Unit 1: Introduction to 3-dimensional Art

Content Area: **Visual Arts**
Course(s): **Visual Arts**
Time Period: **Generic Time Period**
Length: **6 classes**
Status: **Published**

Unit Overview

This unit serves as an introduction to different types of sculpture, building an understanding of how form is used universally. Students will analyze artwork within this unit. Students will analyze form, function, craftsmanship and originality of three-dimensional artwork. The elements and principles of art such as; line, color, rhythm/movement, balance, proportion, shape/form, space, and unity are the focus of this unit. Students will be able to evaluate art from other cultures and/or genres that encompass form. Students will begin to understand how to depict form by creating a sculpture. Through this unit, students will be able to begin to build upon their skills by making art and by learning how other artists use these same methods, techniques, and processes students will better understand artwork and methods.

Standards

VPA.6-8.1.3.8.1	The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
VPA.6-8.1.3.8.2	Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.
VPA.6-8.1.3.8.3	The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.
VPA.6-8.1.3.8.4	Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.
VPA.6-8.1.3.8.5	Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.
VPA.6-8.1.4.8.1	Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.
VPA.6-8.1.4.8.3	Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.
VPA.6-8.1.4.8.6	Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.
VPA.6-8.1.4.8.7	Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.
VPA.6-8.1.4.8.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.6-8.1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Essential Questions

- What are the elements and principles of art unique and common to various art media and forms?
- How are the elements and principles evident in everyday life?
- How can making art enhance perceptual, physical and technical skills?
- How can making art enhance one's understanding of self and others?
- Which characteristics in content, form, style, and design define art genres?
- What kind of contribution of an individual artist influence a generation of artists and signal the beginning of a new art genre?
- How does creating and performing in the arts differ from viewing the arts?
- Why is active participation in the creation of art essential to understanding the creative process?
- What makes a work of art successful?
- How does our knowledge of aesthetics and elements/principles of art help us critique works of art?
- How does making art help us understand the technical proficiency of an artist's work?
- How does our acquisition of knowledge and skills in art enhance our ability to be creative and inventive decision-makers? What's the difference between a thoughtful and a thoughtless artistic judgment?
- How can we develop our own personal aesthetic?

Application of Knowledge: Students will know that…

- Art should be appreciated and interpreted
- By exposing ones self to various artwork from cultures and styles on the basis of technical qualities, subject matter and the use of elements of art and design influence an individuals' feeling towards artworks and their meaning.
- Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making
- Fluency in various art mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making
- In order to articulate thoughts about a work of art one must be able to describe the technical proficiency of an artist's work.
- In order to express personal statements of both facts and opinions regarding works of art, one must apply domain specific arts terminology.
- Individuals develop a process of valuing (a personal aesthetic)
- One must classify elements and principles and consider traditions in the critique of works of art.
- Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality
- The creation of art stimulates the imagination
- The development of sensory acuity (perceptual skills) gained through the production of art enables one to perceive and acknowledge various viewpoints
- The development of technical skills is the key to craftsmanship when creating artwork
- The elements and principles of art must be employed as one creates art

- There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork
- There are diverse aesthetic processes and philosophies which influence the comprehension of art

Application of Skills: Students will be able to...

- Apply domain specific arts terminology to express statements of both fact and opinion regarding works of art.
- Apply the principles of design to interpret various masterworks of art
- Compare and contrast works of art in various media that utilize the same arts elements and principles of design.
- Critique artwork based on the elements and principles of art.
- Define the elements of art and principles of design that are evident in everyday life.
- Examine artworks that places emphasis on composition. Describe how an element of art or design contributes to the aesthetic value of the piece.
- Examine works that are functional and will analyze work that places emphasis on structural arrangement. Describe how an element of art contributes to the aesthetic value of the piece
- Explain aesthetic qualities in oral and written responses
- Explain the compositional design of works of art.
- Incorporate personal life experiences into an aesthetic response in making and/or critiquing artwork
- Incorporate various art elements and principles in the creative process
- Recognize and use various media, materials, process and technologies to create artwork
- Use aesthetic knowledge in the creation of and in response to visual arts.
- Use domain specific vocabulary when describing art

Assessments

Teacher made rubric(s) to define and assess the application, process, and product regarding:

- The understanding of incorporating various elements of art and principles of design such as;line, color, rhythm/movement, balance, proportion, shape/form, space, and unity to enhance technical skills.
- The understanding of art genres associated with discipline-specific arts terminology and stylistic approaches to art-making
- The understanding of art making techniques such as: the various different media and methods used to create form (3D).
- The ability to be fluent in different mediums and terminology
- The ability to recognize different genres of art and themes in art
- Analyze ones artwork and artwork of others based on technical proficiency, compositional design, the use of elements and principles and different media, and how and if the artist has a stylistic approach to making art.
- Analyze artwork based on form, function, craftsmanship and originality

Engage in frequent student-teacher in-class conversations to gage understanding and re-direct and guide

learning as necessary.

- Written or Oral student self-assessment
- Written or Oral teacher assessment

Suggested Activities

Identify the stylistic innovations in the use of shape vs. form, chronicled through diverse social, political and cultural histories, and differentiate the impact of the same on the artist's aesthetic choices in two and three dimensional works of art

- E.g., Elizabeth Murray, Bop, 2002-03, Elizabeth Murray, Red Shoe, 1996-97,Pablo Picasso, Three Musicians, 1921, Henry Moore, Family Group, 1946.

View and discuss artwork that depicts how the elements of art and design are used and which reflects an understanding of genres in a contemporary context that is based on thematic content which has been stylistically interpreted by artists over time.

- E.g, The assemblages of Louise Nevelson; White Vertical Water, 1972; Luminous Zag:Night, 1971; Dawn's Wedding Chapel II, 1959
- E.g, Henry Moore, Family Group, 1946
- E.g, The assemblages of Marisol Escobar; The Last Supper, 1982-84; Tea for Three, 1960; The Funeral, 1996

Create a three-dimensional assemblage using found objects. Elements and principles of focus are: rhythm/movement, balance, form, space and unity

Generate observational and/or emotional responses to culturally and historically diverse artworks relative to their form, function, craftsmanship, and originality. Compare & contrast their treatment of archetypal subject matter in a written critical review.

- Compare artwork of Claes Oldengurg to Egyptian Pyramids or Frank Lloyd Wright

Activities to Differentiate Instruction

Each student will work at his/her level of skill readiness and interest to interpret the assignment/s.

Students with needs and challenges:

- In the visual arts, students will be given opportunities to increase their communication, fine and gross motor, choice-making and social interaction skills.
- Students will be able to discover and explore the fundamental elements of visual arts through the creation of artistic products. These elements include color, line, form, rhythm, space..
- Students will be given opportunities to express and communicate idea verbally or non-verbally (typing, writing, pictorially) when referring to the aesthetics and making artwork. They will create works of art individually and with others. Assistance and modification will be offered.
- Examples are: limiting how many objects will be sculpted to one or two. Size of sculpture will be modified to a comfortable working size for student's ability. Assemblage can be a bas relief sculpture. Teacher will assist and demonstrate uses of materials. Materials to use will be limited if it applies to the specific student. Depending on the students challenges different tools will be given to aid in student success. Such tools are: pre-cut wood and cardboard and pre- asseembled wire forms. Teacher will work one to one with student in demonstrating and assisting when needed and as often as needed. Pare share, working with a partner or group on discussing and creating artwork. Using computer, visual communicators or orally to express and communicate thoughts and ideas in reference to art. Understanding the function and form referring to critical review.

Advanced learners:

- Students can explore how to made an assemblage free-standing. Elements of art form, emphasis, and unity will be explored further. Higher levels of techniques can be explored. The element of Form and the wide array of different art media can be explored such as the techniques, methods and processes encompassing the art of assemblage.
- Students can choose any choice of genre or cultural artwork and explain (written or orally) how the genre or cultural artwork reflects the methods, techniques and processes of observational drawing. They can express how ones artwork compares to historical/cultural artwork by analyzing the elements and principles of art used in the lesson.

Integrated/Cross-Disciplinary Instruction

Math: concepts will be in place with the relation to proportion, composition and size

Language: vocabulary content by learning the art from many cultures:

- Terminology used in each area and style of art

Social Studies: by learning about the history and culture of people around the world:

- Diversity of world peoples and their individual art styles
- Vocabulary used to understand art names/styles

Resources

“Model Curriculum: Visual Performing Arts (K-12) - Visual Art Overview." *Model Curriculum: Visual Performing Arts (K-12) - Visual Art Overview*. New Jersey Department of Education, n.d. Web. 07 July 2015. <http://www.state.nj.us/education/modelcurriculum/vpa/v/>.

“About the NEA." *National Council on the Arts*. National Endowment For the Arts, n.d. Web. 07 July 2015. <http://arts.gov/about/national-council-arts>.

"NAEA - National Art Education Association." *Home • National Art Education Association*. NAEA, n.d. Web. 07 July 2015. <http://www.arteducators.org/>.

Rohrer, Ken. "The Incredible Art Department (IAD)." *Incredible Art Department*. N.p., n.d. Web. 10 July 2015. <http://www.incredibleart.org/>.