

Course Acronym:*

ART

Course Number:* 181

Descriptive Title:* Beginning Sculpture

Division: Fine Arts

Department:*

Art

Course Disciplines: Art

Catalog Description:*

This course is an introduction to the techniques, materials, and concepts of sculpture. Instruction is designed to foster observation, composition, interpretation, and expression. Representative topics include clay modeling, casting, and bas relief. Emphasis is placed on design, form, materials, and process.

Conditions of Enrollment:

Prerequisite:

Co-requisite:

Recommended
Preparation:Enrollment
Limitation:Course Length: Full TermHours Lecture (per
week): 2Hours Laboratory (per
week): 4

Outside Study Hours:* 4

Total Course Hours:* 108

Course Units:* 3

Grading Method: Letter Grade only

Credit Status: Credit, degree applicable

Transfer CSU: Yes

Effective Date: Prior to July 1992

Transfer UC: Yes

Effective Date:

General Education:
ECC

Term:

Other:

CSU GE:

Term:

Other:

IGETC:

Term:

Other:

II. Outcomes and Objectives

A. Student Learning Outcomes (SLOs) (The course student learning outcomes are listed below.)
SLO revisions are completed via the SLO Change Form available on the College Curriculum Committee website.

Student Learning Outcomes:

SLO #1 Demonstrate Ability

Students will be able to demonstrate the ability to fabricate a sculpture by appropriately applying elements and principles of design.

SLO #2 Utilizing Material

Students will be able to demonstrate basic competency in utilizing sculptural materials and methods in their design projects.

SLO #3 Problem-Solving

Students will be able to demonstrate basic problem-solving skills for the challenges inherent in each sculpture design project.

B. Course Objectives (The major learning objective for in this course are listed below.)

Course Objectives:

1. Assess and determine the material and technical requirements of sculpture projects.
2. Create working drawings that indicate the scale, construction process, and material needs of proposed sculpture projects.
3. Translate working drawings into models and prototypes.
4. Translate models and prototypes into finished sculpture.
5. Employ various materials such as clay, super sculpy, plaster, latex, polyurethane foam, wood and plastics to create sculpture forms.
6. Demonstrate assembly, modeling, and fabrication skills.
7. Analyze and evaluate sculptures according to project criteria, principles of design, construction techniques, and historical or contemporary significance.
8. Assess the degree to which concept, design, material, and technique are unified in a particular sculpture.

III. Outline of Subject Matter

(Topics should be detailed enough to enable an instructor to determine the major areas that should be covered to ensure consistency from instructor to instructor and semester to semester.)

Example:

- I. Main Topic (3 hours, lecture)
 - A. Sub topics
 - B. Sub topics
 1. Super sub topic
 2. Super sub topic

Major Topics:

I. Elements and Principles of Design (12 hours, lecture)

1. Positive and negative space
2. Value and color
3. Form, mass, and volume
4. Texture, pattern, and scale
5. Design and drawing skills

II. Assemblage and Fabrication (12 hours, lecture)

1. Mixed media and assemblage
2. Techniques
3. Tools and equipment

III. Casting (24 hours, lab)

1. Designing clay models
2. Constructing plaster molds
3. Pouring and finishing the cast sculpture
4. Cleaning the plaster mold

IV. Modeling in Clay (24 hours, lab)

1. Armature construction
2. Scale and proportion
3. Movement and gesture

V. Bas Relief (24 hours, lab)

1. High, medium, and low relief
2. Using oil-based clay
3. Contrast and texture
4. Pattern as a unifying element

VI. Analysis and Criticism (12 hours, lecture)

1. Vocabulary
2. Criteria
3. Participation

Total Lecture Hours: 36

Total Laboratory Hours: 72

Total Hours: 108

IV. Primary Method of Evaluation and Sample Assignments

A. Primary Method of Evaluation (choose one):

- 1) Substantial writing assignments
- 2) Problem solving demonstrations (computational or non-computational)
- 3) Skills demonstrations

Primary Method of Evaluation: 3) Skills demonstration

B. Typical Assignment Using Primary Method of Evaluation

Typical Assignment Using Primary Method of Evaluation: Create a relief sculpture based on an original design. Incorporate the elements and principles of design, and high, medium, and low relief. Include a strong contrasting texture and a unifying pattern.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1: Sketch, design, and translate the head of a live model into a clay sculpture.

Critical Thinking Assignment 2: Create an abstract wood sculpture that is expressive of an assigned word or idea.

D. Other Typical Assessment and Evaluation Methods

Examples: Class Performance, Objective Exam, Clinical Evaluation, Oral Exams, Completion, Other Exams, Embedded Questions, Performance Exams, Essay Exams, Presentation, Fieldwork, Quizzes, Homework Problems, Reading Reports, Journal kept throughout course, Term or Other Papers, Laboratory Reports, True/False, Matching Items, Written Homework, Multiple Choice, Other (specify)

Other Evaluation Methods: Class Performance, Other (specify)

V. Instructional Methods

Examples: Lecture, Group Activities, Lab, Role play/simulation, Discussion, Guest Speakers, Multimedia presentations, Field trips, Demonstration, Other (specify)

Instructional Methods: Demonstration, Lab, Lecture, Other (specify)

If other: Critiques

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students

VI. Work Outside of Class

Work Outside of Class:* Journal (done on a continuing basis throughout the semester), Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting), Problem solving activity, Required reading, Study, Written work (such as essay/composition/report/analysis/research)

If Other:

VII. Texts and Materials

A. Up-to-date Representative Textbooks: Please use the following format(s):

Printed Text - Author, Title, Edition, Publisher, Year.

Digital Text (OER Text) - Author (last name first). Title. Edition or Version (if beyond 1st). Publisher, Publication year or Revision date. URL. License.

Sample: Dillon, Dave. *Blueprint for Success in College and Career. Version 1.3. Rebus Community, 2018. press.rebus.community/blueprint2/. Licensed under CC BY 4.0.*

If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.

***Multiple textbooks may be listed.**

Up-To-Date Representative Textbooks: Mary Stewart, [Launching the Imagination: A Comprehensive Guide to Basic Designs](#), 5th ed., McGraw-Hill Education, 2015. (Discipline Standard.)

B. Alternative Textbooks: Please use the following format(s): if applicable

Printed Text - Author, Title, Edition, Publisher, Year.

Digital Text (OER Text) - Author (last name first). Title. Edition or Version (if beyond 1st). Publisher, Publication year or Revision date. URL. License.

Sample: Dillon, Dave. *Blueprint for Success in College and Career. Version 1.3. Rebus Community, 2018. press.rebus.community/blueprint2/. Licensed under CC BY 4.0.*

If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.

***Multiple textbooks may be listed.**

Alternative Textbooks:

C. Required Supplementary Readings

Required Supplementary Readings:

D. Other Required Materials

Other Required Materials:

Beginning Sculpture Supply List:

Common Suppliers: Home Depot or Hardware store, Big Lots, 99 cent store, Michael's, Harbor Freight

- 1) "Launching the Imagination 3D"
- 2) Plastic tackle Box *(Home Depot)
- 3) Camera
- 4) Paper*
- 5) Sculpture Note Book
- 6) Card Stock
- 7) Pencils and Pens* (99 cent store)
- 8) Scissors* (99 cent store)
- 9) Graph paper
- 10) Ruler* (99 cent store)
- 11) Acrylic paints* (Michael's, cheap 59-99 cents)
- 12) Exacto knife*(99 cent store)
- 13) Mat Knife* (99 cent store)
- 14) Emery boards*(99 cent store)
- 15) Plastic scrapes
- 16) Card board
- 17) White glue* (Michael's)
- 18) Glue Gun
- 19) Glue Sticks
- 20) Super glue*(Home Depot, Michael's)
- 21) 2 part epoxy* (Home Depot, Michael's)
- 22) Nail Polish remover* (Market, Rite-Aid, 99 cent store)
- 23) Sand paper
- 24) Masking tape*
- 25) Scotch tape*
- 26) Super Sculpy* (Student Store or Michael's)
- 27) Wire* (Student Store, or Home Depot)
- 28) Aluminum foil* (Market)
- 29) 5 1/2" Cheap Brushes for Latex. (Home Depot, Michael's)
- 30) Cheap brushes for painting artwork. (Michael's)
- 31) Plastic Bag for covering clay (Book Store)
- 32) 25lbs Water Based cone 10 clay (Book Store)
- 33) Packet of Ceramics tools. (Book store, Ceramics room, or Michael's)
- 34) Sculpture tools (dentist or kitchen)
- 35) Pocket Knife (99-cent store)
- 36) Small odds and ends; Electrical parts, Beads, Old computer boards, Nuts, bolts, washers, screws, nails, etc

VIII. Conditions of Enrollment

A. Requisites (Course Prerequisites and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Category:

Requisite course(s):
List both
prerequisites and
corequisites in this
box.

Requisite and
Matching skill(s):**Bold**
the requisite skill.
List the
corresponding course
objective under each
skill(s).

B. Requisite Skills: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite Skill:

Requisite Skill and
Matching Skill(s):
Bold the requisite
skill(s). If applicable

C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite course:

Requisite and
Matching skill(s):**Bold**
the requisite skill.
List the
corresponding course
objective under each
skill(s).

D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite Skill:

Requisite Skill and
Matching skill(s):
Bold the requisite
skill. List the
corresponding course
objective under each
skill(s). If applicable

E. Enrollment Limitations

Enrollment
Limitations and
Category:

**Enrollment
Limitations Impact:**

Course Created by: Andrew Fagan

Date: 04/01/1988

**Original Board
Approval Date:** 02/23/1987

**Last Reviewed and/or
Revised by:** Russell McMillan

Date: 12/10/2021

**Last Board Approval
Date:** 04/18/2022