

Intro to 3D Art

COURSE OUTLINE

Unit One	<i>Sculpture I</i>	<i>20 days</i>
Unit Two	<i>Sculpture II</i>	<i>30 days</i>
Unit Three	<i>Hand building clay I</i>	<i>5 days</i>
Unit Four	<i>Hand building clay II</i>	<i>10 days</i>
Unit Five	<i>Choice Project</i>	<i>16 days</i>

School-wide Academic Expectations Taught In This Course

- Communication
- Collaboration
- Analysis*
- Literacy

School-wide Social and Civic Expectations Taught in This Course

- Demonstrate Honesty
- Demonstrate Responsibility
- Demonstrate Respect
- Demonstrate Safety

Content Standards Taught in This Course

VA:Cr1.1.1	Use multiple approaches to begin creative endeavors.
VA:Cr1.2.1a	Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
VA:Cr2.1.1a	Engage in making a work of art or design without having a preconceived plan.
VA:Cr2.2.1a	Demonstrate awareness of ethical implications of making and distributing creative work.
VA:Cr2.2.1a	Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
VA:Cr2.3.1a	Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
VA:Cr3.1.1a	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
VA:Pr4.1.1a	Analyze, select, and curate artifacts and/or artworks for presentation and preservation.
VA:Pr5.1.1a	Analyze and evaluate the reasons and ways an exhibition is presented.
VA:Pr6.1.1a	Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
VA:Re.7.1.1a	Hypothesize ways in which art influences perception and understanding of human experiences.
VA:Re.7.2.1a	Analyze how one's understanding of the world is affected by experiencing visual imagery.
VA:Re8.1.1a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
VA:Re9.1.1a	Establish relevant criteria in order to evaluate a work of art or collection of works.
VA:Cn10.1.1a	Document the process of developing ideas from early stages to fully elaborated ideas.
VA:Cn11.1.1a	Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Unit 1: Sculpture I

Introduction and Established Goals:

Students will be instructed to create a sculpture that will get them used to working with their hands and with a 3D media. Media is open and/or is left up to the instructor. Students will learn about form. Craftsmanship, creativity, and effort should be stressed. The sculpture does not necessarily need to be representational. This project is meant to be an introduction to working with form. Suggested projects are cardboard helmets, tape sculptures, etc.

Desired Outcome(s):

Students will create a sculpture. Some elements/principles that may be address with this project are: color, form, texture, balance, emphasis, movement, etc.

Common Core Standard(s):

- VA:Cn11.1.Ia
- VA:Cr1.2.Ia
- VA:Cn11.1.Ia

Essential Question(s):

What is form?

How does good craftsmanship affect our artwork?

Key Terms/Concepts:

Craftsmanship

Elements and principles of art (specifically form)

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
<ul style="list-style-type: none">○ VA:Cn11.1.Ia○ VA:Cr1.2.Ia○ VA:Cn11.1.Ia	Students will be able to create a sculpture using a determined media. The sculpture does not necessarily need to be representational. Students will demonstrate quality craftsmanship. Students will demonstrate the ability to gather and use resources to help their process.	Examples (from students and professionals) Modeling Peer-to-peer instruction Peer-to-peer critiques Demonstrations Class critiques	Students will create a work of 3D art using a determined media. Rubric (including self-assessment component) Formative assessment

Suggested Resources and Texts:

Visual resources via Internet (photos)

Student and professional examples

YouTube tutorials

Internet tutorials

Media center and art room libraries

Suggested Technology:

YouTube tutorials

Pinterest tutorials

Epson board (for helpful visual resources)

Unit 2: Sculpture II

Introduction and Established Goals:

Students will be instructed to create a sculpture. This sculpture should be markedly more representational than the last project. Students should work from resources to model form correctly. The media is open and/or is left up to the instructor. Craftsmanship, creativity, and effort should be stressed. Suggested project is paper mache animal heads, either an actual animal or combined animals.

Desired Outcome(s):

To culminate this unit, students will create a sculpture from resources (drawings or photographs, for example). The final product should be a reflection of the student's study of and understanding of the resources from which s/he is working.

Common Core Standard(s):

- VA:Cn11.1.Ia
- VA:Pr4.1.Ia
- VA:Pr5.1.Ia
- VA:Cr2.3.Ia

Essential Question(s):

How do you create a 3D project from a 2D resource?

What is form?

What makes a sculpture successful?

How does craftsmanship affect artwork?

Key Terms/Concepts:

Form

Representational

Craftsmanship

Working from a resource

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
<ul style="list-style-type: none">○ VA:Cn11.1.Ia○ VA:Pr4.1.Ia○ VA:Pr5.1.Ia○ VA:Cr2.3.Ia	Students will create a sculpture from resources (drawings/photographs, etc). Students are encouraged to accurately represent their subject. The theme or subject could be predetermined by the teacher.	Modeling Show examples of successful representational sculptures Show examples of student work Show examples of professional work Class critiques Videos	Students will create a work of 3D art using resources as a guide Rubric (including self-assessment component) Formative assessment

Suggested Resources and Texts:

Examples from students and professionals

Suggested Technology:

Internet

Suggestion Projects:

Paper mache animal heads (mounted)

Paper mache or other alternative non-clay materials

Clay

Unit 3: Hand building Clay I

Introduction and Established Goals:

Students will learn basic hand building clay techniques to create a basic clay sculpture or object. Students will also learn glazing basics. Students will be able to handle, manipulate, and create with clay. Possible hand building techniques include pinch pot, coil, slab, etc. Slipping and scoring will be covered. The final product does not necessarily need to be representational.

Desired Outcome(s):

To culminate this unit, students will be able to create work of art using clay and basic hand building techniques.

Common Core Standard(s):

- VA:Cr1.1.Ia
- VA:Cr3.1.Ia

Essential Question(s):

How have cultures used clay throughout history?

Does art need to be practical?

How does craftsmanship affect the final product?

Key Terms/Concepts:

Slipping

Scoring

Pinch pot, slab, coil, etc.

Smoothing

Texture

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
<ul style="list-style-type: none">○ VA:Cr1.1.Ia○ VA:Cr3.1.Ia	Students will create a work of art using clay. The work of art does not necessarily need to be representational in nature. The student should practice good craftsmanship, the ability to gather and use resources, the ability to produce texture that is clean and intentional.	Student examples Professional examples Modeling Critiques Demonstrations Formative assessments Peer-to-peer assessment Progress monitoring	Students will create a work of art using clay Rubric

Suggested Resources and Texts:

Student and Professional Examples

Suggested Technology:

YouTube tutorials

Internet Tutorials

Suggested Projects:

Pinch pots

Double pinch pot (piggy bank)

Practical vessel (mug, cup, bowl, goblet, etc.)

Unit 4: Hand Building Clay II

Introduction and Established Goals:

Students will continue to refine their skills in the medium of clay. Students will continue to refine glazing techniques and be encouraged to try more complex glazing patterns or layerings. In this unit, students will more seriously emphasize texture, form, scale, size, and complexity. Possible projects include (double) pinch pot, coil, slab, etc. Suggested projects may include vases, lanterns, bird houses, boxes, etc.

Desired Outcome(s):

To culminate this unit, students will create a work of art utilizing techniques covered in this unit.

Common Core Standard(s):

- VA:Re9.1.Ia
- VA:Cr1.1.Ia
- VA:Re.7.1.Ia

Essential Question(s):

How does texture enhance or detract from an artwork?
How does craftsmanship enhance or detract from an artwork?
What makes a successful work of art?

Key Terms/Concepts:

Slipping
Scoring
Pinch pot, slab, coil, etc.
Smoothing
Texture

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
○ VA:Re9.1.Ia ○ VA:Cr1.1.Ia ○ VA:Re.7.1.Ia	Students will create a work of art using the medium of clay. Students should continue to refine their techniques in form, texture, and glazing. Emphasis will be placed on texture, form, scale, size, and complexity.	Student and professional examples Modeling Demonstration Peer-to-peer instruction Critiques Formative assessments	Students will create a work of art using the technique of gridding. Rubric

Suggested Resources and Texts:

Student and Professional Examples
Chuck Close
Worksheet/introduction on how to grid

Suggested Technology:

YouTube tutorials

Internet Tutorials

Suggested Projects:

Vases

Lanterns

Bird houses

Boxes, etc.

Extra Time: Unit 5: Choice Project (3D)

Introduction and Established Goals:

Students will experiment with and explore a variety of media, those they have tried and those that are new to the student. After a period of experimentation, the student may choose a media and propose a project to the teacher that s/he would like to complete. The utmost craftsmanship and use of resources is expected in order for the project to be considered successful. Students should use tips, trick, techniques, and tools learned throughout this course.

Desired Outcome(s):

To culminate this unit, students will create a work of art using a media of their choice.

Common Core Standard(s):

- VA:Cr2.2.Ia
- VA:Cr2.1.Ia
- VA:Cr2.2.IIa
- VA:Re.7.2.Ia

Essential Question(s):

What is art?

How can you tell if something is art?

How does craftsmanship affect the success of a work of art?

Key Terms/Concepts:

Mixed Media

Craftsmanship

Resources

LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
○ VA:Cr2.2.Ia ○ VA:Cr2.1.Ia ○ VA:Cr2.2.IIa ○ VA:Re.7.2.Ia	Students will create a work of art using a media determined by the student. High quality craftsmanship and excellent use of resources are expected.	Student and professional examples Experimentation Peer-to-peer instruction Critiques Formative assessments	Rubric

Suggested Resources and Texts:

Student and Professional Examples

Famous still lives from art history

Worksheet on setting up successful compositions

Suggested Technology:

YouTube tutorials

Internet Tutorials