

# Unit 4: 3D Design

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

## Standards

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

VA.9-12.1.5.12acc.Cr	Creating
VA.9-12.1.5.12acc.Cr1	Generating and conceptualizing ideas.
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.Cr2	Organizing and developing ideas.
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.Cr3	Refining and completing products.
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.Pr	Presenting
VA.9-12.1.5.12acc.Pr4	Selecting, analyzing, and interpreting work.
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.Pr5	Developing and refining techniques and models or steps needed to create products.
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.Pr6	Conveying meaning through art.
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.Re	Responding
VA.9-12.1.5.12acc.Re7	Perceiving and analyzing products.
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.Re8	Interpreting intent and meaning.
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.Re9	Applying criteria to evaluate products.
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.Cn	Connecting
VA.9-12.1.5.12acc.Cn10	Synthesizing and relating knowledge and personal experiences to create products.

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.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
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**

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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**

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## **Essential Questions**

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- • 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**

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- • 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**

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- • 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**

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## **Evidence/Performance Tasks**

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- • 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**

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- • 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**

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## **Suggested Strategies for Modifications**

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- • 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