

# **ART 116 – Introduction to Three-Dimensional Composition**

**Fridays 9:00am – 1:00pm**

**Pālanakila 214**

**Instructor: Amber Khan**

**Spring 2026**

**3 Credits | CRN 63285**

## **Windward Community College Mission Statement**

'O keia ka wā kūpono e ho'onui ai ka 'ike me ka ho'omaopopo i kō Hawai'i mau ho'oilina waiwai. Aia nō ho'i ma ke Kulanui Kaiāulu o ke Ko'olau nā papahana hou o nā 'ike 'akeakamai a me nā hana no'eau. Me ke kuleana ko'iko'i e ho'ohiki ke Kulanui e kāko'o a e ho'okumu i ala e hiki kē kōkua i ka ho'onui 'ike a nā kānaka maoli. Na mākou nō e ho'olako, kāko'o a paipai i nā Ko'olau a kō O'ahu a'e me nā hana no'eau ākea, ka ho'ona'auao 'oihana a me ka ho'onui 'ike ma ke kaiāulu — hō'a'ano a e ho'oulu i nā haumāna i ka po'okela.

*Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O'ahu's Ko'olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence*

## **Instructor Information**

**Instructor:** Amber Khan

**Office:** Pālanakila 14

**Office Hours:** Fridays from 1:00 pm - 2:00 pm or by appointment

**Email:** [Ambernk@hawaii.edu](mailto:Ambernk@hawaii.edu)

Aloha, everyone! My name is Amber Khan. I grew up in Kalihi Valley and around Honolulu. I went to UH Manoa for my undergrad and to London Metropolitan University in England for graduate school. I am looking forward to an invigorating semester guiding you through the inspiring world of 3-D making. As a sculptor myself, I understand the sometimes daunting task of translating what's in your mind to reality. But success is not the absence of failure! It is the act of persistence through failure.

As we move through the weeks I will try my best to get your graded assignments back to you in a timely manner and provide feedback. That is a heads up to be prepared for biweekly assignments. If you have any questions or need any help I am available Monday - Friday during normal work hours. You can always email me.

## Alternate Contact Information

If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:

- Location: Alaka'i 121
- Phone: (808) 235-7422

## Course Information

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Focuses on building three-dimensional structures and basic sculptural forms using various approaches and materials, as well as the designing of creative environments. The student's awareness of the natural order and the aesthetic aspect of design is broadened and the student learns the use of texture, volume, color, temperature, proportion, space, time and movement in a three-dimensional form. (2 hrs. lect.; 4 hrs. studio.)

- Requirements Satisfied: WCC - Arts, Humanities & Literature, Group 1: Arts (DA)

### **Activities Required at Scheduled Times Other Than Class Times:**

- This course will require 2-4 hours additional working time during open lab hours.
- There may be one scheduled Field Trip, and you will become familiar with your neighborhood Hardware Store, for sure!

## Student Learning Outcomes

- Demonstrate an understanding of the following sculpting processes: assemblage, carving, mold making, metal construction and casting.
- Utilize creative problem solving.
- Demonstrate and sensitively apply the visual elements of line, texture, color, volume and mass and the design principles of balance, directional force, rhythm, dominance, contrast, variation, and proportion.
- Demonstrate a basic understanding of drawing as a means of notation, conceptualization and visual organization.
- Demonstrate an awareness of historic and contemporary examples of sculpture.
- Begin to use the sculpting process to express personal imagery.

## Course Format

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The goal of this course is two fold:

1. First it is to introduce and explore the language of three-dimensional art, both visual and verbal.
2. Second, it aims to expose an array of working materials to you and some fundamental sculptural processes: modeling (additive), carving (subtractive), forming (shaping), assemblage and construction, and mold-making and casting.

Each project will highlight a certain aspect of the sculptural design and planning process so you can consider *the Elements of Design* (line, shape, mass, space, value, texture, color, motion

and time) and their application in accordance with *the Principles of Design* (harmony, variety, contrast, balance, proportion, dominance, movement, and economy).

We will have three distinct stages for each project: Design, Execution, and Presentation.

**Design Stage:** Will consist of brainstorming, sketches, preparatory drawings and/or small, sculpted models, called *maquettes*, that will help to flesh-out our ideas and to explore and analyze design and construction strategies.

**Execution:** This is hands-on experience. You will attempt the assigned projects and gain a certain understanding of the intrinsic properties of the medium and attain a level of control over it that will equate to quality craftsmanship.

**Critiques:** During critiques we will discuss both craftsmanship and presentation as it relates to the perceived quality of an artist's works. Try to use the terms we have been learning.

Projects will be introduced through examples of both historical and contemporary artists' works, and we'll look at the order and design found in the natural world and its impact on our own human aesthetic throughout history. Please note that this is not a self-paced course, the class schedule is strictly followed.

## Participation Verification

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**Campuses are required by federal regulations to verify the participation of students in their classes.** In accordance with [Executive Policy 7.209](#), all students in the University of Hawai'i system are required to establish "participation" to ensure that they are not dropped from their class(es). Students who fail to participate by the late registration period for a class will be administratively dropped from that class. Students may also be dropped from dependent prerequisite and/or corequisite classes if both courses do not establish participation.

## Grading Policy

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### **Projects and Critiques (70% of your final grade)**

Each project is worth up to 100 points. There will be 5 main projects this semester (up to 450 points total), as well as your sketchbook and some smaller assignments.

You must hand-in your work on time, ready to present, and as it is requested (with notes, drawings, etc.). Each project will wrap-up with critique where we will discuss the final outcome of your efforts. The focus will be on the qualities of the design, execution, craftsmanship, concept and presentation of your sculptures.

**You and your project are required to be PRESENT at the critique for full credit**

### **Artist Presentation (10% of your final grade)**

You will research a 3-Dimensional artist and give a 15 minute presentation on them from the list I provide at the back of the syllabus. You may choose an artist from outside this list, however, you must get this artist approved by me first, they must be a 3-Dimensional artist.

Here are the guidelines for the presentations.

1. Explain why you choose this artist. (1 slide)
2. Background of the artist - where they are from, early influences, early works. (1 - 2 slides)
3. Tell us about the artist's vision, process, and contextual influences. (3 - 4 slides)
4. Choose three elements of design and sculpture and explain the artist's use of them. (3 - 4 slides)
5. Using strong visuals/high-quality images and videos to showcase their work.
6. If you can find some of the artist's art work in person on Oahu, go there and take photos!

Only one artist per person, no doubles. So if you know who you'd like to research, let me know **asap** so that no one else takes that person.

Make sure to sign up on the blackboard for your presentation date. Email me your slides at least one day before you present.

### **Notes, Sketchbook, Quizzes, Etc. (10% of your final grade)**

1, You need to have a "sculpture notebook" for sketches. This can be a notebook you are already using for another class, or you can get a new notebook specifically for this class. I will be periodically checking in with all of you individually to see your sketchbooks. So you must bring it to every class.

2. You'll be getting lots of handouts that will supplement your learning. We will have quizzes on the lectures and these handouts so please read! The quizzes are in vocabulary and concepts related to materials, processes, and relate to the projects we are working on. I will announce the quiz dates at least one week in advance.

### **Attendance (10% of your final grade)**

This class cannot be done remotely, you need to be here and be working.

Please don't be late, and don't leave early.

- You are allowed three absences. You must email me the reason you are absent.  
*Each additional absence lowers your grade one letter.*
- Three 'lates' equal one absence (15 minutes or more).
- More than six absences may result in failing the course

*I am understanding of extenuating circumstances - within reason. Talk to me!*

## Weekly Progress

Please note that these dates are subject to change.

| Week | Date    | Topic                                                                                                                                                                                                                                                                                                                                            | Due Dates |
|------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1    | 1/16/26 | <ul style="list-style-type: none"> <li>- Introductions 3Ps and go through the syllabus, begin sketching. Assumption of Risk and Release Forms. What is sculpture group activity?</li> <li>- <b>Intro to 3D sculpting</b> and paper folding activity. Start sketching ideas. Ask to begin gathering materials. Give readings/handouts.</li> </ul> |           |
| 2    | 1/23/26 | <ul style="list-style-type: none"> <li>- Paper Mache construction begins!</li> <li>- Continue with sketch books, introduce artists and Thursday quiz.</li> </ul>                                                                                                                                                                                 |           |
| 3    | 1/30/26 | <ul style="list-style-type: none"> <li>- One-on-one meetings on Paper Mache projects.</li> <li>- Paper Mache work continues, touch base about presentations</li> </ul>                                                                                                                                                                           |           |
| 4    | 2/6/26  | <ul style="list-style-type: none"> <li>- Paper Mache work continues, talk about adding color</li> <li>- <b>Critiques for Paper Mache projects</b></li> </ul>                                                                                                                                                                                     | x         |
| 5    | 2/13/26 | <ul style="list-style-type: none"> <li>- Artist presentations begin</li> <li>- Bringing in found objects. <b>Intro to Assemblage project</b> on Thursday. Sketch and think of different routes to take. Begin making. Give readings/handouts. Bring in Assemblage materials. Review pewas.</li> </ul>                                            |           |
| 6    | 2/20/26 | <ul style="list-style-type: none"> <li>- Attachment demo. Begin assemblage construction.</li> <li>- Artist presentations - two</li> <li>- Turn in sketchbooks, studio time, one-on-ones.</li> </ul>                                                                                                                                              |           |
| 7    | 2/27/26 | <ul style="list-style-type: none"> <li>- Continue work on assemblage sculptures</li> <li>- Substitute TBD</li> <li>- Artist presentations - two</li> </ul>                                                                                                                                                                                       |           |
| 8    | 3/6/26  | <ul style="list-style-type: none"> <li>- Pour plaster with Bryce TBD</li> <li>- Substitute TBD</li> </ul>                                                                                                                                                                                                                                        |           |

|               |                  |                                                                                                                                                                                 |   |
|---------------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <b>9</b>      | 3/13/26          | - <b>Assemblage Critiques</b><br>- Artist presentations - two<br><br>- <b>Intro to Sculpting from Life project</b> , begin sculpting. Give readings/handouts.                   | x |
| <b>10</b>     | 3/20/26          | No class - Spring Break                                                                                                                                                         |   |
| <b>11</b>     | 3/27/26          | - Artist presentations - two<br>- Continue work on bust                                                                                                                         |   |
| <b>12</b>     | 4/3/26           | - Artist presentations - two<br>Continue work on bust                                                                                                                           | x |
| <b>13</b>     | 4/10/26          | - <b>Sculpting from Life critiques.</b><br>- Artist presentations - two<br><br>- <b>Intro to Revealing Form.</b> Start work on Revealing Form projects. Give readings/handouts. |   |
| <b>14</b>     | 4/17/26          | - One-on-ones on Revealing Form projects.                                                                                                                                       |   |
| <b>15</b>     | 4/24/26          | - Continue work on Revealing Form projects.<br>- Studio time and Thursday quiz.                                                                                                 |   |
| <b>16</b>     | 5/1/26           | - Continue working on Revealing Form projects. Turn in final sketchbooks for review.<br><br>- <b>Revealing Form Critiques</b>                                                   | x |
| <b>Finals</b> | 5/8/26 - 5/15/26 | Finals Week, no scheduled class. Possible meetings to review grades of need. Might extend class to May 15th week if we need more time.                                          |   |

## Clean Up

Complete and proper clean up includes, at the very least:

- Thoroughly sponging down the rolling stands, all armatures and work-boards, etc.
- Wiping up *and drying* the tables (sponges leave a clay/plaster film that turns white later!).
- Sweeping and mopping your workspace and in front of your locker.
- Cleaning all studio tools before you put them away (wash and 'oil' if necessary).
- Returning all tools, sprayers and scrapers, etc. to their proper place.

- Checking the 'wedging table' and around the sinks, storage area, etc.
- Keeping the rolling stands, supply and storage areas neatly organized and easy to manage.
- Taking home your towel for washing when necessary.
- Please help re-clean any area that is not finished properly, even if it's not yours...

*Proper clean up is essential to our health and safety in the studio, so bad work habits or poor cleaning will be addressed and may even affect your grade. Please be efficient and do your best!*

## Grade Scale

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- A = Completion of all projects and activities; show excellent skill in design, creativity and craftsmanship, and good work habits and class contribution. Excellent attendance (no more than three absences).
- B = Completion of all projects and activities; show better than average skill in design, creativity and craftsmanship, and good work habits and contribution. Good attendance (no more than four absences).
- C = Completion of 80% of all projects, show average skill and understanding of concepts, and moderate class participation.  
Not-so-good attendance (no more than five absences)
- D = Completion of 60% of all projects and show average skill, usually for poor attendance and lack of follow-through. (no more than six absences).
- F = Less than minimal passing achievement due to lack of effort and poor attendance.
- N = Have not met course expectations in spite of dedicated work habits.
- I = Incomplete, a temporary grade given when you have failed to complete a small part of a course because of circumstances beyond your control.
- \*Cr = Credit, completion of at least "C" grade requirements.
- \*NC = No credit, completion of less than "C" grade requirements.  
(Credit/No Credit option must be declared by the end of the 10th week of classes.)

## Studio Rules and Procedures

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These guidelines below have been established for your benefit and **safety** and to help all of us accomplish our individual goals within a group context.

**Footwear is required in the studio. Open toe is okay.**

**Only students currently registered in Sculpture/Ceramics may use facilities:** This is a safety and Liability issue, no exceptions.

**Open Lab time:** The schedule will be posted on the chalkboard. Lab hours must be respected and clean-up must be done by closing time; the lab assistant should not have to wait for you.

NOTE: *Ideally you should work an additional two to four hours a week on design and construction of your projects either at home or in the studio. Open lab time does not replace class time.*

**Safety:** Assumption of Risk and Release Forms are required from all students. Before using the tools or equipment for a class project, I will review safety procedures and proper use. It is also your responsibility to review those procedures before using the equipment. *BE SAFE!* If you don't know, ASK. Protective eyewear is highly recommended for carving. Wear a mask whenever you are generating dust. We have a supply of both safety glasses and masks for your usage.

Activities that create dust from clay or other silica-bearing materials require the use of an OSHA - approved particle mask. These activities include: 1) scraping/chipping kiln shelves (protective eye-wear is also required), 2) mixing dry glazes, 3) using the dry glaze room, 4) mixing, grinding, or sanding clay, and 5) spraying glazes. Ask for a respirator when needed.

**\*\*LABEL ALL BOTTLES & CONTAINERS with their CURRENT CONTENTS!\*\***

NO FOOD OR DRINKS are to be thrown into the studio trash cans. Take it to the recycle bins or the large can at the bottom of the stairs outside. DO NOT leave your cans or bottles around the studio! Be very careful of spills and crumbs so we aren't infested with ants and roaches.

NO SMOKING of any kind is allowed in the lab or within 20 feet of any door, window. This includes vapes.

NO CELL PHONES, ETC. may be used during class, and must be in silent mode. Take all phone calls outside, and not during lectures, please. This includes texting, etc. If you seem too preoccupied with your phone I will dismiss you from class.

WORKSPACE: please make it your responsibility to help keep the lab clean, preferably better than you found it. This includes our tools, supplies, project storage areas and around your locker. Take a moment to make it nice before you leave each day.

WORK STORAGE & ABANDONED WORK: Our class will require lots of room to work and move, and our projects will take up lots of space. The studio doesn't have the room necessary to store your projects beyond their classroom life expectancy, so please take care of finished/done-with work right away. Unclaimed artwork will be set-aside in the back lanai area to be retrieved. Three weeks notice will be given to students to claim their works before the pieces will be considered abandoned and will be thrown away, recycled, or put out in the rain. Always label all of your work clearly during all stages of the processes so I know what belongs to whom.

LOCKERS will be assigned to you. Lockers are to be vacated by the last day of instruction for each semester and will be cleared and cleaned prior to the beginning of the following semester. All contents are forfeit after the end of the semester.

## Learning Resources

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Some additional reading resources will be provided either on paper or posted to Laulima.

Recommended Text: SCULPTURE: Form, Technique, Content, by Arthur Williams

WCC Library has a great collection of art books. Here are some suggestions. I will also be recommending other books through out the semester

Practical Carving in Wood, Stone, Plastics and Other Materials, Robert Dawson: NB1170 .D37 1972

Sculpture: a Basic Handbook for Students, Ronald L. Coleman: NB1140 .C6 1980

Sculpture: Tools, Materials, and Techniques, Wilbert Verhelst: NB1140 .V47 1987

## How to Seek Academic or Technical Support

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### Academic Support

- [Windward Community College Library](#)
- [Library eResources](#)
- [Ka Piko Writing Lab](#)
- [Ka Piko Speech Lab](#)
- [Ka Piko Math Lab](#)
- [Evening and Online Learning at Windward Community College](#)
- [STAR Balance](#)

### Technical Support

- [UH ITS Help Desk](#) – email [help@hawaii.edu](mailto:help@hawaii.edu) or call 956-8883 (or 1-800-558-2669) for Lulima and most technology support. Available 24 hours a day, 7 days a week, including holidays.
- Student Tech Support - email [winhelp@hawaii.edu](mailto:winhelp@hawaii.edu), call 808-235-7437, or stop by in person at Hale La'akea 228. Available Monday–Friday from 8:00 am–4:00 pm.
- Lulima – Click on the [Request Assistance](#) link at the bottom of any Lulima Page to fill out and submit a question and get your answer via email.
- [Information Security for Students](#)

## College Policies & Support Services

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### Disabilities Accommodations Statement

The Windward Community College's Disability Student Services Office (WCC-DSSO) is committed to providing equal access to qualified students with disabilities.

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to participate fully in this class, you are encouraged to contact the Disability Specialist Counselor, Roy Inouye, to discuss reasonable accommodations that will help you succeed in this class. The Disabilities Counselor can be reached at 808-235-7448, [wccdsso@hawaii.edu](mailto:wccdsso@hawaii.edu), or stop by the office (Hale Kako'o 106) for more information.

### Basic Needs

Basic needs include food and housing, childcare, mental health, financial resources, and transportation. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation, and overall student well-being. If you or someone you know is experiencing basic needs insecurity, please see the [UH System Basic Needs website](#).

#### Mental Health Counseling

Mental Health and Wellness at Windward Community College counseling services and activities on campus to support students' life goals as well as their academic goals. Information about services can be found at the [WCC Mental Health & Wellness website](#).

#### UH Alerts

The UH Alert emergency notification system alerts the university community in the event of a natural, health or civil emergency. The information you provide will only be used in the event of an emergency that impacts the health and safety of the UH community or the closure of whole campuses. It will not be shared with others or used for routine UH communications or announcements. To sign up, visit [UH Alerts website](#) for more information.

#### Financial Aid

If you are receiving financial aid and are contemplating not completing the course, BEFORE you withdraw, it is highly recommended that you contact the Financial Aid Office at 808-934-2712 or email them at [wccfao@hawaii.edu](mailto:wccfao@hawaii.edu) to discuss the impact this decision may have on your financial aid eligibility.

#### Student Conduct Code

Windward Community College follows the University of Hawai'i Code of Student Conduct which defines expected conduct for students and specifies those acts subject to University sanctions. Students should familiarize themselves with the Code of Student Conduct since, upon enrollment at Windward Community College, the student has placed herself/himself under the policies and regulations of the University and its duly constituted bodies. The disciplinary authority is exercised through the Office of the Vice Chancellor for Student Affairs. Copies of the Student Conduct Code are available at the Office of the Vice Chancellor for Student Affairs or [online](#).

#### Title IX - Sex Discrimination And Gender-Based Violence Resources

Windward Community College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking.

If you or someone you know is experiencing any of these, WCC has staff and resources to support and assist you. To report an incident of sex discrimination or gender-based violence, as well as receive information and support, please contact one of the following:

Leslie Cabingabang, UH System Confidential Advocate  
Phone/Text: (808) 348-0432 or (808) 341-4952  
Email: [advocate@hawaii.edu](mailto:advocate@hawaii.edu)  
Office: Hale Kāko'o 107 (Wednesdays)

Mykie E. Menor Ozoa-Aglugub, J.D., Title IX Coordinator  
Phone: (808) 235-7468  
Email: [mozoa@hawaii.edu](mailto:mozoa@hawaii.edu)  
Office: Hale Kāko'o 109  
Desrae Kahale, Mental Health Counselor & Confidential Resource  
Phone: (808) 235-7393  
Email: [dkahale3@hawaii.edu](mailto:dkahale3@hawaii.edu)  
Office: Hale Kāko'o 101  
Karen Cho, Deputy Title IX Coordinator  
Phone: (808) 235-7404  
Email: [kcho@hawaii.edu](mailto:kcho@hawaii.edu)  
Office: Hale 'Alaka'i 120

As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University's Title IX resources, and the University's Policy, Interim EP 1.204, go to [manoa.hawaii.edu/titleix/](http://manoa.hawaii.edu/titleix/)

## Academic Integrity

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Work submitted by a student must be the student's own work. The work of others should be explicitly marked, such as through the use of quotes or summarizing with reference to the original author.

In this class, students who commit academic dishonesty, cheating, or plagiarism will have the following consequence(s):

Students will receive a failing grade for plagiarized assignments.

All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

[Windward CC Student Conduct Information](#)

[UH System Student Conduct Policy EO 7.208](#)

Include an AI Statement (is it ok in your class? if so, when/how?) Here are some [UH Guidelines](#) and [AI Recommendations](#). Instructors should refrain from sharing or inputting student work into online AI tools, including AI detection tools, without obtaining student consent. Uploading student work has potential FERPA implications as well as potential copyright concerns. Additionally, the uploaded content could be used as data for training of the AI, without the student's consent.

## ART 116 – Project List

**As a studio course, the bulk of the work you will be creating will be done in the studio, however you must spend time on your projects outside of scheduled class times. There will also be reading assignments and some homework.**

Please be aware that some of our projects will be overlapping so that you have time to think ahead or gather/purchase materials for one sculpture while you are finishing the other. The timeline and due dates for each project will be given when they are assigned.

**Project #1: Mass and Space (100 pts)** – Begins with an introductory drawing lesson introducing ways of analyzing, simplifying, and depicting form and space on paper. After producing several analytical drawings of objects from nature, you will create a sculpture that has a powerful interplay between its positive forms and negative space. We will be using Papier Maché techniques over a cardboard (etc.) understructure, focusing on our sculpture's overall shape, its negative shapes, and its underlying gesture or directional energy. This project should be about 18 inches in one dimension.

**Project #2: Unity of Form and Content (100pts)** –You will create an Assemblage (it's art, so say it like a Frenchman!) using found objects and materials both natural and man-made. Your goal formally is to bring together the various disparate 'parts' you have gathered into a unified sculptural 'whole' using the shapes, textural qualities and other characteristics of your materials. This project begins with a discussion of the relationship between Subject, Form and Content in an artwork, and the influence of factors such as context, experience, and inherent meaning (the subject's 'baggage') on your intended message. Your work may come together to express your view on a social, environmental or political issue or address some other theme; your goal conceptually is to make a clear, eloquent statement or invite your viewer in with mystery or contemplation... *just please don't bang us on the head with it!!!* The size of these projects will vary widely.

**Project #3: Sculpting from Life (100 pts)** – During this project we will explore the additive technique of modeling while creating a portrait head bust. This will involve building up an image in clay on a supportive armature that accurately represents the proportion of masses and features—the 'likeness'—of your model. To this end, we will study what are considered the basic structural forms and characteristics of the human head and face, and learn to simplify the complex surface of the face into geometrical shapes and planes that reflect its underlying anatomy. Proper clay techniques will be discussed to ensure successful firing of the busts when complete.

**Project #4: Revealing Form (100 pts)** – Starting with a solid cast block of plaster (which we will mix and pour earlier in the semester), you will carve away and subtract material to reveal either an entirely abstract form or re-interpret a shape found in nature. You will be using the tools and techniques of the wood and stone carver to develop your forms, shaping out planes

and concave or convex surfaces, soft transitions and hard edges, and learning to emphasize the qualities of mass and space. This assignment will require a series of drawings and a clay model of the intended finished work to help visualize and plan the cutting away that is necessary, and more importantly, to avoid detrimental accidents. Your block of plaster will equal about 25 pounds of dry plaster. If you have an idea in mind, you will need to find a box (as your mold) that fits it proportionally.

**Project #5: Pewa intro to woodworking. (50 Pts)** You will also have a woodworking project that can be done in class or on your own time. This is a very rudimentary introduction to woodworking. I will go over the process of putting a pewa (or bowtie) inlay in a piece of cracked wood. You will then go through the process yourself and demonstrate the proper use of the tools involved. To place a bowtie inlay on a wood crack, you first cut the crack with a sharp knife and trace a bowtie shape over it. Then, you chisel or rout the recess, leaving the bottom flat and the walls slightly undercut to guide the inlay into place. Next, you glue the contrasting wood inlay into the opening, often using a block to gently tap it in place. Once the glue is dry, you sand or plane the inlay flush with the surface, creating a structurally sound and visually appealing repair.

## ART 116 – Materials List

The following list of supplies will get us started, but there will be project-specific supplies that come up as the semester progresses.

Expect to spend between \$100 - \$150 on materials and tools over the course of the semester. You must be able to purchase materials to complete projects, so save some cash on the side.

I will purchase certain bulk materials to sell to you in class. Look for the \* below.

BOOKSTORE HOURS: Mon. – Fri. 10:00am – 2:00 pm. The phone number is (808) 235-7418.

**Your Daily Basics:** All at the Bookstore (items 1 to 6 are required for second class meeting):

\_\_\_ Sketch/Drawing Book, *must be 9" x 12" or larger*

\_\_\_ a couple of Drawing Pencils

\_\_\_ a few Colored Pencils

\_\_\_ Metal 18" Ruler

**Project#1 – will be needed ASAP**

\_\_\_ a sturdy plastic dipping bowl for Glue

\_\_\_ 1 Old Kitchen Hand Towels

\_\_\_ 1 medium weight Plastic Drop Cloths

\_\_\_ 1 ½" or 2" wide Masking Tape-the green kind are great

\_\_\_ 16 oz. of 'Waterproof' Wood Glue (not the fancy silver bottle of 'Max' kind)

\_\_\_ **Cardboard of varying thicknesses and sizes (\*recycle bins/stores have plenty)**

\_\_\_ **Brown Paper Bags and old Newspapers for tearing up**

\_\_\_ Assorted Acrylic Brushes, Acrylic Paints and Matte Medium

\_\_\_ An X-acto knife (or carpet-cutter/utility knife): ALWAYS USE A 'CUTTING MAT'

\_\_\_ a good pair of Scissors

**Project #2**

\_\_\_ Lots of Found Stuff (Don't spend money on this project. Found is key here).

\_\_\_ Ways of Attaching it all together (nails, glue/epoxy, wire, string, etc...no tape!)

**Project #3**

\_\_\_ 1 Pug (25 lbs) of clay from the bookstore

\_\_\_ Clay modeling tools (a simple kit with small wooden shaping tools will do)

**Project #4 You will buy the plaster earlier so we can pour the block and let it set for carving.**

\_\_\_ 25 lbs. of Plaster: Around \$20.00 at most hardware stores. I will coordinate the purchase of this in bulk for the class.

\_\_\_ Plaster carving tools: Chisels, 'surform' rasps, old hacksaw blades, butter knife, etc

**Project #5 - I will provide all materials needed**

## **LIST OF ARTISTS/SCULPTORS FOR PRESENTATION**

1. Satoru Abe
2. Kaili Chun
3. Isamu Noguchi
4. Henry Moore
5. Sean Kekamakupa'a Lee Loy Browne
6. Bernice Akamine
7. Mark Chai
8. Kahi Ching
9. Juvana Sullivan
10. Jordan Souza
11. Fred Roster
12. Franz West
13. Louise Bourgeois
14. Lawrence Seward
15. 'Īmaikalani Kalāhele
16. Rocky Ka'iouliokahihikolo'Ehu Jensen
17. Thaddeus Mosely
18. Alvarro Barington
19. Urs Fischer
20. Woodrow Nash
21. Veronica Ryan
22. Simone Leigh
23. Ryosuke Yazaki
24. Edgar Calel
25. Mel Chin
26. El Anatsui
27. Kara Walker
28. Rose B. Simpson
29. Do Ho Suh
30. Richard Serra
31. Ai Weiwei
32. Ron Mueck
33. Ugo Rondinone
34. Joseph Beuys
35. Alberto Giacometti
36. Paul McCarthy
37. Auguste Rodine
38. Marcel Duchamp
39. Andy Goldsworthy
40. Anish Kapoor
41. Phyllida Barlow
42. Anicka Yi
43. Nam Jun Paik
44. Magdalena Abakanowicz
45. Barbra Hepworth
46. Tracey Emin
47. Alexander Calder
48. Jacob Epstein
49. Charlton Kupa`a Hee
50. Keanahala