

3D Design

Course Compendium

UNITS OF STUDY*

Unit 1- *Making Connections Visual Literacy*

Unit 2- *Cultural perspectives reflecting personal style and identity*

Unit 3- *Mixed Media Exploration*

Unit 4- *Printmaking/Book Arts*

Unit 5- *Mosaics*

Unit 6- *Culminating Portfolio*

INTERDISCIPLINARY CONNECTIONS

NJSLS Companion Standards

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

21st Century Life and Careers

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.

**See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments*

3-D DESIGN Credits: 5 Prerequisite: Art Experience Gr: 10, 11, 12 This course fulfills the visual and performing arts graduation requirement.

This course is designed to continue building upon the basic art elements and principles of design in the creation of original craft projects. Units of study stress the development of a higher level of craftsmanship and creative problem solving. Students develop proficiency in crafts designs including paper, bookmaking, printmaking, textiles, plaster, mosaics, mixed media and fiber arts.

- 9.3.12.AR.5** Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.
- 9.3.12.AR-PRT.2** Demonstrate the production of various print, multimedia or digital media products.
- 9.3.12.AR-VIS.1** Describe the history and evolution of the visual arts and its role in and impact on society.
- 9.3.12.AR-VIS.2** Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 9.3.12.AR-VIS.3** Analyze and create two and three-dimensional visual art forms using various media.

Technology

- 8.2.12.D.6** Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.
- 8.2.8.E.1** Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> - Personal glossary - Text-to-speech - Extended time - Simplified / verbal instructions - Frequent breaks <p>WIDA Can Do Descriptors for Grade9-12</p> <p>WIDA Essential Actions Handbook</p> <p>FABRIC Paradigm</p> <p>Wall Township ESL Grading Protocol</p> <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p>	<ul style="list-style-type: none"> - Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback <p>Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.</p> <p>National Center on Universal Design for Learning - About UDL</p> <p>UDL Checklist</p> <p>UDL Key Terms</p>	<ul style="list-style-type: none"> - Use of high level academic vocabulary/texts - Problem-based learning - Preassesses to condense curriculum - Interest-based research - Authentic problem-solving - Homogeneous grouping opportunities <p>Knowledge and Skill Standards in Gifted Education for All Teachers Pre-K-Grade 12 Gifted Programming Standards</p> <p>Gifted Programming Glossary of Terms</p>
		Students with 504 Plan
		Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

**See individual units for Pacing Guide, NJSL Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments*

At Risk Learners / Differentiation Strategies

Alternative Assessments
Choice Boards
Games and Tournaments
Group Investigations
Guided Reading
Learning Contracts
Leveled Rubrics
Literature Circles
Multiple Texts
Personal Agendas

Independent Research & Projects
Multiple Intelligence Options
Project-Based Learning
Varied Supplemental Activities
Varied Journal Prompts or RAFT Writing
Tiered Activities/Assignments
Tiered Products
Graphic Organizers
Choice of Books/Activities
Mini-Workshops to Reteach or Extend
Think-Pair-Share by readiness or interest
Use of Collaboration of Various Activities

Jigsaw
Think-Tac-Toe
Cubing Activities
Exploration by Interest
Flexible Grouping
Goal-Setting with Students
Homework Options
Open-Ended Activities
Use of Reading Buddies
Varied Product Choices
Stations/Centers
Work Alone/Together