<td>3. Synthesizes the analysis of art elements and design principles into the process of creating a work of art (NM-VA 5.A.2).</td>
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<td>4. Selects and integrates historic or cultural visual and aesthetic concepts and processes (not necessarily styles) into an original work of art (chiaroscuro, golden rectangle, etc) (NM-VA 5.B.2).</td>
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<td>1 – 4. The student visits the Museum of International Folk Art in Santa Fe, NM. In his/her journal the student keeps notes and sketches of 3-D artwork from three different cultures he/she records. In the classroom, the student uses these sketches and notes to create an original work of art inspired by folk artist’ work. The student participates in either a formal or informal critique/response. The critique can be oral or written and takes place as a peer review.</td>
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<td>✓ thorough research</td>
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<td>✓ pertinent information</td>
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<td>✓ representative examples</td>
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<td>✓ effective presentation</td>
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<td>✓ individual participation in discussion</td>
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<td>✓ comparisons</td>
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### STRAND VI: DIVERSITY AWARENESS

**CONTENT STANDARD:** The student shows increased awareness of diverse peoples and cultures through visual and performing arts.

### BENCHMARKS:

A. The student describes uses and explores the meaning of art objects within diverse cultures, times, and geographic locations.

B. The student identifies the characteristics and purposes of the historical and cultural contexts of selected pieces of art.

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<tr>
<td>1. Interprets the meaning of works and artifacts in terms of the cultures that produced them, including the use of apprenticeship systems to maintain cultural heritage (NM-VA 6.A.1).</td>
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<td>2. Presents a body of work within a portfolio that reflects the influences of a variety of cultural styles (NM-VA 6.B.1).</td>
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<td>1–2. The student is introduced to the arts of a particular culture (e.g., Mexico). Via a visual presentation (e.g., DVD, poster) and lecture, he/she discusses the works of art and artifacts in terms of his/her cultural and historical significance, including the preservation of art forms through families and apprenticeship systems (e.g., one family that specializes in clay figurines of skeletons). In preparation for a community display for Dia de Los Muertos, the student creates a small clay skull to be bisque-fired and painted, in the style of sugar skulls from the Oaxaca region of Mexico. The community display is in the form of an ofrenda, or memorial altar, and installed in the Performing Arts Center (PAC). All art classes and special education programs create a variety of art forms reflecting Mexican culture. The community at large is invited to participate by adding names in memory of someone to the display. A PowerPoint presentation documents the installation, with a copy sent to the National Hispanic Cultural Center.</td>
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- understanding of form versus function
- effective communication
- active participation in discussions
- relevant examples
- cultural influences
**STRAND VII: TECHNOLOGY**

**CONTENT STANDARD:** The student demonstrates knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.

**BENCHMARKS:**

A. The student evaluates the role of invention and technology on art, directly and indirectly.

B. The student demonstrates effective visual communication using current arts-related technology.

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<tr>
<td>1.</td>
<td>Explains or theorizes as to the effects of the technology of the time on historic works of art (NM-VA 7.A.1).</td>
<td>I – 4. The students study the use of plasticene clay sculpture as used in stop motion animation (e.g., Gumby, c.1957). He/She creates small, full-color original characters in plasticene clay (which remains pliable) or Sculpey (a modern product which can be hardened by baking). The student collaborates with Film Production students, using digital camcorders to produce short animated films which can be further manipulated using editing and special effects software on computers, adding scripted voices, sound, graphics and credits. Each student involved in the collaboration copies the animated short film to DVD for his/her portfolio.</td>
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<td>2.</td>
<td>Analyzes the effects of current technologies on traditional folk/culturally oriented art (NM-VA 7.A.2).</td>
<td>✓ individual participation in all projects ✓ completion of all projects ✓ all required elements ✓ response to criticism ✓ willingness to experiment ✓ proper use and selection of materials ✓ expression of ideas</td>
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<td>3.</td>
<td>Integrates current technology into a work of art to achieve a specific outcome (NM-VA 7.B.1).</td>
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<td>4.</td>
<td>Develops a commencement portfolio that shows proficiency in using computers and other electronic media (NM-VA 7.B.2).</td>
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STRAND VIII: COMMUNITY PARTICIPATION AND CONTRIBUTIONS

CONTENT STANDARD: The student contributes to communities by sharing expertise in dance, music, theatre/drama, and visual arts and by participating in the activities of cultural institutions.

BENCHMARKS: A. The student analyzes and evaluates art in various public settings including community displays and internet museums.
   B. The student exhibits studio work in community-based exhibits.

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<tr>
<td></td>
<td>Analyzes art in different contexts such as museums, galleries, and public shows (NM-VA 8.A.1).</td>
<td>1 – 4. See Strand VI, illustrations 1 – 2.</td>
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<td>Analyzes and evaluates the effectiveness of the display context itself (gallery, public show, internet museum) in terms of aesthetics and of marketing strategies (NM-VA 8.A.2).</td>
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<td>Develops commencement portfolios that show proficiency in skills of analysis, multiple media including skill in using computers and other electronic media (NM-VA 8.B.1).</td>
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<td>Arranges (as part of a team) and contributes artwork for at least two art exhibits (NM-VA 8.B.2).</td>
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STRAND IX: CAREER READINESS

CONTENT STANDARD: The student explores visual arts career pathways and recognizes skills necessary to seek employment in the field.

BENCHMARKS: A. The student identifies education, training, and skills required for employment in the visual arts field.
B. The student examines employment opportunities, workplace environments, and career growth potential for visual arts fields.

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<tr>
<td>9 – 12</td>
<td>1. Articulates how art provides an opportunity for lifelong learning (CR – B).</td>
<td>1 – 7. The student meets the standards in this strand through a variety of activities. He/She:</td>
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<td>• listens to various guest speakers (e.g., photographer, graphic artist,</td>
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<td>children’s book illustrator, local potter) as they explain their craft,</td>
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<td>education and training, how they make their living, and viable career</td>
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<td>opportunities in that field</td>
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<td>• attends an arts festival (e.g., drama, music, dance, poetry)</td>
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<td>• participates in a student juried show</td>
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<td>• contributes to the production of a school-wide art display in which</td>
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<td>students and staff exhibit works of art</td>
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<td>• discusses workplace behaviors (e.g., language, completion of work,</td>
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<td>clean up)</td>
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<td>• reviews and revises his/her Next Step Plan</td>
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<td>2. Explores personal interests and aptitudes for proper course selection and</td>
<td>For each activity that the student participates in, he/she writes a reflection</td>
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<td>career choices (CR – 1A).</td>
<td>paper on what he/she heard, learned, observed, or did as part of that</td>
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<td>experience.</td>
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<td>3. Explores career pathways consistent with career interests, aptitudes, and</td>
<td>✓ active participation in activities</td>
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<td>abilities to meet career goals and objectives (CR – 1C; N – IX.3, 4; NA – V.2).</td>
<td>✓ successful completion of assigned duties</td>
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<td>✓ personal reflections</td>
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<td>4. Identifies and explores career opportunities in one or more career</td>
<td>✓ effective writing elements</td>
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<td>pathways (NA – V.2; N – IX.3).</td>
<td>✓ teamwork/collaboration on joint projects</td>
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<td>5. Identifies ethical conduct, positive behaviors and personal qualities</td>
<td>✓ positive behaviors</td>
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<td>(e.g., manages time, prioritizes responsibilities) within the school,</td>
<td>✓ problem-solving techniques</td>
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<td>workplace, and community (CR – 4A; N – VIII.1, IX.2).</td>
<td>✓ awareness development of artistic careers, options, and necessary</td>
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<td>6. Works cooperatively with persons from diverse backgrounds to</td>
<td>education or training</td>
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<td>accomplish a common goal (CR - 4B, 5C).</td>
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<td>7. Identifies critical thinking and problem-solving skills, or identifies</td>
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<td>problems and uses critical thinking skills and team skills, to solve</td>
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<td>problems (CR – 5E).</td>
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**STRAND X: LITERACY**
**CONTENT STANDARD:** The student communicates sculpture principles through reading, writing, speaking, and research opportunities.

**BENCHMARK:** The student demonstrates proficiency in reading comprehension, specialized vocabulary, critical thinking, and writing through a variety of classroom assignments and projects.

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<td>The following standards are aligned to the APS 9th grade Language Arts Standards unless otherwise indicated and to the National Arts, Audio/Video Technology and Communications Cluster Foundation Standards Strand #2.</td>
<td>The student has multiple opportunities in the sculpture classroom to demonstrate literacy skills. This is made possible in almost every strand. The following are just a few instances where this is evidenced.</td>
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</table>
| 1.          | Develops and demonstrates proficiency with the following strategies to approach reading for information across content areas (APS – LA I.1):  
- scans reading selection to determine whether a text contains relevant information and  
- reviews and summarizes essential elements of text for overview. | 1 – 6. See Strand I, the 1st illustration; Strand II, the 1st illustration; Strand III, the 1st illustration; and the illustration in Strand V. |
<p>| 2.          | Summarizes information accurately to determine main idea and critical details (APS – LA I.6). | 4, 7 – 9. See Strand I, the 1st illustration; Strand II, the 1st illustration; Strand III, the 1st illustration; and the illustrations in Strands IV. |
| 3.          | Comprehends and uses reading strategies to learn meaning, technical concepts, and vocabulary (NA – II.1). | |
| 4.          | Uses a variety of interactive technologies effectively to enhance understanding of reading selections and to present information appropriate for the intended purpose and audience (APS – LA I.3, III.4). | |
| 5.          | Develops and delivers formal and informal presentations using appropriate media to engage and inform audiences (NM – II.4). | |
| 6.          | Interprets information from, and detects similarities and differences in, a variety of texts (APS – LA II.3). | |
| 7.          | Develops increased competence in using the writing process to create a final product (APS – LA III.1). | |
| 8.          | Uses correct grammar, punctuation, and terminology to write and edit | |</p>
<table>
<thead>
<tr>
<th>GRADE 9 – 12</th>
<th>PERFORMANCE STANDARDS</th>
<th>ILLUSTRATIONS</th>
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<tbody>
<tr>
<td></td>
<td>documents (APS – III.5; NA – II.3).</td>
<td>10, 13. See Strand I, the 1st illustration; Strand II, the 1st illustrations; Strand III, the 1st illustration; and the illustrations in Strands IV, V, and VI.</td>
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<td>Develops increased competence with speaking strategies (APS – LA IV.1).</td>
<td>14, 15. See Strand II, the 2nd illustration; Strand III, the 2nd illustration; and the illustration in Strand V.</td>
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<td>Applies active listening skills to obtain and clarify information [APS – V.1 (11); N – II.6].</td>
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<td>Views media critically (APS – LA V.1).</td>
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<td>Demonstrates appropriate participation in group discussions (APS – LA V.2).</td>
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<td>Develops increased competence in using research strategies (APS – LA VI.5).</td>
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<tr>
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<td>Locates, organizes, and references written information from various sources to communicate with co-workers and clients/participants (NA – II.2).</td>
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