Course Title: 3-D Design

Subject: Visual & Performing Arts

Grade Level: 9-12

Duration: 1/2 year

Prerequisite: none

Elective or Required: Elective

Visual & Performing Arts Mission Statement:

An education in the arts is an essential part of the academic curriculum for the achievement of human, social and economic growth. An arts education enables personal, intellectual and social development for each individual and strives to enhance the student’s sense of confidence and self-esteem. The visual arts are uniquely qualified to cultivate a variety of multiple intelligences with powerful ways of communicating ideas, thoughts and feelings. A well-rounded program for intellectual growth must support the development of spatial, kinesthetic, interpersonal and intrapersonal intelligences. Creativity in solving art-related problems provides students with values that will better prepare them for future professional endeavors.

The Glen Ridge Public Schools offer every student access to a balanced, comprehensive, cohesive and sequential program of study in the visual arts. Arts education ensures the development of intuition, imagination, expression, performance and critiquing skills. An interdisciplinary approach to the arts ensures every student experiences and understands the arts in relationship to history and culture. The fine arts contribute to the growth of students into life-long learners by nurturing their abilities and interests, developing their divergent thinking, cultivating their multiple intelligences and enriching their lives.

Course Description: This course involves intentional decision making about the use of elements and principles of art in an integrated form that creates 3 dimensional designs. In this beginner level class, students will gain a basic understanding of design principles as they relate to depth and space, and
demonstrate this knowledge through the exploration of additive, subtractive and fabricated sculpture processes. Approaches may include figurative and non-figurative sculpture, models, ceramics, fiber and other media.

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3-D Design

Topic/Unit: Form Follows Function

Approximate # Of Weeks: 5-6

Essential Questions:
What does it mean to have the form follow the function?
Why when creating functional pieces that the form must be considered after the function?
How can an artist still add design interest, whimsy, creativeness, and personal aesthetics but still create a functional piece?
How have the various cultures, genres, and/or artists worked with clay to make functional pieces that are unique?
What are some of the different types of design aesthetics of the various cultures, genres, and/or artists?
How will the different methods of working with clay: pinch, coil, slab, and wheel throwing assist in making functional pieces?
How do you properly work with clay?
Why is good craftsmanship essential when working with clay?
How will glaze add to the function and aesthetics of the piece?
How do clay vessels become bisque ware?
Why does glaze change properties when fired?
What happens chemically?

Upon completion of this unit students will be able to:
- 1.1.12.D.1
- 1.2.12.A.2
- 1.4.12.A.1, 1.4.12.A.4
- 1.4.12.B.1, 1.4.12.B.2

Interdisciplinary Standards
- 9.1 21st-Century Life & Career Skills
- 9.2 Career Awareness, Exploration, and Preparation
Activities:
- Observation and discussion on the various vessels created by former students.
- Power point/poster images of vessels from various cultures, genres and artists for discussion on form follows function, purposes, methods, processes, and design ideas.
- Worksheet for terms, notes, process, goals and rubric
- Teacher centered demonstration and student assistance
- DVD demo for wheel throwing
- Personal investigation of the properties of clay and glaze
- Student engagement with the materials – learning through process.
- Individual assessments: personal and teacher guided
- Group advisement and assessment

STEAM Activities (Visual Arts):
- Students will discover the chemical properties and changes that occur with both clay and glaze during the firing process.

Enrichment Activities:
- Design challenge- students will be given the option to create more complex functional pieces using the combination of methods.

Methods of Assessments/Evaluation:
- Video – work in progress
- Photos
- Exit slips
- Rubric
- Reflection
- Completed project
- Display
- Observation: written/oral
- Individual critique

Resources/ Online Resources:
- Teacher webpage: centering on the wheel
- Mayco posters and display charts
- Cultural posters and power point images.
- Pottery techniques books.
- Scholastic Arts Magazines
Topic/Unit: Carving to Cast

Approximate # Of Weeks: 5-6

Essential Questions:
Where do we find low relief carvings as a design element?
How historically have the carvings been integrated into buildings and structures?
What type of process is carving?
What type of material will you be carving? How will that affect the process of carving?
How do you carve to establish the various levels of design?
How will you create a design that can be carved?
What will you do to develop a design that meets the requirements yet takes risks?
How long has casting been around?
What are some of the various cultures through time that used casting?
How did they use it in design?
How do you properly cast the carved image to get the reversed action?
How can the cast image be aesthetically pleasing?

Upon completion of this unit students will be able to:
- 1.1.12.D.1
- 1.2.12.A.1, 1.2.12.A.2
- 1.4.12.A.1, 1.4.12.A.4
- 1.4.12.B.1, 1.4.12.B.2

Interdisciplinary Standards
- 9.1 21st-Century Life & Career Skills
- 9.2 Career Awareness, Exploration, and Preparation
- 6.1 US History: America in the World
- 6.2 World History/Global Studies
- 7.1 World Languages

Activities:
- Power point presentation
- Worksheet for terms, notes, process, goals and rubric
- Group and individual discussion, investigations, and writing of historical content.
- Review of design concepts and process
- Demonstration of carving/casting process
• Design development through a series of investigations and drawings.
• Student engagement with the materials – learning through process. Since it’s a 2 step process more time will be needed for each individual section to be completed.
• Individual assessments: personal and teacher guided
• Group discussions, advisement, and assessment

STEAM Activities (Visual Arts):
• Students will discover the various cultures that use carving and casting in structural designs.

Enrichment Activities:
• Design challenge- students will be given the option to create more complex carving activity/design for a bonus points.

Methods of Assessments/Evaluation:
• Video – work in progress
• Photos
• Exit slips
• Rubric
• Reflection
• Completed project
• Display
• Observation: written/oral
• Individual critique

Resources/ Online Resources:
• Cultural posters and power point images.
• Architectural books.
• Scholastic Arts Magazines
  Art History - http://www.ancient.eu/Greek_Sculpture/
Approximate # Of Weeks: 3-4

Essential Questions:
What are the various cultures that could be use as design inspiration for sculpture?
What is the source of inspiration for design for this culture?
What are the similarities and differences of this culture to your own?
How do they use materials to create their designs?
What are some of the unique properties of the materials?
How will we be inspired by their cultural art?
How will we interpret it for our own creative representation?
Why is strong craft essential to design?
What will you add to make it individual, interesting, creative and aesthetically appealing?

Upon completion of this unit students will be able to:

- 1.1.12.D.1, 1.1.12.D.2
- 1.2.12.A.1, 1.2.12.A.2
- 1.4.12.B.1, 1.4.12.B.2

Interdisciplinary Standards
- 9.1 21st-Century Life & Career Skills
- 9.2 Career Awareness, Exploration, and Preparation
- 8.1 – Computer and Information Literacy
- 6.1 US History: America in the World
- 6.2 World History/Global Studies
- 7.1 World Languages

Activities:
- Power point presentation
- Worksheet for terms, notes, process, goals and rubric
- Group and individual discussion, investigations, and writing of historical content.
- Review of design concepts and process
- Investigation of media and materials used.
- Demonstration of process
- Design development through a series of investigations and drawings.
- Student engagement with the materials – learning through process.
- Individual assessments: personal and teacher guided
• Group discussions, advisement, and assessment

STEAM Activities (Visual Arts):
• Students will use online resource to find inspiration of subject matter, media and methods possibly employed for sculptural design.

Enrichment Activities:
• Design challenge- students will be given the option to create more complex design for a bonus points.

Methods of Assessments/Evaluation:
• Video – work in progress
• Photos
• Exit slips
• Rubric
• Reflection
• Completed project
• Display
• Observation: written/oral
• Individual critique

Resources/ Online Resources:
• Cultural posters and power point images.
• Cultural books.
• Scholastic Arts Magazines
• Websites: http://www.slideshare.net/
  http://www.artyfactory.com/africanmasks/
  http://www.mexicansugarskull.com/support/dodhistory.html

**Topic/Unit: Contemporary**

Approximate # Of Weeks: 3-4

Essential Questions:
What are some traditional forms of sculptural art?
What are some of the Contemporary forms of sculptural design?
How does Contemporary art differ from traditional forms of art?
What is “unconventional” about it? Why?
How can we create 3-D forms of art that will resonate with what is happening today in the world?
Why is it necessary for an artist to speak through/with their art?
How will the material we use speak volumes to the audience?
Where can we find source for our materials?
How can we develop a design?
How does modern technology come into play with contemporary art?
How will we still be beholden to the concept yet still create an aesthetically pleasing design?
How will we assess the designs?
What advice can you provide for yourself and for your peers?

Upon completion of this unit students will be able to:
- 1.1.12.D.1, 1.1.12.D.2
- 1.2.12.A.1, 1.2.12.A.2
- 1.4.12.B.1, 1.4.12.B.2, 1.4.12.B.3

Interdisciplinary Standards
- 9.1 21st-Century Life & Career Skills
- 9.2 Career Awareness, Exploration, and Preparation
- 8.2 – Technology Education

Activities:
- Power point presentation
- Worksheet for terms, notes, process, goals and rubric
- Group and individual discussion, investigations, and writing of contemporary content.
- Review of design concepts and process
- Investigation of media and materials used.
- Demonstration of process
- Design development through a series of investigations and drawings.
- Student engagement with the materials – learning through process.
- Group development of a rubric or assessment format for the design.
- Individual assessments: personal and teacher guided
- Group discussions, advisement, and assessment

STEAM Activities (Visual Arts):
- Students will investigate what happens to technology such as computers, equipment, and other components when they are discarded. How can it be repurposed? What are the environmental issues with discarded equipment?

Enrichment Activities:
- Design challenge– students will be given a research initiative on how we could better repurpose technology to be reported back to the class.
Methods of Assessments/Evaluation:
- Video – work in progress
- Photos
- Exit slips
- Rubric
- Reflection
- Completed project
- Display
- Observation: written/oral
- Individual critique

Resources/ Online Resources:
- Contemporary art posters and power point images.
- Contemporary Art books.
- Scholastic Arts Magazines
- Websites:  
  - http://inliquid.org/art-design/artist-medium-portal/sculpture-3d/  
  - http://www.danesecorey.com/artists/deborah-butterfield  
  - http://www.hongkiat.com/blog/recycled-art-masterpiece-made-from-junks/

Unit: Art Shows

Topic: Curating a Show

Approximate # of Weeks:  1

Essential Questions:
Why is it essential for visual artists to showcase their work?  
Why should students present their work in a collection?  
How do you go about selecting artwork presented in a show?  
How do you present the work so that it’s as professional as possible?  
How long does it take to prepare the work?  
What is the process of curating a show?
Upon completion of this unit students will be able to:
1.3.12.D.3

Interdisciplinary Standards
- 9.1 21st Century Life & Career Skills
- 9.3 Career Awareness, Exploration, and Preparation

Activities:
- Group discussion on concepts and techniques of curating a show
- Personal selection of work being presented
- Small group discussions for assistance
- Individual consultation
- Lesson on how to matte, back and tag work
- Execution of matting, backing and tagging work
- Teacher and student consultation of presentation
- Show assistance for set up
- Show presentation and opening
- Show take down

STEAM Activities (Visual Arts):
- Students may create a pictorial or film of show process for personal record.

Enrichment Activities:
- Students can create a digital recording of presentation for personal portfolio.

Methods of Assessments/Evaluation:
- Reflection
- Individual consultation
- Journaling
- Display
- Visual Observation

Resources/ Online Resources:
- Gallery displays visited during the course of the year along with online visits.
- Images of former students’ work in shows and presentations