

Art 291 | Introduction to Sculpture

Winter 2018

Monday/Wednesday 9:00AM-11:50AM

Shattuck Hall 112

Class website: www.introductiontosculpture.site

Course Instructor:

Spencer Byrne-Seres

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Office hours by appointment.

Course Overview:

Introduction to Sculpture covers some of the basic concepts, tools and materials related to the creation of three-dimensional art. Over the course of the semester we will define sculpture through studio assignments and through a review of contemporary and historical artists and trends related to sculpture. How do we give meaning to material? How do we read sculpture in relation to a room, a building or a person? What do certain sculptural forms evoke? How can we use scale, color, form, texture and space to convey a specific feeling or idea?

Through this class students will gain command of specific sculptural processes and materials while engaging in concept-generated assignments. Lectures and readings will present students to the work of modern and contemporary sculptors. The class will employ methods used in making sculptural forms such as rendering from observation, mold making, wood construction, and assemblage. The use of clay, plaster, wood, and found objects/materials will be covered. In addition to the materials and processes introduced, a mixed-media approach is encouraged in all projects. Students at this level also begin experimentation with a range of alternative materials and process that support current practices in contemporary art.

Pre-requisites:

When restricted, this course is open to non-majors with instructor's consent or departmental approval.

Recommended preparation: Art 102 (expected of art and art history majors).

Learning Outcomes:

- Students will gain practical knowledge of: plaster waste molds, silicone molds, basic resin casting, and wood working (table saw, bandsaw, miter saw, drill press, sanders, etc).
- Students will learn about sculptors and sculptural concepts from throughout the 20th century as well as contemporary artists and art movements related to sculpture.
- Students will learn concepts and vocabulary related to sculpture through group critiques at the end of each assignment.
- Understanding of formal and conceptual considerations in the creation of sculpture including form, compositions, scale, context, and audience.

Course Structure:

The course will consist of four major assignments, along with short in-class assignments, exercises, lectures, and short readings. Students are expected to keep a sketchbook for the class (no smaller than 8.5"x11", plain/unruled paper). There will also be a weekly short writing assignment related to everyday objects and their potential for sculpture. As there is no assigned textbook, students should be prepared to allocate a small budget for each project, including tools and materials as outlined below. Expected costs are detailed next to each assignment.

Assignments:

<p><i>Family Myth Frieze:</i> The first assignment will be to model a low relief sculpture out of clay that depicts an oft told story or myth from their family. Students will interview a family member about a myth or story and then compose a scene that depicts some aspect of the story. These compositions will be staged in class with participation from students, and documentation will be used to model the clay sculpture. These sculptures will be cast into hydrostone using a basic plaster waste mold, then finished and presented for critique.</p>	<p>Tools and materials: Clay modelling tools, flexible bucket, paint, random object for reenactment props</p> <p>Expected cost: \$20-\$40</p>
<p><i>Bench Project:</i> The second assignment will be to create a bench, loosely defined as a horizontal surface on which two or more people can sit. The project will require the use of the woodshop, including table saw, chop saw, bandsaw, and other hand tools. Students will research and consider a place where they would like to sit, within a 5 minute walk of the sculpture studio. Each bench should consider design elements based on how sitters should experience the seat (does it rock? is it uncomfortable? why is it painted red?) In addition, each bench should address the site specificity of where it is.</p>	<p>Tools and materials: Lumber, paint, fasteners, hardware, finishes, sandpaper, etc.</p> <p>Expected cost: \$25-\$50</p>
<p><i>Future Life Saving Device:</i> The third project will focus on silicone mold making, beginning with the creation of an assemblage of small objects that is designed to save people from a future ailment or unknown threat. The assemblage should be conceived as a device, a tool, or object that can be held in the hand. Each device will be used to make a silicone mold so that replicas can be made for future generations.</p>	<p>Tools and materials: Silicone, small jar of petroleum jelly, found objects, hot glue/super glue, other fasteners.</p> <p>Expected cost: \$15-\$30</p>
<p><i>Town Diorama:</i> The fourth and final project will involve found objects, assemblage, and research. Students will be asked to research a town or city and create a diorama depicting some aspect of the cities history. Students will create these dioramas inside of a large Flat Rate Shipping Box from the post office, and after our final critique we will send the dioramas to their respective mayors or town historians with the hope that they will be presented there.</p>	<p>Tools and materials: USPS flat rate mail box, found objects, exacto knife, paper, cardboard, hot glue, paint, glitter, other craft materials.</p> <p>Expected cost: \$25-\$30</p>

Archive of Speculative Sculpture:

In addition to the four major assignments, we will also conduct a short writing exercise each week. Every Monday, students will post an image of an everyday object (a trash can they walk by, a can of soup, a chair, a comb) to the class blog, along with a short (5 minute) free writing based on a different prompt each week. Each prompt will ask students to envision a sculpture somehow based on their chosen object, with no restrictions on grandiosity or scale.

Field Trips and Gallery Visits (extra credit)

We will make at least one field trip over the course of the term to the Portland Art Museum, this visit will be during class and mandatory. An annual student pass is \$20. Additional extra credit will be available for attending other off-campus and on-campus events, which will be announced throughout the term. Each extra credit event will require you take a selfie at the exhibition or gallery that you send to me, and will earn you one grade point for the whole class (up to a maximum of three).

Classroom Expectations:

The workload for this class will require students to be in the studio outside of class time. Some projects are difficult to take home as “homework,” so plan on coming into the studio to finish projects (after class, weekends, other times.) Generally speaking, expect one hour of work outside of class for each hour of class time.

Attendance is mandatory. A strict attendance policy will be kept to ensure students are present for demonstrations and in-class exercises essential to successfully completing assignments. Students are responsible for informing me, in writing and at the earliest opportunity, of absences due to university-sanctioned events or personal responsibilities.

If a student must miss class due to an unforeseen event, the student must inform me of the reason for the absence. Absences not cleared with me before the specific class event (exam, presentation, assignment due) may require a document from the relevant person (e.g., coach, employer, doctor), or further explanation. Unexplained/unexcused absences are hard to make up as there are many important demonstrations in class!

Missing two classes will result in the lost of one days participation points. Three unexcused absences will result in the lowering of your overall grade by one letter.

Participation in class is encouraged and necessary to successfully complete assignments and exercises. There will be many occasions where students are asked to collaborate, offer feedback, ideate and brainstorm and I hope students can be engaged and energetic about these assignments. **Participation in critiques is essential.** Please be generous and open while also willing to challenge and offer constructive criticism during critiques.

It is important that we create a classroom that is generous and inclusive. To help ensure this I would like us to create a classroom conduct agreement on the first day that we will all agree to follow.

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. We expect a culture of professionalism and mutual respect in our department and class. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance or the Office of the Dean of Student Life.

Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals. For more information about Title IX please complete the required student module Creating a Safe Campus in your D2L.

Grading Rubric:

Studio Assignments: 70% (20% Frieze, 20% Bench, 15% Future Life Saving Device, 15% Town Diorama)
Attendance and Participation: 20%
Weekly Writing Exercises: 10%

Grading Criteria:

A = Outstanding performance. Excellent achievement and work put into projects; exceeds problem criteria and consistently seeks fresh solutions; exhibits a commitment to expanding ideas and vocabulary; attendance and participation are excellent. B = Performs beyond requirements. Exhibits above-average progress and work put into projects; meets and exceeds problem criteria; exhibits above-average interest in expanding ideas and vocabulary; attendance and participation are above average. C = Average performance, fulfills all requirements. Exhibits an adequate level of progress and work put into assignments; exhibits acceptable interest in expanding ideas and vocabulary; attendance and participation are passable D = Uneven performance; requirements partially fulfilled. Output is minimal; does not meet problem criteria on all assignments, exhibits minimal progress and minimal interest in expanding ideas and vocabulary; attendance and participation are less than adequate F = Fails to meet minimum performance level. Does not exhibit achievement, progress or adequate levels of work; work is consistently incomplete.

Revisions and Editing:

Students are always allowed and encouraged to re-submit their work with edits or modifications following critiques. This is an opportunity to improve your grade on a given assignment by up to a full letter.

Grading Scale

A	93% +
A-	90–92%
B+	87–89%
B	83–86%
B-	80–82%
C+	77–79%
C	73–76%
C-	70–72%
D+	67–69%
D	63–66%
D-	60–62%
F	59% -

Student Resources:

PSU's Writing Center: <http://www.writingcenter.pdx.edu>

The writing center has guides, videos and an ability to set up an appointment online.

PSU's Counseling Center: <http://www.pdx.edu/shac/counseling>

The counseling center offers a variety of services to help you. The website has information on walk-ins and what to do in the case of an emergency.

Access and Inclusion for Students with Disabilities:

<http://www.pdx.edu/drc/accommodations>

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, <http://www.pdx.edu/drc>.

If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.

Women's Resource Ctr: <http://www.pdx.edu/wrc/welcome-to-the-womens-resource-center>

Queer Resource Center: <http://www.pdx.edu/queer/>

PSU Graphic Design Blog: <http://psu.gd/category/blog/>

There are many resources available to you as a student here at PSU, and even more as part of the Art + Design department and community. If you are looking for something in particular, we probably have it, just ask.

Academic Integrity / Plagiarism

Plagiarism is the act of claiming someone's work as your own through copying it without giving the creator of the work credit. Plagiarism can also include using another person's theories, ideas, or phrases without proper attribution. The simplest way to avoid plagiarizing is to always cite the source from which you gather information or develop arguments. Plagiarism is a serious issue and is a violation of the PSU Student Conduct Code. (<https://www.pdx.edu/dos/psu-student-code-conduct>) Work that qualifies as plagiarism can result in failure from this course.

Code of Conduct and Title IX

Any student engaging in behavior that is deemed to be disruptive to the class will be asked to leave. Additionally, as an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. We expect a culture of professionalism and mutual respect in our department and class. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the [Office of Equity and Compliance](#) or the [Office of the Dean of Student Life](#).

Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, you can find [a list](#) of those individuals. For more information about Title IX please complete the required student module [Creating a Safe Campus](#) in your D2L.

Appendix A.
Weekly Schedule

Week	In Class	Due
Week 1 (January 8th)	<p>Monday: Welcome, syllabus review, classroom conduct agreement, introductions.</p> <p>Wednesday: Lecture on sculpture, low relief, friezes, and discussion. Orientation in plaster room. Presentation of frieze assignment, and weekly writing assignment Speculative Sculpture.</p> <p>Assignments: Research family history and decide on myth. Create a composition that reflects the myth and be prepared to reenact in class. Write Speculative Sculpture freewrite.</p>	<p>Monday:</p> <p>Wednesday: Have sketchbook in hand</p>
Week 2 (January 15th)	<p>Monday: No class (MLK Jr. Day)</p> <p>Wednesday: Discussion of Speculative Sculpture. Presentation of ideas for family myths. Re-enactment of family myths. Introduction to clay modelling, basics.</p> <p>Assignments: Work on frieze, write Speculative Sculpture freewrite.</p>	<p>Monday:</p> <p>Wednesday: Discussion of Speculative Sculpture writings. Have clay tools, flexible bucket, trash bags. Speculative Sculpture writing. Have composition for frieze ready to reenact. Bring in any necessary props, costumes.</p>
Week 3 (January 22nd)	<p>Monday: Discussion of Speculative Sculpture assignment. Present work in progress frieze's. Waste mold and hydrocal demonstration.</p> <p>Wednesday: Demonstration of chip-out process. Shop time and project check-ins. Museum trip.</p> <p>Assignments: Write Speculative Sculpture freewrite for Monday. Let frieze's dry out.</p>	<p>Monday: Speculative Sculpture writing. Have frieze ready for casting.</p> <p>Wednesday: Have mold cast and ready to chip out.</p>

<p>Week 4 (January 29th)</p>	<p>Monday: Discussion of Speculative Sculpture assignment. Shop Orientation. Introduction of Bench assignment, lecture. and studio time. Demonstration of painting, finishing frieze's.</p> <p>Wednesday: Frieze Critique</p> <p>Assignments: Write Speculative Sculpture freewrite for Monday. Begin drafting plans for your bench, choose a site.</p>	<p>Monday: Speculative Sculpture freewrite. Have frieze chipped out, ready to paint.</p> <p>Wednesday: Frieze's due, have ready for critique with class.</p>
<p>Week 5 (February 5th)</p>	<p>Monday: Discussion of Speculative Sculpture writings. Check in on benches and in-class project.</p> <p>Wednesday: In class presentation of bench ideas, project check in, shop time, site visits.</p> <p>Assignments: Write Speculative Sculpture freewrite for Monday.</p>	<p>Monday: Speculative Sculpture writing. Have bench plans/site figured out.</p> <p>Wednesday: Have material for benches.</p>
<p>Week 6 (February 12th)</p>	<p>Monday: Discussion of Speculative Sculpture writing. Shop time.</p> <p>Wednesday: Introduction of Future Life Saving Device, lecture. Shop time.</p> <p>Assignments: Finish Benches to be ready for critique. Speculative Sculpture Freewrite for Wednesday.</p>	<p>Monday: Speculative Sculpture writing.</p> <p>Wednesday: Continue working on benches.</p>
<p>Week 7 (February 19th)</p>	<p>Monday: Bench Critique.</p> <p>Wednesday: Discussion of Speculative Sculpture assignment. Check in on Future Life Saving Device.</p> <p>Assignments: Write Speculative Sculpture freewrite for Monday. Have Future Life Saving Device designed, assembled.</p>	<p>Monday: Have benches installed and ready to critique.</p> <p>Wednesday: Speculative Sculpture writing. Have objects/idea for Future Life Saving Device.</p>

<p>Week 8 (February 26th)</p>	<p>Monday: Speculative Sculpture discussion. Silicone mold making demonstration. Shop time.</p> <p>Wednesday: Casting in silicone mold. Introduction to final project Town Diorama, lecture. In class exercise. Shop time and project check-in.</p> <p>Assignments: Write Speculative Sculpture freewrite for Wednesday. Finish future life saving devices.</p>	<p>Monday: Speculative Sculpture freewrite.</p> <p>Wednesday: Have molds ready to cast.</p>
<p>Week 9 (March 5th)</p>	<p>Monday: Critique Future Life Saving Devices.</p> <p>Wednesday: Discussion of Speculative Sculpture assignment. In class exercise. Shop time.</p> <p>Assignments: Write Speculative Sculpture freewrite for Monday. Work on Dioramas. Finish Museum Assignment.</p>	<p>Monday: Have Future Life Saving Devices ready to critique.</p> <p>Wednesday: Speculative Sculpture writing. Have a Large Flat Rate Shipping box from the Post Office. Find three potential objects for Diorama, get flat rate mail box.</p>
<p>Week 10 (March 12th)</p>	<p>Monday: Discussion of Speculative Sculpture assignment. Discussion of museum assignment. Final check-in for dioramas.</p> <p>Wednesday: Diorama critique.</p>	<p>Monday: Finish Museum writing assignment, Speculative Sculpture assignment.</p> <p>Wednesday: Diorama critique</p>
<p>Finals Week (March 19th)</p>	<p>Mail dioramas!</p>	

Appendix B.

Artist Resources:

Georgies

This art-supply store specializing in pottery & sculpture carries clay, glazes, tools & equipment.

756 NE Lombard St, Portland, OR 97211

Free Geek

Used electronics.

1731 SE 10th Ave, Portland, OR 97214

Surplus Gizmo

Used electronics, bits and random laboratory junk.

5797 NW Cornelius Pass Rd, Hillsboro, OR 97124

Hippo Hardware

Used and new hardware, hinges, lighting fixtures, junk.

1040 E Burnside St, Portland, OR 97214

Goodwill (the "Greatwill")

1943 SE 6th Ave, Portland, OR 97214

Really Good Stuff

Junk store with lots of vintage tchotchkes.

1322 SE Hawthorne Blvd, Portland, OR 97214

The Bins (two locations)

5950 NE 122nd Ave, Portland, OR 97230

and

5950 NE 122nd Ave, Portland, OR 97230

Winks

Good source for harder to find hardware, screws and fasteners.

200 SE Stark St, Portland, OR 97214

CrossCut Hardwoods

A good source for specialty lumber, hardwoods, and plywood.

3065 NW Front Ave, Portland, OR 97210

Parr Lumber

Another good source for lumber and plywood.

1320 NW 19th Ave, Portland, OR 97209

Ace Pearl

General hardware store, has basic lumber options.

1621 NW Glisan St, Portland, OR 97209

Harbor Freight Tools (Interstate)

Good source of very cheap, new tools.

1335 N Mason St, Portland, OR 97217

URS Electronics

Good for specialty electronics, circuit boards, etc.

123 NE 7th Ave, Portland, OR 97232

City Liquidators

All sorts of amazing hardware, home supplies, weird surplus items.

823 SE 3rd Ave, Portland, OR 97214

Supply Studio (free, on campus)

Science and Education Center

2130 SW 5th Ave, Portland, OR 97201