

Unit 4: 3D Design

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **9 Weeks**
Status: **Published**

Standards

ELD standards: <https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EstZXo0uiFYv1Nu4/edit>

VA.9-12.1.5.12acc.Cn	Connecting
VA.9-12.1.5.12acc.Cr	Creating
VA.9-12.1.5.12acc.Pr	Presenting
VA.9-12.1.5.12acc.Re	Responding
VA.9-12.1.5.12acc.Cr1	Generating and conceptualizing ideas.
VA.9-12.1.5.12acc.Cr2	Organizing and developing ideas.
VA.9-12.1.5.12acc.Cr3	Refining and completing products.
VA.9-12.1.5.12acc.Pr4	Selecting, analyzing, and interpreting work.
VA.9-12.1.5.12acc.Pr5	Developing and refining techniques and models or steps needed to create products.
VA.9-12.1.5.12acc.Pr6	Conveying meaning through art.
VA.9-12.1.5.12acc.Re7	Perceiving and analyzing products.
VA.9-12.1.5.12acc.Re8	Interpreting intent and meaning.
VA.9-12.1.5.12acc.Re9	Applying criteria to evaluate products.
VA.9-12.1.5.12acc.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
VA.9-12.1.5.12acc.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
VA.9-12.1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student's existing artwork.
VA.9-12.1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
VA.9-12.1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
VA.9-12.1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
VA.9-12.1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
VA.9-12.1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
VA.9-12.1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
VA.9-12.1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
VA.9-12.1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

VA.9-12.1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
VA.9-12.1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
VA.9-12.1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
VA.9-12.1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.

Brief Summary of Unit

Students will develop their awareness and increase their ability in the successful creation of 3-dimensional art. Students will increase their awareness of composition in 3-dimensional art and further their knowledge of art history as it relates to 3-dimensional art. Student creativity and problem solving skills will be further developed along with their skills to critique their own and fellow student work. Success in the creation of 3-dimensional art will be increased.

Transfer

Essential Questions

- • How does the understanding of the works of 3-dimensional design artists develop ones individual sense of aesthetics?
- • How does the variety of medium, tools and techniques of 3-dimensional design influence the artist's design?
- • What significance does the art of 3-dimensional design play in the history of varying cultures?

Essential Understandings

- • 3-dimensional design has played a significant role in the history of varying cultures as well as contemporary society.
- • the decision making processes and problem solving required to create 3-D designs will develop ones individual sense of aesthetics.
- • there are unique media, tools and techniques associated with 3-D design.

Students Will Know

- • key vocabulary as it relates to 3-D design including, but not limited to: sculpture, sculptor, mobile, kinetic, construction, etc.
- • that planning, preliminary work and drawing are important in the creation of 3-D design.

- • the choice of medium relates to the overall concept the artist is trying to express. It also relates to form, function and visual impact.
- • the variety of mediums, skills, tools and techniques used in the creation of 3-D design including, but not limited to: wire, wood, organic objects, multi/mixed media, etc.
- • what the elements/principles of design are and how they relate to 3-D design.

Students Will Be Skilled At

Evidence/Performance Tasks

- • answer the essential questions.
- • compile a folder of vocabulary, notes and handouts pertaining to 3-D design.
- • complete brainstorming and thumbnail sketches in preparation of activity.
- • complete self-assessments and teacher assessments using teacher generated rubrics.
- • correctly use media, skills and techniques associated with 3-D design.
- • participate in introduction of activities, class discussion and Q and A sessions.
- • participate in student critiques during and after art production.
- • take a Mid-term and final exam.
- • understand art history as it relates to 3-D design.
- • writing prompts.

Learning Plan

- • Handouts of vocabulary, student expectations, information, etc.
- • Introduction of an artist whose work can enhance students understanding of the lesson (may include one or more of the following: books, periodicals, reproductions, video, slides, and web sites).
- • Preview the essential questions and connect to learning throughout the unit.
- • Student will complete self-evaluation by filling out a rubric.
- • Students and teacher work to create assessment criteria.
- • Students will brainstorm/thumbnailed sketch.
- • Students will creatively display/base and entitle their artwork.
- • Students will experiment with media/s and tools per teacher demonstrations.
- • Students will explain their finished artwork according to the elements/principles of design in written format.
- • Students will make decisions to solve the problems using the appropriate media/s and following instructions.
- • Students will periodically critique works in progress.
- • Students will use technology, information and other tools to explore ideas for production of artwork.

- • Teacher demonstration of various media.
- • Teacher introduction of various media: wire, papers, wood, sculpy clay, styrofoam, etc.
- • Teacher presentation and introduction to the lessons (may include one or more of the following: books, periodicals, video, slides, computer presentation).
- • Teacher presentation of past student work.
- • Teacher presentation of vocabulary.
- • Teacher will evaluate project based on rubric.

Materials

Suggested Strategies for Modifications

- • additional time on task
- • alternative outcome options
- • assessment based on individual development in the area of study
- • audio tape of instruction
- • cooperative learning groups
- • handouts of notes, procedures, processes, diagrams, etc.
- • images and visual aids
- • one-to-one instruction and assistance
- • preferential seating
- • reading material modified to student level
- • study partners