

# Grade 3 Unit 5: Sculpture and 3-Dimensional Forms

Content Area: **Art**  
Course(s): **ArtELE**  
Time Period: **7 weeks**  
Length: **Weeks**  
Status: **Published**

## Unit Overview

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The students will develop skills and understand concepts in various types of sculpture, crafts, ceramics and three-dimensional art. Students will learn and utilize proper and safe techniques with the tools and media. Students will apply the elements of art and principles of design to three-dimensional work.

## Transfer

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Students will be able to independently use their learning to:

- understand the difference between 2-D and 3-D art
  - recognize that sculpture is a three-dimensional art form that can be viewed from all sides
  - identify sculptures in the environment
  - classify sculpture as decorative or functional in nature
  - observe that sculpture can be made using various techniques and materials
  - understand that the Elements of Art and Principles of Design still apply to 3-D art
  - recognize that sculpture can be inspired by other cultures
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## Meaning

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## Understandings

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Students will understand that:

- there is a difference between 2-D and 3-D art
- sculpture is a three-dimensional art form that can be viewed from all sides
- sculptures may be identified in the environment
- sculptures can be classified as decorative, functional, or a combination of both
- sculpture can be made using various techniques and materials
- the Elements of Art and Principles of Design still apply to 3-D art
- sculpture can be inspired by other cultures

### **Essential Questions**

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How is three-dimensional art different from two-dimensional art?

How do the materials used influence the style of the sculpture?

How can the elements of art and principles of design be applied to sculpture?

### **Application of Knowledge and Skill**

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#### **Students will know...**

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Students will know how to apply the art elements and principles of design to three-dimensional forms.

#### **Students will be skilled at...**

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Students will be skilled at using the Elements of Art and Principles of Design to create sculptures using proper knowledge and care of tools, techniques, and subject matter, choosing from, but not limited to,

**the following processes:**

Found Object Art

Ceramics (pinch pots, coil pots, slab techniques)

Sculpture

Weaving

Additive Forms (using armatures and other various media)

Mobiles

Masks

Puppets

Jewelry

**Students will be skilled at using a variety of the following materials:**

cardboard, found objects, boxes, clay, papier-mache, masks, plaster, origami, cloth, beads, yarn, plastic, wood, pipe cleaners, various assorted craft materials

**Academic Vocabulary**

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Elements of Art (color, line, space, shape, texture, form)

Sculpture

2-D

3-D

medium

decorative

functional

weaving

ceramics

Found object art

mobile

masks

puppets

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## Learning Goal

The students will construct a 3-dimension sculpture that shows an understanding of the basic elements of art and demonstrates proper use of art materials and techniques.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
VPA.1.1.5.D.2	Compare and contrast works of art in various mediums that use the same art elements and principles of design.
VPA.1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
VPA.1.3.5.D.4	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
VPA.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
TECH.8.2.2.C	Design: The design process is a systematic approach to solving problems.
TECH.8.2.2.C.1	Brainstorm ideas on how to solve a problem or build a product.
TECH.8.2.2.D.CS1	Apply the design process.

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## Target 1

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- Define 2-D and 3-D art and be able to distinguish between the two

## **Target 2**

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- Identify characteristics of famous artists and their work
- Understand that art may be created using a variety of materials and techniques

## **Target 3**

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- Identify how the elements of art are used in different types of artwork

## **Summative Assessment**

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End of unit project exhibiting demonstrated skills and techniques

## **Formative Assessment and Performance Opportunities**

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1. Class participation
2. Teacher-directed Q and A
3. Teacher observation of process and product
4. self-critique

## **Differentiation / Enrichment**

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### **Differentiation:**

1. Strategic seating for reduced distraction, enabling better lesson focus.

2. Small-group or individualized teacher assistance or demonstration
3. pair student with higher learner

### **Enrichment:**

1. Expand and extend concepts and details, ideas, relationships, and generalizations.
2. Students will be provided with additional resources on relative higher level topics.
3. Provide students with supplemental resources to expand knowledge base.
4. Create experiences for deeper learning.

### **Unit Resources**

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Visual aides of famous three-dimensional works of art

Powerpoints of various sculpture images using various materials and techniques

Hands on examples of sculpture around the art room

Teacher project and technique demonstration via document camera