

3D Arts 2_____ Pacing Guide

Course: 3D Arts 2

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"> 1. Cardboard 3D Replica Painting 2. Pop Art Food Sculpture 3. Geometric String Art 	<ul style="list-style-type: none"> • color mixing demo & practice • drawing instruction and practice • elements of design worksheet and station work • packet on elements and principles • pattern design worksheet and drawing practice • working within small group to discuss art terms 	<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"> • 1. Cardboard 3D Replica Painting • 2. Pop Art Food Sculpture • 3. Geometric String Art

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"> • 1. Sgraffito mugs-ceramics • 2. Corrugated cardboard portraits • 3. Birdbaths-ceramics & glass 	<ul style="list-style-type: none"> • color pencil color wheel practice • drawing lesson on animals • non-objective design lesson and examples • colored pencil technique worksheet and practice • Mannequin packet • pastel technique drawing & practice • shading value scale demo & practice 	<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"> • 1. Sgraffito mugs-ceramics • 2. Corrugated cardboard portraits • 3. Birdbaths-ceramics & glass

		principles of design results in original portfolios that reflect choice and personal stylistic nuance.			
January	3. Unit 3	<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.1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>0x 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 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"> 1. Assemblage Louise Nevelson inspired 2. Creative Birdhouses & Potter Wheel introduction 3. Metal Embossing Relief Sculpture 	<ul style="list-style-type: none"> • painting tutorial step by step • watercolor video • worksheet on color mixing and practice • Watercolor palettes demo and practice • value scale using tempera paint demo and practice • watercolor pencil demo & practice techniques 	<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"> 1. Assemblage Louise Nevelson inspired 2. Creative Birdhouses & Potter Wheel introduction 3. Metal Embossing Relief Sculpture

--	--	--	--	--	--