II. Course Description: A course that instructs the student in the process of mold-making and the preparation for casting in metal, plaster, hydrocal or concrete. *Perquisite: Art 121*

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. TEXTBOOK: (No textbook)

V. STUDENT LEARNING OUTCOME
1. Demonstrates proper use of modeling tools
2. Demonstrates Systems of Modeling the Figure from Life
3. Constructs Press Molds for Relief Casting and casts
4. Constructs a Waste Mold and casts
5. Constructs 2-Piece Waste Mold and casts
6. Applies finishing techniques for plaster and clay
7. Applies drawing techniques for ideation
8. Exhibits locally and regionally when possible.
9. Applies content knowledge in production
10. Applies synthesis of elements and principles
11. Mastery of skills

<table>
<thead>
<tr>
<th>NASAD Competencies in Sculpture</th>
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<tbody>
<tr>
<td>Understanding of basic design principles with an emphasis on three-dimensional design, and the ability to apply these principles to a specific aesthetic intent. This includes functional knowledge of the traditions, conceptual modes, and evolutions of the discipline.</td>
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<tr>
<td>Advanced abilities in drawing sufficient to support work in sculpture.</td>
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<tr>
<td>Understanding of the possibilities and limitations of various materials.</td>
</tr>
<tr>
<td>Mastery in one or more sculptural media.</td>
</tr>
</tbody>
</table>
The preparation of sculpture using the broadest possible range of techniques and concepts.

Regular opportunities to exhibit original work that might culminate in the development of a senior exhibition.

**COURSE COMPETENCIES: NCSDPI**

**Standard 1:** *Visual arts teachers know the content they teach* by conceptualizing, problem solving, understanding safe and effective use of materials and techniques, being able to express themselves stylistically and discuss their work in a formal setting.

**Standard 6:** *Visual arts teachers create effective instructional environments conducive to student learning* by participating in an emotional safe studio environment that promotes the open creativity of all members in the class.

**Standard 8:** *Visual arts teachers conduct meaningful, appropriate assessments of student learning* by using assessments for problem solving, individual skills, knowledge, and understanding.

**Standard 11:** *Visual arts teachers are sensitive and insightful observers of students’ individual differences* by being sensitive to differences in artistic and aesthetic responses of students in the class.

**Standard 13:** *Visual arts teachers contribute to the growth of the profession as art educators* by making presentations and/or exhibiting, and taking workshops when they are available to them.

**Standard 14:** *Visual arts teachers continually reflect on their own practice* by discussing their work during critiques and listening to constructive feedback.

**SAFETY IN SCULPTURE (Ceramic):**

- Proper ventilation must be used in all sculpture studios – ceramic.
- Locate the Material Safety Data (MSDS) book in each studio to review hazards.
- Be aware of the location of the eyewash and First Aid kit in each studio.
- Eating and drinking in the studio are discouraged.

**VI. Course Requirements and Evaluation Criteria –**

a. **FSU Attendance Requirements –**

   Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. When students must miss class(s) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments. Faculty members will indicate in their syllabi the conditions for making up missed assignments.

   During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.

   Please note that the WN grade is no longer in effect. Students must not expect faculty to withdraw them from classes.

   **Instructor Requirements for Attendance:**

   Excessive absences will reduce your overall grade by one or two grades (depending on the number of absences). It is important for students to be in class regularly to work with their peers and their instructor.

b. **Graded Assignments** – All assignments and/or exams are the same percentage and will be averaged together.

c. **Policy on Missed or Late Assignments** - Being absent on critique days will result in the lowering of the assigned edition by one letter grade. Assignments not completed will result in the lowering of the grade each class meeting the work has not been turned in.

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will
d. **FSU Policy on Disruptive Behavior in the Classroom:** The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices (headphones when not permitted during studio)
4. Bringing children into the classroom (without prior approval)
5. Overt inattentiveness (sleeping, reading newspapers)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

**Materials and Removal of Completed Work:**

1. Students are required to have their own materials during class and be prepared to work during each class period.
2. All course work is to be removed from the studio after the last critique. Due to lack of storage, work left in the studio will be disposed of between semesters.

**EVALUATION METHODS AND CRITERIA**

Each projects and exams will count the same percentage and be averaged together for the final grade. Students are expected to complete all assignments. Any project not completed at the time of the scheduled critique will result in the dropping to the next letter grade after each consecutive class meeting until the project is turned in. (Example: B becomes
sequentially a C, D, then an F). Any project/exam not completed by the fifth class meeting from the scheduled project/exam will automatically result in the grade of "0."
The grading scale is as follows:

A: 92-100  
B: 83-91  
C: 83-82  
D: 74-63  
F: 63 and below

PROJECT EVALUATION:

<table>
<thead>
<tr>
<th>Points</th>
<th>Material</th>
<th>Form</th>
<th>Concept</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>technique,</td>
<td>follows guidelines of the problem,</td>
<td>ideas are pushed,</td>
</tr>
<tr>
<td>4</td>
<td>craftsmanship,</td>
<td>exploitation of techniques</td>
<td>evidence of improvement,</td>
</tr>
<tr>
<td>3</td>
<td>cleaning of</td>
<td></td>
<td>Use of drawings</td>
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<tr>
<td>2</td>
<td>studio and work area</td>
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</table>

A=15-14  B= 13-12  C= 11-10  D= 9-8  F= 7 and less

VII. COURSE OUTLINE AND ASSIGNMENT SCHEDULE: TBA

VIII. TEACHING STRATEGIES
Learning strategies include demonstrations, assignments, text and online research, gallery visitations (when applicable), student presentations, and group critiques.

X. BIBLIOGRAPHY


Goldstein, Nathan. *Figure Drawing: the Structure, Anatomy and Expressive Design of the Human Figure*. N.J.: Prentice-Hall, 1976.


