Unit 05: The 3-Dimensional Art Experience

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **5-6 weeks**
Status: **Published**

Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

1.5.12adv.Cr	Creating
1.5.12adv.Cr1	Generating and conceptualizing ideas.
1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
1.5.12adv.Cr2	Organizing and developing ideas.
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
1.5.12adv.Cr2b	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
1.5.12adv.Cr3	Refining and completing products.
1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
1.5.12adv.Pr	Presenting
1.5.12adv.Pr4	Selecting, analyzing, and interpreting work.
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
1.5.12adv.Pr5	Developing and refining techniques and models or steps needed to create products.
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art.
1.5.12adv.Pr6	Conveying meaning through art.
1.5.12adv.Pr6a	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
1.5.12adv.Re	Responding
1.5.12adv.Re7	Perceiving and analyzing products.
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12adv.Re8	Interpreting intent and meaning.
1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
1.5.12adv.Re9	Applying criteria to evaluate products.

1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.
1.5.12adv.Cn	Connecting
1.5.12adv.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
1.5.12adv.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.
1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.

Brief Summary of Unit

Students will develop a more in-depth understanding of three-dimensional art. Through art historical study and critical analysis of the works of various artists, students will continue to develop a deeper understanding of three-dimensional art. Through continued study and hands on activities, students will continue to increase their awareness and ability to effectively use a variety of media, tools and techniques to successfully create their own three-dimensional art pieces. Students will continue to develop creative abilities, problem solving skills and their personal sense of aesthetics. Studio experiences will incorporate more in-depth discussions and critiques of works of art. Students will use their creative ability to create art that can used to make environmental, social and political comments and statements.

Essential Questions/ Enduring Understandings

● How does the variety of media, tools and techniques of three-dimensional art influence the artist's work?

● How does the understanding of three-dimensional art develop an individual sense of aesthetics?

● How is three-dimensional art used as an expressive art form?

● There are unique media, tools and techniques associated with three-dimensional art.

● The decision-making processes and problem solving required to create three-dimensional art will develop an individual sense of aesthetics.

● Knowledge of tools, techniques and media is important for the creation of unique and innovative three-dimensional art.

● Studying the work of other artists helps develop a deeper understanding of three-dimensional art as an art form, a creative process and provides inspirations for their own exploration.

● Planning with preliminary work and thumbnail sketching is important to the artistic process.

● Making art is an ongoing process that involves informed and critical decision making.

● 3-D art can be used to make environmental, social and political comments and statements.

Students Will Know/ Students Will Be Skilled At

● Key vocabulary as it relates to three-dimensional art including, but not limited to: conceptual, perceptual, volume, modular, depth, assemblage, etc.

● How to use the elements and principles of design as the foundation for creating a work of three-dimensional art including, but not limited to: form, movement/rhythm, texture, balance, etc.

● How the extensive variety of techniques, tools, skills and media associated with three-dimensional art including, but not limited to: multi/mixed media, metal, clay, fabric, work that suggests rhythm thru modular structure, etc. are used.

● Art history, renowned artists and different cultures as they relate to three-dimensional art.

● The process of mixed media.

● The importance of critique in the successful completion of artwork.

● Their “individual voice” should always be clearly evident.

● Expressing their creative vision through the use of three-dimensional art techniques, tools and media.

● Explaining their creative works.

● Creating one or more pieces of three-dimensional art.

● Developing opinions that are evidenced based in discussing the works of others.

Learning Plan

● Preview the essential questions and connect to learning throughout the unit.

● Teacher presentation and introduction to the lessons (may include one or more of the following: books, periodicals, video, internet, reproductions).

● Teacher presentation of vocabulary and handouts.

● Teacher presentation of past student work.

● Introduction of an artist and/or artistic style that can enhance student understanding of the lesson.

● Teacher introduction and demonstration of the medium/media.

● Students will use technology, information and other tools to explore ideas for production of artwork.

● Students will brainstorm and thumbnail sketch, preliminary work.

● Students will experiment with medium/media.

● Students will make decisions to solve the problems using the appropriate medium/media and following instructions.

● Students and teacher will periodically critique works in progress.

● Students will creatively present and entitle their artwork.

● Students will self-evaluate their work based on a rubric which includes a written explanation of the Three Basic Features of an Artwork.

● Field trips to art museums, art parks, and art galleries.

Evidence/Performing Tasks

Fine and Performing Arts students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression may be demonstrated in divergent ways through the Artistic Processes of Creating, Presenting/ Producing, Connecting, and Responding.

Tasks will include:

● Successfully producing one or more three-dimensional art pieces.

● Successfully using three-dimensional art techniques, tools and media.

● Correctly and consistently utilizing the specific vocabulary associated with three-dimensional art processes.

● Participating in critiques.

● Completing associated rubrics.

● Identifying and explaining artist's work according to the Three Basic Features of an Artwork.

● Visually explaining elements and principles, vocabulary and techniques thru the process.

Materials

- 3-dimensional media including, but not limited to: metals, clays, fabrics, cardboard, plastic, styrofoam, etc.
- Computer

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

Fine Arts Accommodations & Modifications