Three Dimensional Design Overview

Content Area: **Art**
Course(s): **3-D Design**
Time Period:
Length: **N/A**
Status: **Published**

Course Overview

COURSE DESCRIPTION

This course is designed to be an introduction into three-dimensional design, working with both additive and subtractive techniques to explore sculptural production. Students will investigate creative problem solving techniques to create both representational and more abstract art forms while producing 3-D structures. Course content includes the production and critique of sculptural art forms using the elements of art and principles of design and incorporating art history while developing technical skill. Materials explored may include but are not limited to paper, cardboard, foam core board, wire, Styrofoam, plaster, and plaster.

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards		NJ Student Learning Standards		NJ Student Learning Standards	
1. Visual and Performing Arts	P	5. Science		9. Career Education and Consumer/ Family/ Life Skills	S
2. Health and Physical Education		6. Social Studies			
3. Language Arts Literacy		7. World Languages			
4. Mathematics	S	8. Technology Literacy			

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Textbooks and other resources

COURSE RESOURCES

Handouts including project instructions, worksheets, visual resources including reproductions of artworks, DVDs, clips from united streaming, and student-constructed examples.

Standards

COURSE SCOPE AND SEQUENCE CHART

Sequential Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Proficiency (Summative) Assessments
Unit 1 **Foundations of three dimensional art forms** Build foundations of measurement and layout skills; Develop planning skills; Creation of three-dimensional art forms with skilled development of four-stage transformation	1.1.8.D.1 (M) 1.2.8.A.2 (M) 1.3.8.D.1 (M) 1.3.8.D.4 (M) 1.4.8.A.2 (M) 1.4.8.A.4 (M) 1.4.8.B.1 (M) *MA.6.6.G.A (R)* *CRP.K-12.2.1 (D)* *CRP.K-12.6.1 (D)*	1	4 weeks	Completed project in association with a rubric. Student's progress time on task.
Unit 2 **Free standing (stabile) sculptures** Mastery of tools associated with successful project performance; Demonstrate additive sculptural building techniques; Knowledge of freestanding balance in the creation of abstract art forms.	1.1.8.D.1 (M) 1.2.8.A.2 (M) 1.3.8.D.1 (M) 1.4.8.A.2 (M) 1.4.8.A.4 (M) 1.4.8.B.2 (M)	1	3.5 weeks	Completed project in association with a rubric. Student's progress time on task.

	MA.6.6.G.A (R) *CRP.K-12.2.1 (D)* *CRP.K-12.6.1 (D)*			
Unit 3 **Kinetic sculpture** Knowledge of symmetrical and asymmetrical balance in the creation of abstract kinetic art forms. Projects similar to the construction of a mobile will be employed.	1.1.8.D.2 (M) 1.2.8.A.3 (M) 1.3.8.D.2 (M) 1.4.8.A.2 (M) 1.4.8.B.1 (M) *MA.6.6.G.A (R)* *CRP.K-12.2.1 (D)* *CRP.K-12.6.1 (D)*	1-2	3.5 weeks	Completed project in association with a rubric. Student's progress time on task.
Unit 4 **Symmetrical geometric forms** Convert geometric shapes into geometric forms Find inspiration in the work of others Apply techniques in the construction of three-dimensional art form	1.1.8.D.1 (M) 1.2.8.A.3 (M) 1.3.8.D.1 (M) 1.4.8.A.2 (M) 1.4.8.B.1 (M) *MA.6.6.G.A (R)* *CRP.K-12.2.1 (D)* *CRP.K-12.6.1 (D)*	2	4 weeks	Completed projects in association with a rubric. Student's progress time on task.

MA.6.G.A	Solve real-world and mathematical problems involving area, surface area, and volume.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

VPA.1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
VPA.1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
VPA.1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
VPA.1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
VPA.1.3.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
VPA.1.3.8.D.CS4	Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.
VPA.1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
VPA.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
VPA.1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

Grading and Evaluation Guidelines

GRADING PROCEDURES

50%- Finished Projects:

Students will be graded based on a scoring rubric. The rubric establishes the criteria for grading and allows the student to see what is expected from the beginning of the project.

10%- Time on Task:

Students will work every day in class from introduction to clean up. The student's primary objective is to stay focused time on task from beginning to end of class.

15%- Exercises:

With each new project or medium, there is an exercise that allows students to explore techniques and design. These exercises give students further reinforcement with familiarizing themselves with themes and mediums.

15%- Assessment:

At the completion of each project, there will be some form of assessment uses to test the students understanding of concepts and techniques. These will be in the form of rubrics, class work progress, critique and self-assessment.

10%- Behavior:

Doing the right thing in an art class is as important as project outcome. This is a production studio where students should feel free to express themselves through their work while maintaining a positive and productive atmosphere. Students are graded based on time on task as well as their productivity on a weekly and daily basis.

In terms of proficiency level the East Brunswick grades equate to:

A	Excellent	Advanced Proficient
B	Good	Above Proficient
C	Fair	Proficient
D	Poor	Minimally proficient
F	Failing	Partially Proficient

COURSE EVALUATION

In Sculpture and 3-D design, the goal is that a minimum of 95% of all pupils will achieve at least minimum proficiency (C or better) relative to the NJSLS set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual components and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas requiring greater support or modification. As a result of the analysis, decisions will be made concerning modifications to course content and/or instructional methodology.

Other Details

#2260 Three Dimensional Art and Design (Churchill Junior High School)

Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/Required	Course Initial Adoption

120	055	A	S	8-9	2.5	200	E	04/21/1996