# Sculpturing Club







Cadet College Hasanabdal







## INTRODUCTION

Sculpture as a component of Visual Arts embraces all art activities that result in twodimensional and three dimensional forms. A society achieves its cultural significance through its production in the Visual Art. As a people, we are identified through our art works. To develop pride and patriotism, it is important that our young people acquire love for the cultural and aesthetic values in arts. The impact of Sculpture is presently felt on education, health and communication and, in fact, on the total lifestyles of societies. Sculpture has contributed to advances in art and technology. Sculpture has consequently made a tremendous impact on the economic development of nations and improved the quality of life in most parts of the world. The combined knowledge and skills in Sculpture, Science and Technology reinforces our survival and development. To this end, it is important to help our young people to develop artistic skills and capability in Sculpture not only to contribute to the development and significance of art forms but also through their application to every sphere of our developmental efforts.

The content of the course in sculpture has been designed in a way as to provide an adequate foundation for students who will pursue further education in art.

#### PROFILE DIMENSIONS

"Knowledge", "Application", etc. are dimensions that should be the prime focus of the club at Cadet College Hasanabdal.

As already stated, profile dimensions describe the underlying behaviours for teaching, learning and assessment. Sculpture is a practical subject and the learning required is best achieved by practical application of skills learnt. The profile dimensions required in this subject and their respective weights are as follows:

- 1.Knowledge and Understanding 15%
- 2.Application of Knowledge 25%
- 3. Practical Skills 60%

Each of the dimensions has been given a percentage weight that should be reflected in teaching, learning and testing. The weights, indicated on the right of the dimensions, show the relative emphasis that the teacher should give in the teaching, learning and testing processes. Combining the three dimensions in the teaching and learning process will ensure that sculpture is taught and studied not only at the cognitive level, but will also lead to the acquisition of practical skills in the subject.

The explanation of the key words involved in each of the profile dimensions is as follows:

#### Knowledge and Understanding (KU)

#### <u>Knowledge</u>

#### The ability to:

Remember, recall, identify, define, describe, list, name, match, and state principles, facts and concepts. Knowledge is simply the ability to

Remember or recall material already learned and constitutes the lowest level of learning.

#### **Understanding**

#### The ability to:

Explain, summarize, translate, rewrite, paraphrase, give examples, generalize, estimate or predict consequences based upon a trend. Understanding is generally the ability to grasp the meaning of some material that may be verbal, pictorial, or symbolic.

#### <u>Application of Knowledge (AK)</u>

Ability to use knowledge or apply knowledge, as implied in this syllabus, has a number of learning/behaviour levels. These levels include application, analysis, synthesis, and evaluation. These may be considered and taught separately, paying attention to reflect each of them equally in your teaching. The dimension "Use of Knowledge" is a summary dimension for all four learning levels. Details of each of the four sub-levels are as follows:

#### **Application**

#### The ability to:

Apply rules, methods, principles, theories, etc. to concrete situations that are new and unfamiliar. It also involves the ability to produce, solve, operate, plan, demonstrate, discover etc.

#### **Analysis**

#### The ability to:

Break down materials into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points etc, recognize unstated assumptions and logical facilities, recognize inferences from facts etc.

#### **Innovation/Creativity**

#### The ability to:

Put parts together to form a new whole. It involves the ability to synthesize, combine, compile, compose, devise, suggest a new idea or possible ways, plan, revise, design, organize, create, and generate new solutions. The ability to create or innovate is the highest form of learning. The world becomes more comfortable because some people, based on their learning, generate new ideas, design and create new things.

#### Practical Skills (PS)

Practical skills involve pre-imaging to solve practical problems, demonstration of manipulative skills using tools/equipment and materials to carry out practical operations. The teaching and assessment of practical skills should involve projects and creative practical tasks.

"Practical Skills" is given 60 per cent of the teaching, learning and testing time to emphasize the point that Sculpture is more toward the acquisition of practical skills at the SHS level. The remaining 40 per cent can be used for theoretical aspect involving acquisition of knowledge and understanding.

Skills required for effective practical work are the following:

- 1. Handling Tools/Equipment and Materials
- 2. Observation
- 3. Craftsmanship/Draftsmanship
- 4. Perception
- 5. Creativity
- 6. Communication

**Tools/Equipment/Material Handling:** Students should be able to handle and use tools/equipment/materials properly for practical work to acquire the needed manual skills. **Observation:** The student should be able to use his/her senses to make accurate observation of skills and techniques during demonstrations. The student in this case should be able to imitate the techniques he/she has observed for performing other tasks.

Craftsmanship/Draftsmanship: This involves the skilful and efficient handling of materials and tools for accomplishing specific tasks according to the level of the students. Perception: The student should be able to respond to his/her environment using all the senses i.e. seeing, hearing, smelling, touching and tasting. The student should be encouraged to apply these senses to every project he/she undertakes.

**Originality/Creativity:** Students should be encouraged to be creative or original and be able to use new methods in carrying out projects. Encourage them to be original in making works of art and not the copy of existing works. You can help them to be creative and original by appreciating every little creative effort, technique and product they may develop.

Communication: Students should be guided to develop effective oral and written communication skills necessary for group work, reporting and appreciation.

### AIM OF THE CLUB AND OBJECTIVES

The primary aim of the sculpturing club typically includes fostering a love for sculpting, providing a space for creative expression, developing technical skills, and encouraging appreciation for the art form.

- Ol. Appreciate sculpture as an integral part of industrial development and living.
- O2. Develop self-esteem, pride, confidence and patriotism through appreciation of their own sculpture products.
- O3. indigenous and contemporary tools and materials in Sculpture.

- Develop efficient, manipulative, aesthetic and technical skills using tools and materials to make Sculpture products.
- O5. Develop critical thinking and practical skills for producing high quality sculpture work.
- Be aware of the variety of vocations available in the field of Sculpture and opt to choose a career in the field of art.

### GRADE WISE CURRICULUM

The sculpture syllabus has been structured to cover five years at the club. The structure and organization of the sculpture syllabus is below:

Grade 8: Member

Grade 9: Participant

Grade 10: Contributor Grade 11: Associate Grade 12: Fellow

Resources, Material and Equipment

SCULPTURE AS A HOBBY PAGE (1-3) MATERIALS, TOOLS AND EQUIPMENT PAGE (4-7) ENTREPRENEURIAL, PROFESSIONAL PRACTICES PAGE (8 – 17) DECORATION AND FINISHING PAGE (18-19)

EXHIBITION AND PRESENTATION PAGE (20-22)





## Grade 8: Member

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1  DRAWING AND DESIGNING	The student will be able to:  1.1.1. Draw from nature, human and animal forms.	Areas to note in human and animal drawings Anatomy, proportion, Movements, pose Foreshortening, side view Three quarters view, etc.	Guide Students to:  Study and draw compositions of objects, human and animal figures, trees, stones, water bodies, etc in their environment (market, school, zoo, kraals, churches, parks, hospitals, etc).	Students to:  Practice the drawing of human, animal, objects and natural forms
		Nature and object Shading Perspective, Composition.	Discuss difficulties encountered and suggest possible solutions.	Make a scrapbook of clippings from books magazines, newspapers, etc
	1.1.2. Make preliminary designs for functional and aesthetic items in sculpture with ideas from objects in the environment. 1.1.3.Make design for sculpture with the	Preliminary designs using the environment as a source of ideas generation: Objects found in the environment such as leaves stones, bones, sticks, fossils, seeds, etc.  Translate drawing/sketch into 3-D using the computer	Note Keep sketch pads.  collect and study objects from their environment and assist them to develop ideas from such objects into designs for sculpture	Make drawings in their sketch pads of specific items for sculpture showing the stages of idea development.  Group students to make 3-D
HANDS-ON EXPERIENCE	1.1.4. Gain practical working knowledge through direct involvement in the projects or activities.	Apply colour and texture to designs. Compose two or more objects into a unit for sculpture.	Demonstrate how to apply colour and texture to 3-D designs with the use of computer.  Note: Facilitator to encourage peer learing.	designs of objects with compute applying colour and texture.  Display their works for class discussion.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION	
UNIT 2 HISTORY AND RATIONALE FOR STUDYING SCULPTURE	The students will be able to:  2.1.1.Explain the term sculpture.  2.1.2. Identify different types of sculpture and their functions.	Meaning of sculpture The term "Sculpture" means any art work in three dimensional form consisting of modelling, carving, casting, assemblage and construction.  Types of Sculpture -relief, in-the round. Sizes of sculpture miniature, life size, heroic and colossal, mobiles and stabiles modern sculpture, Installations. Functions for cultural purposes for religious, re-beautification etc	Guide Students to:  Brainstorm to bring out the meaning of the term "sculpture" and its socioeconomic importance to the society.  Using pictures/diagrams discuss different types of sculpture and indicate their functions and purpose.	Students to:  State the meaning of Sculpture. Give their own understanding of the term sculpture  Compare and contrast different types of sculptures in their environment or as observed from literary sources (books, magazines etc).	
	2.1.3. identify various career opportunities in sculpture	Job opportunities Carving, Portrait making, Making of artificial limbs, Tombstone, making of puppets, plaque, Fountain making, Model making. Furniture, Stage design and film props, Sculpture teaching, Curator/ art dealer, Restorer, statues and monuments making, Modelling.	Discuss and describe various career opportunities available in sculpture in terms of tasks, skills and products.  Interview sculptors and search from the internet about job opportunities in the sculpture industry.	List and describe careers in sculpture and their social importance. Investigate, describe and differentiate jobs/careers in sculpture in terms of economic, therapy, recreation, record keeping,	

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION	
UNIT 2 (CONT'D) THE SCULPTURE INDUSTRY	2.1.4 Describe the socio-economic importance of sculpture.	Socio-economic importance of sculpture: -Income generation -self expression -therapy -tourism -generation of foreign exchangebeautification of the environment	Guide students to discuss the socio- economic importance of sculpture to the nation on: Poverty alleviation, health, education, games and sports. Politics and Religion, architecture, etc.	Students to:  Mention and briefly explain the socio-economic importance of sculpture and its impact on the society.  Research to bring out specific areas where sculpture has played a significant role in their	
HISTORY OF ANCIENT	2.1.5. Trace the trend of development and the usefulness of sculpture in ancient times.	Development and usefulness of Sculpture over the ages: - pre-historic -Ancient Greek(Archaic, Classical, Hellenistic) -Ancient Roman -Ancient China -Africa, Ancient Egypt etc.	Discuss how sculpture developed in ancient times in terms of: -materials • techniques • uses • themes	Describe how sculptures were produced and used  Research and write about the universal themes in ancient sculptures	
SCULPTURE	2.1.6. Give reasons for studying the history of sculpture.	Reasons for Studying History of Sculpture: Application- apply the knowledge and skills of the past to present life Comparison- basis for comparison Focus- on techniques, styles, innovations, etc Patriotism- deriving national identity and pride For inspiration	Form groups to discuss the reasons for studying history of sculpture and its impact on the development of the society	Compare relationships of works of ancient sculptures to the present times in terms of materials, tools, themes and use.	

## Grade 9: Participant

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 3 MATERIALS IN SCULPTURE	The student will be able to:  3.1.1. Developing basic drawing skills. 3.1.2. Hands on experience 3.1.3. Identify and list materials used in sculpture.  3.1.4. Analyze the source of tools and materials in sculpture.  3.1.5. Prepare and store materials in sculpture.	Materials in sculpture Clay, wood, stone, metal, fibres, fabrics, sawdust, cement, P.O.P. rubber, shell, leather, beads, fibre glass, polythene, polyfoam, glass, linoleum, plastics, etc Storing of materials Clay: clay pits/bins, wrapped in polythene, moist cotton cloths etc Cement, P.O.P. Wood: Dry place, Metal: protect from weathering and acid rain by coating with grease, paints etc Source of Tools and Materials Wood: forest, farm, sawmills, timber markets Clay: river banks, marshy areas, valleys, areas dug for wells, road construction sites etc.	Guide Students to:  -discuss and prepare a list of materials for sculpture and state their characteristics  - to discuss and demonstrate how to prepare and store various materials for sculpture.  -discuss the source of materials: forest, river banks, marshy areas, valleys factories, workshops, construction sites markets, sawmills etc.  NB: Group students to assemble various materials and in a class discussion analyze their sources and modes of acquisition.	Students to:  • collect and display materials suitable for sculpture from their immediate surroundings  • discuss in writing the need and importance of proper storage of materials.  • list some materials in sculpture and match them with their sources.

SUSTAINABLE USE OF SCULPTURAL  3.3.1 explain the concept of sustainability of materials.  SUSTAINABLE USE OF SCULPTURAL  Brainstorm to bring out further meaning of the concept of sustainability of materials and the practice of sculpture  to the sculptor and the environment					
The student will be able to:  3.2.1. Determine the characteristics and suitability of materials for making sculpture.  Determining the characteristics of material through exploration bones and bulky material for carving wood, stone, bones, etc.  Liquid and notten materials for modelling clay, wax, plasticine, cement, P.O.P, wax, rubber, silicon etc.  Note All sculptural material can be used for assemblage and construction.  Making materials suitable for sculpture work.  Mond seasoning A process of reducing the concept of sustainability of materials.  3.2.2. prepare and make sculptural material can be used for assemblage and construction.  Making materials suitable for sculpture work.  Mond seasoning A process or reducing the moisture content in wood Types open air undershed Natural air drying kills solar clay preparation soaking/pounding wedging, kneading Sustainability of materials through economic use, avoidance of waste, replenshing sources by both natural and artificial means.  SUSTAINABLE USE OF SCULPTURAL  The student will be able to:  3.2.1. Determine the characteristics of materials suitable for caught which is considered with the concept of sustainability of materials.  Determining the characteristics of materials unitable concept of sustainability of materials for casting and determine the working characteristics of materials.  State the characteristics of the characteristics of materials suitable for sculpture work was preparation for assembly and construction.  Making materials suitable for sculpture work wood seasoning of wood using the natural air drying mentiod e.g. Open air, undershed of unwashed clay to be used for sculpture.  Prepare lumps of both washed and unwashed clay to be used for sculpture.  Visit factories and saw – mills and write a report on the process used by the factories visited to season wood.  -describe the characteristics of materials and the practice of sculpture and the proparation of sculpture materials to the sculptor and the environment.	UNIT	SPECIFIC OBJECTIVES	CONTENT		EVALUATION
3.2.2. prepare and make sculptural materials suitable for sculpture work.  3.2.2. prepare and make sculptural materials suitable for sculpture work.  3.2.2. prepare and make sculptural materials suitable for sculpture work.  3.2.2. prepare and make sculptural materials suitable for sculpture work.  3.2.2. prepare and make sculptural materials suitable for sculpture work.  3.2.2. prepare and make sculptural materials suitable for sculpture work.  3.2.2. prepare and make sculptural materials suitable for sculpture work.  4.		3.2.1. Determine the characteristics and suitability of materials for making	material through exploration Dense and bulky material for carving wood, stone, bones, etc.  Soft pliable materials for modelling clay, wax, plasticine, cement, P.O.P. etc.  Liquid and molten materials for casting metal, cement, P.O.P, wax, rubber, silicon etc  Note  All sculptural material can be used	- work in small groups to explore, identify and describe the characteristics of materials suitable for sculpture e.g. Organic and inorganic Solid/ liquid Paste/powder Acid, inflammable, volatile, breakable  -explore through experiments to determine the working characteristics	State the characteristics of the various materials and determine
MATEURIS	SUSTAINABLE USE OF SCULPTURAL MATERIALS	materials suitable for sculpture work.  3.3.1 explain the concept of	Sculpture work  Wood seasoning A process of reducing the moisture content in wood Types open air undershed Natural air drying kiln solar clay preparation soaking/pounding wedging, kneading  Sustainability of Materials: Ability to ensure constant supply of materials through economic use, avoidance of waste, replenishing sources by both	wood using the natural air drying method e.g. Open air, undershed  Prepare lumps of both washed and unwashed clay to be used for sculpture.  Note -clay can be washed to make it finer for specific work -coarse aggregate can also be added to clay to reduce plasticity  Brainstorm to bring out further meaning of the concept of sustainability of materials and the	write a report on the process used by the factories visited to season wood.  -describe the process of wood seasoning and clay preparation.  discuss the benefit of the preparation of sculpture materials to the sculptor and the

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UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION	
	The student will be able to:  3.4.1. Classify tools and equipment according to their types and uses.	Tools and equipment Cutting. Chisel, gouges, adze, axe, knife, cutlass, machete, Pneumatic tools, chainsaws Modelling e.g. Spatula, palette knife, kidney, scraper.  Casting, assemblage and construction e.g. All cutting and modelling tools as well as scissors, pliers, pincers, hammer, mallet, needles, pins, nails, hacksaws, borers	Guide Students to:  Name and describe the characteristics of the various tools by using pictorial or physical samples.	Students to:  Draw and label the parts of 10 tools used in sculptures  Write and classify tools as under content.	
UNIT 3 (CONT'D)  TYPES OF TOOLS AND EQUIPMENT	3.4.2. Apply skills in handling of tools to perform tasks efficiently on different materials.  3.4.3. Assess the need and reasons for designing and making own tools with available materials.  3.4.4. Design and make simple tools for sculpture.	<ul> <li>Handling and using tools e.g.</li> <li>chisels, gouges, adze, axe for carving,</li> <li>vice, clamps, bench screws for holding</li> <li>spatulas for modelling</li> <li>rasps and files for Smoothening and finishing</li> <li>Need and reasons for making own tools:</li> <li>Income generation Self-reliance</li> <li>Creativity Recycling</li> <li>Saves time, avoid lack of tool,</li> <li>Personalize tools, etc.</li> <li>Make up some simple tools Spatula, scooping tools, cutting wires, punch, texturing tool, scraper chisels, mallet, knives, brushes, spray diffuser etc.</li> </ul>	Explore by demonstrating the right way of handling and using tools on different materials.  Guide students to discuss the benefit of the proper handling of tools  Discuss the need and reasons to design and make own tools with available materials.  Design and make simple tools for making sculpture.  Experiment and test tools made for efficient performance of tasks.	Write 15 benefits in the proper handling of tools to the sculptor and the community.  analyze the need for making own tools from available materials in their environment  Identify a specific need in terms of simple tools, explore and create tools to satisfy that need.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
	The student will be able to:  3.5.1. care for and maintain sculptural tools.	Care and maintenance of tools  -oil metal parts when not in use -sharpen cutting edges  • clean and wax wooden and plastic toolskeep tools on racks, hooks in boxes pouches and holders.  • keep tools in a cool dry place.  • Sharpening tools Sharpening stones, slips stone, grinding stone, oil can, sand paper, files, rasps etc.	Guide Students to:  - discuss and demonstrate how to care for and maintain sculpture tools  NB: Stress that:  1. They sharpen their tools using both manual and electrical/mechanical sharpening tools.  2. They need to read and observe directions, precautions and	Students to:  Describe 6 ways to care for and maintain sculpture tools  Brainstorm to devise ways of caring, maintaining and storing tools and materials.
UNIT 3 (CONT'D) CARE, MAINTENANCE AND STORAGE	3.5.2. explain the need for proper care and maintenance of tools.	Hand and powered tools  Need for care/maintenance prolong tool life prevents injury ensures working comfort helps produce quality works  Skills and human values in the care,	malfunctions in tools and materials.  discuss to bring out the reasons for maintaining and taking proper care of tools.	
	3.5.3. demonstrate skills and human values in the care, maintenance and use of tools safely and responsibly.	maintenance and use of tools safely and responsibly – e.g. Using the right tool for the right job.	-discuss skills and values required to use tools safely and responsibly.	Practice how to use tools/equipment safely and responsively and to discuss their benefits.

Safety rules and cautions		
wearing of protective gear: E.g. Gloves, goggelse, nose masks, boots, aprons, overall. Dangers with the following: Acidic materials - burns toxic materials- burns gaseous material-chocking/burns slippery liquids-falling corrosive materials and the likely dangers in the practice of sculpture.  3.6.1 Describe and apply safety rules in the practice of sculpture.  3.6.2 Describe and apply safety rules in the practice of sculpture.  3.6.3 Describe and apply safety rules in the practice of sculpture.  3.6.4 Describe and apply safety rules in the practice of sculpture.  3.6.5 Describe and apply safety rules in the practice of sculpture.  3.6.6 Describe and apply safety rules in the practice of sculpture.  3.6.7 Describe and apply safety rules in the practice of sculpture.  3.6.8 Describe and apply safety rules in the practice of sculpture.  4.6 Discuss the importance of safety rules and precautions to avoid accidents during working in sculpture.  5. Group students to explore, investigate and identify the characteristics of each material and the likely dangers they pose and suggest preventive measures.  5. Demonstrate and explain how protective gears are used.  6. Discuss and demonstrate good health practices in the sculpture studio  6. Discuss and demonstrate good health practices to the sand the community and after work	use of tools product cc s of ts in the s of good the sculptor	

# Grade 10: Contributor

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 4 MODELLING	The student will be able to:  4.1.1 Demonstrate various processes in modelling.	Techniques in modelling Pinching Hand method of making sculpture by pressing clay between the thumb and other fingers.  Coiling Method of arranging coils or ropes of clay with the help of clay slip to form sculpture.  Slabbing The use of clay slabs to build objects in sculpture.  Scooping The process of taking out excess clay from a sculpture to reduce weight and to ensure even thickness of the walls. (This helps to avoid cracking of objects during firing).	Guide Students to:  Discuss and demonstrate the various processes and techniques in modelling.  explore the techniques in modeling by producing simple sculptures using the techniques in modelling	Students to:  Write short note on the various processes in modelling.  analyze the characteristics of various modelling materials to discover their suitability for the individual techniques  Display works for class discussion and appreciation.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION	
UNIT 4 (CONT'D) MODELLING	The student will be able to:  4.1.2. Make sketch models to create items.  4.1.3. Explain armatures and its Importance.  4.1.4. Design and create items by modelling using the appropriate materials, tools and techniques.	Sketch model A small representation in 3-D (usually modeled, carved, cast or assembled) of an idea to be executed in sculpture. This is usually in clay, wax. P.O.P., plasticine, soap, etc.  Armature A frame in iron, wood and plastics upon which modelling materials are built in the making of sculpture. This helps to give the work stability. It can be either permanent or temporary.  Materials for constructing armature: Wood, iron, plastic pipes, bamboo canes, ropes, wires, paper, etc.  Techniques Tying, welding, nailing, gluing, etc. Murals A relief done directly onto a wall. This can be done by using the materials and techniques in modelling. They are used for beautification, awareness creation as well as documentation of important events and issues.	Guide Students to:  Discuss the relevance of sketch models to the sculptor.  choose specific themes and produce sketch models to suit them using various materials and techniques in modeling  Brainstorm to bring out the importance of armatures in the production of different types of sculpture.  Construct armature for modelling clay, papier maché, Wax, plasticine, cement, P.O.P.  practice the modelling of animal and human figures using different materials	Students to:  Outline the importance of sketch model in the production of sculpture  explore by making sketch models suitable for specific materials and techniques  display their sketch model for class discussion  explain armature and its importance in sculpture  Explore and construct simple armatures using different materials and techniques.  Display armatures and models for class discussion on difficulties encountered and suggest possible solution.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION	
UNIT 5 CASTING	The student will be able to:  5.1.1. Outline the process used by sculptors in mould making and casting.  5.1.2. Design and prepare mould for casting using appropriate tools and materials.	Process in mould making Sculpting: making of the form/object in a pliable material e.g. clay, wax, plasticine, etc.  Note: A mould can be made by taking an impression from a natural or live object e.g. insects, stone, tree barks, part of a human being, leaves etc.  Designing and preparing mould: - covering the form/object with the mould making material e.g. P.O.P. vinamold, silicon, resin and fibre - removal of mould.  Sizing Applying a parting agent e.g. lacquer, grease, oil soap, clay slip, wax, grease onto the inside of the mould (this helps easy separation of the cast	Guide Students to explore the mould making process by producing moulds from natural and man-made objects  Students to brainstorm on and discuss the impact of casting from natural objects on the ecology.  Explore the use of various materials to make moulds.  Experiment with some non-conventional materials suitable for making moulds and use as parting agents.  Discuss and demonstrate how to cast using variety of materials.	Students to:  Take a trip to foundries and traditional casting workshops and submit written report on observations made.  -materials -Techniques -challenges -solutions -way forward  Submit moulds made with non-conventional mould making materials for class discussion.	
	5.1.3. Cast objects using variety of materials.	object from the mould)  Casting objects with a variety of materials:  Materials for making moulds: P.O.P., Clay, Charcoal, Sand, Rubber etc.  Materials for casting: Cement, P.O.P., Wax, Brass, Lead, Aluminium, Resin, Bronze, copper, etc.	Display cast items for discussion, appreciation and assessment.  Note A large piece can be cast in pieces and then assembled to form a whole. It can also be mounted on a wall to form a mural.	Project Select a suitable theme/pertinent issue in the school environment and produce a sculpture either in relief or in the round by casting to address it.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION	
UNIT 5 CONTD. CASTING	The student will be able to:  5.1.4 analyze the processes involved in casting with a molten material	Lost wax method (cire perdue) A process of casting sculptures in metal by burning out wax models encased in shells and pouring molten metal to replace them  Procedure/Process: -Model making -waxwork -wax chasing -spruing -investment(ceramic shell process) -de-waxing (wax burnout) -pouring -devesting(fettling) -chasing(finishing) -patination	Guide students to discuss the technology of the lost wax method of casting  Analyze the processes of lost wax casting	Students to:  Group students to produce simple mold for metal casting  Visit a foundry and write a report on their findings	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 6 CARVING	6.1.1 Demon6strate the use of appropriate tools and materials for each process in carving.	Tools and their uses Marking Chalk, charcoal, pencils, felt pens, crayons etc. Blocking adze, axe, cutlass, machete, chainsaw, grinding machines. Defining shapes Gouges, chisels, drills, knives, rasps, spoke shave Plane etc. Finishing Scrapper, rasp, files, sand paper, broken bottles, brushes, etc.	Display works for appreciation and criticism using criteria  Students to practise the use of appropriate tools and materials in the processes involved in carving.  Guide Students to explore and devise materials, tools and techniques for carving,	Take an educational trip to studios of some contemporary carvers.  Submit a written report on observation made during the trip on:  • tools, materials and equipment  • techniques  • themes/styles  • designs  • products
	6.1.2. Design and create objects in sculpture by carving.	Steps in designing and creating sculpture items using carving Idea development Selection of tools and materials Marking to indicate forms Blocking out forms Defining shapes Finishing and decoration	Students to select a theme from the environment and produce a suitable carving to suit it.  Note Relief carving can be done on a large scale and mounted on a wall to form a mural. This can also be done in pieces and assembled or done in one piece.	Explore the effect of the various textures of materials e.g. Softwood, hardwood, foam, Styrofoam, bamboo, tuber, etc, on carving.  Display their finished works for class discussion, appreciation and assessment.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION	
UNIT 7 LETTERING IN SCULPTURE	The student will be able to:  7.1.1 Describ7e the types of lettering as well as materials, tools and techniques used to create sculpture with lettering.	Types of Lettering Traditional Lettering: Block, Roman and Gothic. • Free style (innovation)  Materials Clay, Wood, P.O.P, Metal, Plastic, Stone, Rubber, leather Tools Chisels, gouges, lino cutters, mallets, knives, spatula, scooping tool, hammer, etc Techniques • carving • modeling • incising • etching • stamping • embossing • forging • stenciling	Guide students to discuss tools, materials and techniques used in creating items in sculpture with lettering.  Guide Students to demonstrate the appropriate way of using tools, materials and techniques to create items in sculpture.	Students to:  Make a scrap book of pictures of sculptures produced using the various techniques in lettering from magazines, journals photographs and books.  explain the importance of lettering in sculpture.	4
	7.1.2. Explore and create new styles of lettering either manually or with computer for Sculpture.	New styles of lettering  • Free hands  • Free style  • Computer  Use of Computer for Lettering  The use of existing fonts in: Corel Draw  Photoshop Word, Excel Power Point  Page-maker Publisher, etc.  Application of Lettering	students to discuss explore and develop new styles of lettering and use them in sculpture using: Free hand, Freestyle, Computer.	Explore ways of designing 3-D letters with the computer.	
	7.1.3 apply lettering in acting items in Sculpture.	Use of lettering in: Plaques Memorials, tombstones Ornamental inscriptions Epitaphs Medals, shields, labels.	Students to discuss design and create a functional item using lettering. e.g. clocks, door indicators, labels, plaques, memorials, epitaphs, shields, medallions, etc.	Display works for appreciation and assessment.	

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 8 PORTFOLIO BUILDING	The student will be able to:  8.1.1. analyze the importance of keeping portfolio of works	Artist's Portfolio It is a collection of creative works either in hard or soft copies.  Examples of Portfolio 1. Soft copies -Slides, Transparencies, videos, CDs, DVDs, EVDs, VCDs, pendrives etc. 2. Hard copies real or pictures preserved in Files, Envelopes, Folders, albums etc.  Importance of keeping portfolio of works Keeping record of works Track development of skills For inspiration Reveals artist weakness Develop creative ability as well as quality control Help artist to be focused Develop further ideas Give self-esteem and confidence  Uses For reference and study For exhibition of works For self-evaluation	Guide students to discuss the meaning, importance and types of portfolio, using samples.  • compare types of portfolio to determine advantages and disadvantages similarities and differences.  • discuss and go through a checklist for determining the qualities and requirement for relevant portfolio of works.	Students to:  write a well-researched paper on the importance and qualities of relevant portfolio in leatherwork for a school, seminar on entrepreneurial skills.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
LINIT 6 (CONT'D)	The student will be able to	Methods of compiling works Photographs arranged in an album/slide holder in chronological/stylistic/thematic order. Pictures of works stored electronically on C.D, videotapes, hard disks of P.Cs.  Note Photographs, drawings and sketches should be mounted on cardboards etc. and labeled:  Name of artist Date of work. Material of work and dimension		Students to:
UNIT 6 (CONT'D)  PORTFOLIO BUILDING		Criteria/checklist to determine the relevance of a portfolio:.  1. Does the portfolio reflect your best work?  2. Does it communicate well?  3. Is your craftsmanship faultless?  4. Are your personal strengths apparent?		
	8.1.2. construct and build hard and soft copies of a Portfolio	Building a portfolio: Selection of best works; Finishing of work; Preparing brochure; i.e. the artist statement, appraisal from referees, etc.; Using digital content (ICT) to store works on CD"s, DVD,s, pen drives, etc. Preparing a photo album of works (colour prints, transparencies, etc	Demonstrate the construction of a portfolio to students and ask every student to construct his/her own using any appropriate material, e.g. cardboard, strawboard, chip board, etc.  Discuss how to select, mount and protect art works for storage.  NB: Assist students to organize a power point presentation of their works if possible	PROJECT Prepare a portfolio of a hard and soft copies of works and present for simulated job seeking interview (full term's project)

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,	UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION	
			Artist's Statement:  Many artists assume that everybody who sees their works will automatically understand their philosophy and concept. But this is not true.  The artist must prepare and distribute his/her			
			statement to guide his/her admirers have a clearer and better understanding of his/her works			
			An Artist's Statement is an official statement by the artist to inform the public about his/her philosophy, style, technique, sources of inspiration and medium of artistic expression.	Lead students to discuss an artist's		
		The student will be able to:	Example of an Artist's Statement: "I create photographs of assemblages constructed from pieces of ordinary paper.	statement and its importance in the life of the practicing artist.  Let every student:	Students to:	
>	UNIT 9  ARTIST'S STATEMENT	9.1.1 Explain and prepare own "Artist's Statement"	Twisting, tearing and crumpling paper into various shapes. I produce visual imagery that forms intriguing illusions and relationships between my objects when light, shadow and	1. Assemble the works he/she has produced over the years, study them and come out with a concept or philosophy to create an 'Artist's	Students to access information on how an artist's statement is prepared from the internet for class discussion.	
			forms merge. At first glance, a photograph might appear as an exotic flower, but taking a closer look viewers will see the familiar scalloping and rippling of a paper plate"  Leonard Morris	Statement"  2. Compare his/her statement with a friend's and collaborate to come out with a refined statement for class discussion and adoption.		
			Importance of an Artist's Statement: An artist's statement: 1. Helps art consultants, dealers; retailers etc. promote and sell works of the artist. 2. Serves as background information in helping writers, critics and curators			C. C
			prepare articles, reviews and exhibition catalogues. 3. can help the artist in sourcing for grants etc.			

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# Grade 11: Associate

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 10	The student will be able to:  10.1.1. analyse the socio-economic importance of decoration and finishing.	Socio-economic importance of decoration and finishing  • high income generation • generation of foreign exchange • boost export • tourism • aesthetics	Engage students in a brainstorming and discuss session to analyze the socio-economic importance of decoration and finishing.  Guide students to demonstrate how to use the various tools and techniques in decoration and finishing.	Students to:  analyse in writing the socioeconomic importance of decoration and finishing.
DECORATION AND FINISHING	10.1.2. use materials, tools and techniques for decoration and finishing in sculpture.	Tools for decoration and finishing chisels, punch, gouges, knives, pins, nails, scrapers, brushes, sprayers, pincers, scissors, pliers, files, rasps abrasive papers etc.	Guide students to explore experiment and practise how to use the appropriate tools, materials and techniques to decorate and finish sculpture.  Display works for discussion and assessment.	List and describe:         • materials         • tools         • techniques in decoration and finishing.  -Explore and use tools and techniques to decorate and finish all items.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION	
UNIT 10 (CONT'D)  DECORATION AND FINISHING	The student will be able to:	Decorating works Materials paints, lacquer, vanish, glaze, ink, clay, stone, fabric, seeds, pebbles, gold finger, wax, powder gold leaf, foam, sand, shells, cowries Metals, wood, straw, stones, bones, leaves, raffia, leather, beads etc.  Techniques in decoration and finishing texturing, painting, lacquering, waxing, burning, burnishing plaiting, smoking, sand blasting, scorching in-	Guide students to explore and experiment with new materials, tools and techniques in decorating and finishing sculpture.  Organize a seminar on how the new materials, tools and techniques were used.	Students to:  Decorate and finish sculpture using new materials, tools and techniques.  Compile pictures of different decorations and finishing techniques into a scrapbook.  Submit compilation of pictures and works made in portfolio for class discussion.	
	10.1.3 analyze and use appropriate subject matter for decoration and finishing of works.	Subject matter for decoration and finishing symbols, patterns, geometric shapes, colour.	Brainstorm on the impact of the various subject matter used for decoration and finishing on the sociocultural development of Ghana.	Analyze how subjects for decoration and finishing promote healthy ethics in the society.  Use specific subject to decorate a sculpture aimed at addressing a need in the society	The state of the s

## Grade 12: Fellows

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 11 EXHIBITION	The student will be able to:  11.1.1 explain the term "exhibition" and identify types and purpose of exhibitions.	Meaning of exhibition. Exhibition is a public or private display of products such as manufactured goods, food, sculpture items and other artefacts in order to attract viewers, buyers, art lovers, connoisseurs and critics, etc.  Importance of exhibition: It offers avenue for sale of products. Serves as an advertisement for products. Exposes new technology to the society.  Types of exhibitions: General and Specialised: 1. General: Attracts all kinds of exhibits and could also be called bazaar or fair. 1. Specialised: Attracts specific products and accessories, tools/equipment and materials e.g. (Art exhibition, etc.)	Guide students:  Discuss the purpose for holding exhibitions and describe the different types of exhibitions.	Students to:  Research and write about the importance of exhibitions.  Students to visit exhibitions of local prominent artists and present a report on their trip.

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 11 (CONT'D) EXHIBITION	The student will be able to: 11.1.2 plan an exhibition.	Planning an exhibition: Consider: Type of exhibition What to exhibit Where to exhibit (location): exhibition could be held at school, district, regional and national levels Cost involved Publicity (advertisement, poster, banner, etc.) Expected number of guests/visitors Duration/time e.g. opening and closing Mounting of exhibits (fixing on a support or frame) General layout or space arrangement Security Visitors book Sales list	Guide Students to:  Discuss the stages involved in the planning and preparation of an exhibition.  In small groups, students plan for a school exhibition.  Specific tasks should be assigned to each group. Each group selects a leader. The class should then nominate a co-coordinator for the entire exhibition.	Students to:  Assess their exhibition by taking into consideration the:  1. arrangement of products.  1. space between exhibits.  1. labeling of products.  1. safety measures

UNIT	SPECIFIC OBJECTIVES	CONTENT	TEACHING AND LEARNING ACTIVITIES	EVALUATION
UNIT 1 (CONT'D) EXHIBITION	The student will be able to:  11.1.3 Mount and evaluate an exhibition.	Mounting exhibits: Consider: Colour scheme and balance Size, weight, height of exhibits and whether 2 or 3 dimensional Ensure effective lighting and ventilation of room Create free movement for viewing exhibits. Decorate the room using flowers, ribbons, etc. Create a centre of attraction e.g. modelling/video show. (This should not be too elaborate to compete with the exhibition and distract the attention of visitors). Invitations Advertisements Press release Brochures/catalogues Sales list	Guide students to:  Discuss how to mount an exhibition and let them organise a class exhibition of sculptural items.  Students to consider the type of things that should be placed on stands/pedestals, etc, and those that should be hung on walls or stands, etc.  • provide background music, etc. discuss the various issues to consider in mounting/displaying exhibits.  Note  Depending on size height and weight of object, and whether the object is 2 or 3 dimensional, the object may be:  • placed on a stand/pedestal  • hung at appropriate level on boards, walls, doors or windows, etc.	Students to:  write down the things to consider when planning and mounting an exhibition.  devise ways of mounting exhibition

## Tools and Materials for Sculpture

Тс	ols		<b>Materials</b>
1. Computer 2. Scanner 3. Printer 4. Software (Rhino, Corel Draw, Maya, 3-D max, Cinema 4-D, Micromedia Poser7, etc. 5. Chisels and Gouges 6. Mallet 7. Adze 8. Oil Stone/Sharpening stone 9. Cutlass 10. Spatula 11. Knives of all kind 12 Hand saw 13. Claw Hammer 14. Pliers 15. Pincers 16. L-Square/T-square 17. Tape measure/rulers 18. Hacksaw and Hacksaw blades 19. Vices, Clamps 20. Bench Screws 21. G-Clamps 22. Files (round, flat, triangular, etc.) 23. Caliper 24. Carpenter"s Plane	25. Drills 26. Scooping Tool 27. Brushes 28. Grinder 29. Coal Chisel 30. Trowel 31. Texturing tool 32. Plastic bowls 33. Plastic buckets 34. Markers 35. Punch 36. Scraper 37. Cutting wire 38. Scissors 39. Soldering hammer 40. Dividers 41. Screw drivers 42. Sieves 43. Shears 44. Spoons 45. Camera 46. Chainsaw	1. Plaster of Paris (POP) 2. Clay 3. Plasticine 4. Wax 5. Soap 6. Bones 7. Stone 8. Wood 9. Shells 10. Fabrics 11. Binding wire 12. Galvanized wire 13. Nylon coil 14. Plastic sheet 15. Iron plate/sheet 16. Copper sheet 17. Aluminum sheet 18. Galvanized sheet 19. Binding wire 20. Glass 21. Fibre glass 22. Laterite 23. Lime 24. PVC white glue 25. Contact glue 26. Lacquer 27. Paint (emulsion, oil)	28. Perspex 29. Thinner 30. Formica 31. Sawdust 32. Sand 33. cane, bamboo, straw, grass, raffia 34. Leather/hide/skin 35. calabash/gourd 36. Seeds 37. Feathers 38. Styrofoam 39. Twines/cords 40. Scraps (ceramic, glass, metal etc.) 41. Acid solution 42. Dyes 43. nails 44. Charcoal 45. Etc. etc.

#### **RESOURCES:**

https://artshow.com/resources/sculpture.html https://artuk.org/learn/learning-resources/sculpture-resources

https://cursa.app/free-online-courses/sculpture

https://www.classcentral.com/subject/3d-sculpting

https://www.classcentral.com/subject/sculpting

https://in.pinterest.com/ideas/

**International Sculpture Center** 

https://sculpture.org/

https://www.facebook.com/IntSculptureCtr/

https://sculpturemagazine.art/

https://www.youtube.com/channel/UCMMUqhlDd-1xOOEGnUxX3xg

#### **LEARNING PLATFORMS:**

https://www.domestika.org/en/courses/area/51-sculpture

https://www.classcentral.com/subject/sculpting

https://thesculptureschool.co.uk/online-learning/

https://www.udemy.com/

https://laimoon.com/pakistan

https://hunerkada.edu.pk/courses/

https://www.schoolofatelierarts.com/online-art-courses/

https://www.artclass.sajidahussain.com/art-program-for-adult-islamabad-pakistan/

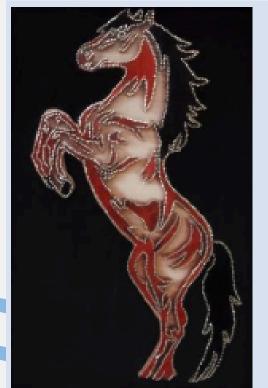
#### **CLUB'S AFFILICATION:**

**NUST- National University of Sciences & Technology** 

### EXHIBITION, 2021



**EXHIBITION, 2022; WINNERS** 













### **EXHIBITION, 2024-25**







