

# 3D Arts 1\_\_\_\_\_ Pacing Guide

Course: 3D Arts 1

Grade: 10-12

<u>Months/Days</u>	<u>UNITS</u>	<u>STANDARDS</u>	<u>CONTENT</u> Topics being covered? What do students need to know? ( <i>nouns</i> )	<u>ACTIVITIES</u> w/Integration of Technology & Career Ready Practices	<u>ASSESSMENTS</u> What evidence (formative/summative) is utilized to establish that the content, standards, & skills have been mastered?
September October	1. <u>Unit 1</u>	<p>VPA.1.1.12 All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>0x VPA.1.2.12 All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>0x VPA.1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.</p> <p>0x VPA.1.3.12.D.CS1 How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.</p>	<ul style="list-style-type: none"> <li>1. Romero Britto Inspired Animal Sculptures- plaster &amp; styrofoam</li> <li>2. Pinch Pot Piggy Bank- ceramics</li> <li>3. Day of the Dead Frida Khalo Sugar Skulls- foam block carvings</li> </ul>	<ul style="list-style-type: none"> <li>• color mixing demo &amp; practice</li> <li>• drawing instruction and practice</li> <li>• elements of design worksheet and station work</li> <li>• packet on elements and principles</li> <li>• pattern design worksheet and drawing practice</li> <li>• working within small group to discuss art terms</li> </ul>	<p>Students will be able to complete the following Design Projects using the “Creation” standard 1.1 though the “Critique” Standard 1.6:</p> <ul style="list-style-type: none"> <li>1. Romero Britto Inspired Animal Sculptures- plaster &amp; styrofoam</li> <li>2. Pinch Pot Piggy Bank- ceramics</li> <li>3. Day of the Dead Frida Khalo Sugar Skulls- foam block carvings</li> <li>•</li> </ul>

November December	2. Unit 2	<p>AR.K-12.1.1.A and B.2 The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making. 0x</p> <p>AR.K-12.1.2.A-D.1 The arts serve multiple functions: enlightenment, education, and entertainment. 0x</p> <p>AR.K-12.1.2.A-D.2 Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product. 0x</p> <p>VPA.1.3.12.D.1 Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity. 0x</p> <p>VPA.1.3.12.D.2 Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding. 0x</p> <p>VPA.1.3.12.D.CS1 How individuals manipulate the elements of art and</p>	<ul style="list-style-type: none"> <li>• 1. Fall Lanterns-ceramics</li> <li>• 2. Letter metal Tooling-carbdoard and metal</li> <li>• 3. Trinket Boxes with lid- ceramics</li> <li>• blending and shading</li> <li>• texture</li> </ul>	<ul style="list-style-type: none"> <li>• color pencil color wheel practice</li> <li>• drawing lesson on animals</li> <li>• non-objective design lesson and examples</li> <li>•colored pencil technique worksheet and practice</li> <li>Mannequin packet</li> <li>•pastel technique drawing &amp; practice</li> <li>•shading value scale demo &amp; practice</li> </ul>	<p>Students will be able to complete the following Design Projects using the “Creation” standard 1.1 though the “Critique” Standard 1.6:</p> <ul style="list-style-type: none"> <li>• 1. Fall Lanterns-ceramics</li> <li>• 2. Letter metal Tooling-carbdoard and metal</li> <li>• 3. Trinket Boxes with lid- ceramics</li> </ul>
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		principles of design results in original portfolios that reflect choice and personal stylistic nuance.			
January	3. Painting 1	<p>VPA.1.1.12 All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>0x</p> <p>VPA.1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>0x</p> <p>VPA.1.4.12.A.CS2 Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.</p> <p>0x</p> <p>VPA.1.4.12.A.CS4 Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.</p>	<ul style="list-style-type: none"> <li>1. Oaxacan Animal art using 3D building techniques learned</li> <li>2. Holiday Sculptures ceramic techniques</li> <li>3. Calder Inspired Alexander Calder u</li> </ul>	<ul style="list-style-type: none"> <li>• painting tutorial step by step</li> <li>• watercolor video</li> <li>• worksheet on color mixing and practice</li> <li>•Watercolor palettes demo and practice</li> <li>•value scale using tempera paint demo and practice</li> <li>•watercolor pencil demo &amp; practice techniques</li> </ul>	<p>Students will be able to complete the following Design Projects using the "Creation" standard 1.1 though the "Critique" Standard 1.6:</p> <ul style="list-style-type: none"> <li>• 1. Oaxacan Animal Sculptures-Plaster &amp; wire</li> <li>• 2. Holiday Sculptures-combination pottery ceramics</li> <li>• 3. Calder Inspired Abstract Sculptures-Taskboard &amp; wire</li> <li>•</li> </ul>

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