# OUTCOMES BASED LEARNING MATRIX

**Course:** ARTG263 — Sculpture I          **Department:** Emergent Technologies / Visual Arts

**Course Description:** This course is an introduction to basic techniques and practices of sculpture. It examines how three-dimensional form is organized and created. Students experiment with the processes of modeling and casting with a variety of materials including plasticine, wax, clay, and plaster. Group critiques and slide lectures complement studio work. Two lecture and two laboratory hours per week.

| *COURSE OUTCOMES | OUTCOMES ACTIVITIES | ASSESSMENT TOOLS |
|---|---|---|
| At the end of this course students will be able to:<br>1. Understand and recognize the elements and principles of three-dimensional form. | a. Selected reading assignments.<br>b. Slide and video viewing.<br>c. Lecture .<br>CT, OC, R | Instructor and peer critiques of completed assignments<br>CT, TS,OC, R |
| 2. Create a plasticine relief sculpture, create a mold, pour and remove a plaster cast and waste mold. | a. Selected reading assignments.<br>b. Slide and video viewing.<br>c. Lecture .<br>CT, OC, R | Instructor and peer critiques of completed assignments<br>CT, TS,OC, R, QS |
| 3. Competently sculpt the human figure in plasticine and wax from the live figure. | a. Build an armature<br>b. Work with sculpture tools<br>c. Class critiques.<br>d. preliminary drawing of the model<br>CT, OC, R | Peer & instructor critiques.<br>Classroom presentation.<br>CT, OC |

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| 4. Appreciate abstract form and sculpt in the abstract with plaster (maquette) and wood (final) | a. Pour plaster block.<br>b. Carve plaster.<br>c. Carve wood.<br>d. Instructor demonstrations<br>CT, TS, QS, R | Peer & instructor critiques.<br>CT, OC |
| 5. Understand the planer structure and measurements of the human head through drawing and sculpting the head in terra cotta. | a. Use calipers.<br>b. Reading material<br>b. Instructor demonstration.<br>TS, R | Peer & instructor critiques.<br>CT, OC, |

*Try to express an outcome as an infinitive phrase that concludes this sentence: **At the end of the course, the students should be able to . . .**
Finding the line between too general and too specific can be difficult. In an English Composition course, for instance, it is probably too general to say, "The student should be able to write effective essays." It is probably too specific to say, "The student should be able to write an introductory paragraph of at least 50 words, containing an attention-getting device, an announcement of the narrowed topic, and an explicit thesis sentence." Just right might read, "The student will write introductions that gather attention and focus the essay."

**Indicate the Core Competencies that apply to the outcomes, activities, and assessment tools: Critical Thinking (CT); technology skills (TS); oral communications (OC); quantitative skills (QS); reading (R); writing (W).