**3-D ART Revised Nov. 2018** Curriculum Map for 3-D ART

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| ***One Semester*** |
| Targeted Standard(s): NJCCCS  **Standard 1.1 Aesthetics:** ALL STUDENTS WILL USE AESTHETIC KNOWLEDGE IN THE CREATION OF AND IN RESPONSE TO VISUAL ART.   * **1.1.12 A.** **Knowledge**   1. Formulate responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of that art form.  2. Discern the value of works of art, based on historical significance, craftsmanship, cultural context, and originality using appropriate domain specific terminology.  3. Determine how historical responses affect the evolution of various artistic styles, trends and movements in art forms from classicism to post-modernism.   * **1.1.12 B. Skills**   2. Formulate a personal philosophy or individual statement on the meaning(s) of art.  **STANDARD 1.2 Creation and Performance:** ALL STUDENTS WILL UTILIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO EACH ART FORM IN THE CREATION, PERFORMANCE, AND PRESENTATION OF VISUAL ART.   * **1.2.12 D. Visual Art**   1. Interpret themes using symbolism, allegory, or irony through the production of two or three-dimensional art.  2. Perform various methods and techniques used in the production of works of art.  3. Produce an original body of work in one or more mediums that demonstrates mastery of methods and techniques.  4. Outline a variety of pathways and the requisite training for careers in the visual arts.  **STANDARD 1.3** **Elements and Principles:** ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES OF VISUAL ART.   * **1.3.12 D. Visual Art**   1. Compare and contrast innovative applications of the elements of art and principles of design.  2. Analyze how a literary, musical, theatrical, and/or dance composition can provide inspiration for a work of art.  **STANDARD 1.4** **Critique**: ALL STUDENTS WILL DEVELOP, APPLY AND REFLECT UPON KNOWLEDGE OF THE PROCESS OF CRITIQUE.   * **1.4.12 A. Knowledge**   1. Examine the artwork from a variety of historical periods in both western and non-western culture(s).  2. Categorize the artistic subject, the formal structure, and the principal elements of art used in exemplary works of art.  3. Determine the influence of tradition on arts experience, as an arts creator, performer, and consumer.   * **1.4.12 B. Skills**   1. Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one’s personal work and that of their peers, using positive commentary for critique.  2. Provide examples of how critique may affect the creation and/or modification of an existing or new work of art.  **STANDARD 1.5** **History/Culture:**  ALL STUDENTS WILL UNDERSTAND AND ANALYZE THE ROLE, DEVELOPMENT, AND CONTINUING INFLUENCE OF THE ARTS IN RELATION TO WORLD CULTURES, HISTORY, AND SOCIETY.   * **1.5.12 A. Knowledge**   1. Parallel historical events and artistic development found in visual art.  2. Summarize and reflect upon how various art forms and cultural resources preserve cultural heritage and influence contemporary art.   * **1.5.12 B. Skills**   1. Evaluate the impact of innovations in the arts from various historical periods in works of visual art stylistically representative of the times.  2. Compare and contrast the stylistic characteristics of a given historical period through visual art.  **Standard 9.1     21st-Century life and career skills**  •       All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures*.*  •       Six Strands to prepare students to fully engage in civic and work life.  1.       Critical Thinking and Problem Solving  2.       Creativity and Innovation  3.       Collaboration, Teamwork, and Leadership  4.       Communication and Media Fluency  5.       Accountability, Productivity, and Ethics    **9.3          Career Awareness, Exploration, and Preparation**  All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environ  9.4          Career and Technical Education  •       *All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.*     * Describes knowledge and skills that prepare students for postsecondary education, training, and employment in a chosen career pathway. Unlike Standards 9.1, 9.2, and 9.3, which apply to all students from grades K-12, Standard 9.4 applies only to high school students enrolled in career and technical education programs. |
| **Enduring Understandings** (*The big ideas*):  Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.   * Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value. * The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making.   Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.   * The arts serve multiple functions: enlightenment, education, and entertainment. * Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product. * The artistic process can lead to unforeseen or unpredictable outcomes.   An understanding of the elements and principles of art is essential to the creative process and artistic production.   * Underlying structures in art can be found via analysis and inference. * Breaking accepted norms often gives rise to new forms of artistic expression   21 Century Life and Careers     * Create outcome based artwork that helps students synthesize, analyze and evaluate. * Work is research driven fostering active learners, assessed by students and peers. * Curriculum instruction addresses student diversity and is connected to students’ interests, experiences, talents and the real world |

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| **Essential Questions:**  **Sep-Jan:**   * How do I use visual art in my everyday life? * What is functional art? * What is 3D vs. 2D? * What is mixed media? * How can an artist’s identity be revealed in a work if it is not a portrait? * How do I use symmetry, pattern, rhythm and shape/form when creating visual art? * How can I create visual art through combining, expanding and sequencing? * What problem solving skills do I need to create visual art? * How do I use my knowledge of visual art vocabulary, concepts and skills to create visual art? * What do I know about visual art from different cultures? * How do I show my growing knowledge of visual art? * Why is aesthetic design important in the process of making art?   **21 Century Life and Careers Essential questions:**   * How can what you work on today, help you become a global worker? * How does your understanding of technology help guide you in your career? * What 21st century skills do you possess which will help you in a global economy? * How are your problem-solving skills applied to everyday lives? | |
| **Essential Questions:**  **Sep-Oct**:   * What are the characteristics of Japanese design? * What is a motif? * What needs to be done with clay on a potters wheel in order for the vessel to be thrown successfully * What are the hand building techniques? * What are the tools used with these techniques? * How does an artist combine construction techniques to create a design? * What elements and principles are used to create ceramic pieces? * What historical information/artist has influenced your work? * What are the various glazing techniques? * What are the stages of clay? * What are ways to finish a piece (glaze, paint, stain, etc.) and what criteria do I use to decide what are the best techniques for my piece? | **Essential Questions:**  **Nov.-Jan:**   * Why is aesthetic design important in the process of making art? * How can an artist visually describe an emotion, thought, concept, or story? * How do artist safely use tools and how can I apply the use of tools to everyday life? * How do design teams operate in the corporate world and how does that process compare to design process to a single fine artist working as a sculptor? * What are some career paths for sculptors? * How can the methods, knowledge of materials, and techniques learned in this class be applied to everyday life? |

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| Core Content/Objectives | | Instructional Actions | |
| Concepts  *What students will know* | Skills  *What students will be able to do* | Activities/Strategies  *Learning Activities/ Differentiation*  *Interdisciplinary Connections* | Assessment  *How learning will be assessed* |
| **Sept.-Jan:**   * 3-Dimensional Art Vocabulary * 3-D Dimensional Art Tools * Art Elements * Principles of design * Materials and techniques * Ceramic * Clay Body * Glaze * Bisque fire * Non-ceramic sculpture materials such as: wire   wood, fabric, found objects,  wire, paper, plastic, floral foam.   * Artist, art style or cultural connection * Design concepts * Design thinking * Wheel throwing * Exploration of media and techniques * Subtractive Sculpture * Conceptual art * Assemblage * Self-assessment and reflection * Understanding of artistic plagiarism | **Sept-Jan:**   * Define 3-D art vocabulary * Identify3-D art tools * Identify elements of art in artwork * Analyzeelements of art in artwork * Identifyprinciples of design in artwork * Analyze principles of design in artwork * Demonstrateuse of materials and techniques while making 3-D art * Experimentwith 3-D materials and techniques * Solveartistic problems involving materials and techniques * Modifymaterials and techniques to create 3-D art * Design works of art using 3-D materials and techniques * Composeaesthetic visual arrangements using 3-D materials and techniques * Compare/Contrastartwork: by artists, of an art style, or from a culture * Restateknowledge of artists, art styles, and/or cultural connections * Examineart of artists, art styles and/or cultures * Translatethe work of an artist, an art style, and/or a culture into a unique 3-D artwork * Judge the accomplishment of artistic goals * Summarizethe creation process * Summarize the Design Thinking Process * Utilize questioning, as an entry point in design * Mind map * Brainstorm * Formulate a cumulative design incorporating input from 4 teammates. * Use tools such as: electric screw driver, drill press, miter saw. * Attachment techniques such as: gluing, melting, screwing, bolting, hook and eye, * Working together in a mixed group as a design team on 1 project. * Use professional vocabulary in all artistic processes covered in Art Survey * Combine elements to create art * Draw from observation using blind and modified contour line. * Explain the elements of art and their significance in any artist process. * Create the illusion of form on a 2-dimenstional surface * Infuse color theory with the skill and mastery of making art. * Comfortably talk about art through critical method * Use and practice art elements as a language in critiques. * Explore and develop an idea through the use of thumbnail sketches * Select the best idea from thumbnails and develop final concept. * Demonstrate good craftsmanship * Identify good craftsmanship * Understand aesthetic quality * Analyze the meanings of works of art according to their aesthetic qualities. * Provide valid reasons in support of self- assessment of works of art. * Use Pintrest as a platform to create and continually update a mood Board. * Create a conceptually driven maquette for a monument that represents the 21st century | **Sept-Jan:**   * ***All lessons:*** Discuss the use of Elements and principles of art. * ***All lessons:*** Present power-points exemplary of all content being learned. Include famous works of art as well as student work. * ***All lessons***: Teacher demonstration (address whole class/ sub-groups/individuals based on learning styles. * ***All lessons***: Critique sessions * ***All lessons***: learning partners derived from theTeam Shake ap * Introduction to Monument Project; discussion of The Liberty Museum in Philly which houses glass exemplars of meaningful works and is dedicated to "preserving America's heritage of freedom by fostering good character, civic responsibility and respect for all people” The core themes of the museum are leadership and good character; diversity and inclusion; peaceful conflict resolution; and civic engagement. | **Sept.-Jan:**   * Class review of rubrics preceding production of projects. * Rubrics completed by students upon completion of projects * Check for understanding throughout art processes by observing student progress. * Performance of the creation of a work of art (work ethic) * Critiques-Peer and teacher critical analysis of student work-encouraging positive responses. |
| Resources/Technology:   * Wachovia Educational Resource Center * Philadelphia Museum of Art * Books * Power Point/Slideshare/Computer * Pintrest * Youtube * LCD projector * Art supplies and equipment specific to art process * Team skake ap | | | |